# ProQual Level 2 NVQ Diploma in Wood Occupations (Construction)

## Qualification Specification

# Contents

# Introduction

The aim of this qualification is to recognise the knowledge, skills and competence of individuals who specialise in a wood-based occupation in the construction industry.

The awarding organisation for this qualification is ProQual AB. This qualification is regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and the Council for the Curriculum Examinations and Assessment (CCEA) Regulation. The Regulated Qualifications Framework (RQF) includes those qualifications regulated by Ofqual and CCEA Regulation.

# Qualification Profile

| | |
|---|---|
| Qualification title | **ProQual Level 2 NVQ Diploma in Wood Occupations (Construction)** |
| Ofqual qualification number | 601/7664/7 |
| Level | Level 2 |
| Total qualification time | 410 hours |
| Guided learning hours | 137 |
| Assessment | Pass or fail<br>Internally assessed and verified by centre staff<br>External quality assurance by ProQual verifiers |
| Qualification start date | 1/10/15 |
| 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

Candidates must complete ALL of the Mandatory units, plus the Mandatory and/or Optional unit requirements from one of the Pathways.

| **Mandatory Units – candidates must complete all units for all Pathways** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| A/503/1170 | Conforming to general health, safety and welfare in the workplace | 1 | *641* |
| J/503/1169 | Conforming to productive working practices in the workplace | 2 | *642* |
| F/503/1171 | Moving, handling and storing resources in the workplace | 2 | *643* |

## Pathways

Pathway 1 – Site Carpentry
Pathway 2 – Architectural Joinery
Pathway 3 – Structural Post and Beam Carpentry
Pathway 4 – Light Structural Timber Framing
Pathway 5 – Timber Frame Erection
Pathway 6 – Timber Decks and Cladding
Pathway 7 – Heritage Site Carpentry
Pathway 8 – Heritage Architectural Joinery
Pathway 9 – Heritage Structural Post and Beam Carpentry
Pathway 10 – Pre-assembled Roof Structure Installer

## Pathway 1 – Site Carpentry

| **Optional Units – candidates must complete THREE units** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| K/503/3402 | Installing first fixing components in the workplace<br>*Unit Endorsements:*<br>***Three** of the following:*<br>*Frames (door and/or window)*<br>*Linings (door and/or hatch)*<br>*Floor joist coverings (or flat roof decking)*<br>*Partitions*<br>*Staircases*<br>*Roof verge and eaves finishings* | 2 | *09Av3* |
| T/503/3404 | Installing second fixing components in the workplace<br>*Unit Endorsements:*<br>***Five** of the following:*<br>*Side hung doors*<br>*Mouldings (architrave, skirting)*<br>*Ironmongery*<br>*Service encasement*<br>*Prefabricated units*<br>*Cladding or panelling*<br>*Stair components (balustrades, handrails, spindles)* | 2 | *10Av3* |
| M/503/2641 | Erecting structural carcassing components in the workplace<br>*Unit Endorsements:*<br>***One** of the following:*<br>*Inclined roofs with gables*<br>*Load bearing partitions*<br>*Joists (ground, upper or flat roof) including coverings (flat roofs, decks or floors)* | 2 | *11v3* |
| T/503/2642 | Maintaining non-structural carpentry work in the workplace<br>*Unit Endorsements:*<br>***Four** of the following:*<br>*Frames*<br>*Mouldings*<br>*Doors*<br>*Windows (including replacement glazing)*<br>*Door and/or window ironmongery*<br>*Verge and/or eaves*<br>*Sash cords* | 2 | *12v3* |
| K/616/9345 | Installing fire resisting timber door assemblies and doorsets in the workplace | 2 | *358v3* |

| | | | |
|---|---|---|---|
| T/506/5172 | Setting up and using transportable cutting and shaping machines in the workplace<br>*<u>Unit Endorsements:</u>*<br>***Three** of the following endorsements required for cutting machines:*<br>*Drill*<br>*Planer*<br>*Biscuit jointer*<br>*Disc cutter*<br>*Morticer*<br>*Saw – **three** of the following endorsements required: circular, chop, mitre, bench or table, jig, reciprocating, oscillating*<br>***plus***<br>***Two** of the following endorsements required for shaping machines:*<br>*Thicknesser*<br>*Planer*<br>*Sander (orbital, belt, disc)*<br>*Router*<br>*Laminate trimmer* | 2 | *628v3* |

## Pathway 2 – Architectural Joinery

| **Mandatory Unit – candidates must complete this unit** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| M/506/4974 | Marking out from setting out details for routine architectural joinery products in the workplace<br>*<u>Unit Endorsements</u>:*<br>*Architectural Joinery – **at least two** items from the following:*<br>*Doors*<br>*Windows with opening lights*<br>*Units and/or fitments*<br>*Panelling and cladding*<br>*Staircases* | 2 | *15Av4* |
| A/506/4976 | Manufacturing routine architectural joinery products in the workplace<br>*<u>Unit Endorsements</u>:*<br>*Architectural Joinery – **at least two** items from the following:*<br>*Doors*<br>*Windows with opening lights*<br>*Units and/or fitments*<br>*Panelling and cladding*<br>*Staircases* | 2 | *16Av5* |
| **Optional Units – candidates must complete ONE unit** | | | |
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| K/506/4973 | Producing setting out details for routine architectural joinery products in the workplace<br>*<u>Unit Endorsements</u>:*<br>*Architectural Joinery – **at least two** items from the following:*<br>*Doors*<br>*Windows with opening lights*<br>*Units and/or fitments*<br>*Panelling and cladding*<br>*Staircases* | 2 | *14Av4* |

| | | | |
|---|---|---|---|
| T/506/5172 | Setting up and using transportable cutting and shaping machines in the workplace<br>*<u>Unit Endorsements:</u>*<br>***Three** of the following endorsements required for cutting machines:*<br>*Drill*<br>*Planer*<br>*Biscuit jointer*<br>*Disc cutter*<br>*Morticer*<br>*Saw – **three** of the following endorsements required: circular, chop, mitre, bench or table, jig, reciprocating, oscillating*<br>***plus***<br>***Two** of the following endorsements required for shaping machines:*<br>*Thicknesser*<br>*Planer*<br>*Sander (orbital, belt, disc)*<br>*Router*<br>*Laminate trimmer* | 2 | *628v3* |

## Pathway 3 – Structural Post and Beam Carpentry

| **Mandatory Units – candidates must complete all THREE units** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| K/503/2721 | Setting out timber framework in the workplace | 2 | *30v3* |
| J/503/2726 | Fabricating timber framework in the workplace | 2 | *31v3* |
| R/503/2731 | Assembling and erecting heavy timber framework – post and beam in the workplace | 2 | *60v3* |

## Pathway 4 – Light Structural Timber Framing

| **Mandatory Units – candidates must complete all FOUR units** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| L/503/2632 | Installing frames and linings in the workplace | 1 | *05v3* |
| M/503/2638 | Installing internal mouldings in the workplace<br>*Unit Endorsements:*<br>***Two*** *of the following:*<br>*Architrave*<br>*Skirting*<br>*Mouldings* | 1 | *08v3* |
| T/503/2642 | Maintaining non-structural carpentry work in the workplace<br>*Unit Endorsements:*<br>***Four*** *of the following:*<br>*Frame*<br>*Mouldings*<br>*Doors*<br>*Windows (including replacement glazing)*<br>*Door and/or window ironmongery*<br>*Verge and/or eaves*<br>*Sash cords* | 2 | *12v3* |
| R/503/2924 | Confirming the occupational method of work in the workplace | 3 | *211v3* |

## Pathway 5 – Timber Frame Erection

| **Mandatory Units – candidates must complete both units** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| R/506/2983 | Erecting timber walls and floors in the workplace | 2 | *289v4* |
| D/506/4985 | Erecting timber roof structures in the workplace<br>*Unit Endorsements:*<br>*Pre-assembled roof structures – mechanically handled,*<br>***plus one** of the following:*<br>*In situ roofs – manually handled*<br>*In situ roofs – mechanically handled* | 2 | *290v4* |

| **Additional Unit for pathway 5 (not compulsory)** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| R/506/3929 | Slinging and hand signalling the movement of suspended loads in the workplace<br>*Unit Endorsement:*<br>*The following endorsement is required (i.e. own area of work):*<br>*Slinger signaller – timber frame erection only* | 2 | *402Av1* |

## Pathway 6 – Timber Decks and Cladding

| **Mandatory Units – candidates must complete this unit** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| T/506/5172 | Setting up and using transportable cutting and shaping machines in the workplace<br><u>*Unit Endorsements:*</u><br>***Three*** *of the following endorsements required for cutting machines:*<br>*Drill*<br>*Planer*<br>*Biscuit jointer*<br>*Disc cutter*<br>*Morticer*<br>*Saw –* ***three*** *of the following endorsements required: circular, chop, mitre, bench or table, jig, reciprocating, oscillating*<br>***plus***<br>***Two*** *of the following endorsements required for shaping machines:*<br>*Thicknesser*<br>*Planer*<br>*Sander (orbital, belt, disc)*<br>*Router*<br>*Laminate trimmer* | 2 | *628v3* |
| **Optional Units – candidates must complete ONE unit** | | | |
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| F/616/1705 | Installing sheeting and cladding systems of roofs and walls in the workplace<br><u>*Unit Endorsements:*</u><br>***One*** *of the following endorsements required:*<br>*Built-up systems*<br>*Standing seam systems*<br>*Secret fix systems*<br>*Composite panel systems*<br>*Fibre-centre systems* | 2 | *95v2* |

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|---|---|---|---|
| F/503/2496 | Installing low level timber decks in the workplace<br>*<u>Unit Endorsements</u>:*<br>***Five** of the following:*<br>*Embedded column footings*<br>*Raised column footing*<br>*Wall plates*<br>*Blocking*<br>*Bracing*<br>*Parapets or balustrades*<br>*Stairs*<br>*Ramps* | 2 | *629v2* |
| L/503/2498 | Installing elevated timber decks in the workplace | 3 | *630v2* |

## Pathway 7 – Heritage Site Carpentry

| **Mandatory Units – candidates must complete both units** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| K/503/2721 | Setting out timber framework in the workplace | 2 | *30v3* |
| F/618/3252 | Conserving or restoring timber-based products in the workplace<br>*Unit Endorsements:*<br>***Eight** of the following:*<br>*Load bearing components*<br>*Non-load bearing components*<br>*Walls*<br>*Floors*<br>*Roofs*<br>*Joist coverings*<br>*Frames (including windows)*<br>*Panelling/cladding*<br>*Units and fitments*<br>*Doors*<br>*Mouldings*<br>*Staircases* | 3 | *553* |
| **Optional Units – candidates must complete THREE units** | | | |
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB ref. for information only*** |
| K/503/3402 | Installing first fixing components in the workplace<br>*Unit Endorsements:*<br>***Three** of the following:*<br>*Frames (door and/or window)*<br>*Linings (door and/or hatch)*<br>*Floor joist coverings (or flat roof decking)*<br>*Partitions*<br>*Staircases*<br>*Roof verge and eaves finishings* | 2 | *09Av3* |
| T/503/3404 | Installing second fixing components in the workplace<br>*Unit Endorsements:*<br>***Five** of the following:*<br>*Side hung doors*<br>*Mouldings (architrave, skirting)*<br>*Ironmongery*<br>*Service encasement*<br>*Prefabricated units*<br>*Cladding or panelling*<br>*Stair components (balustrades, handrails, spindles)* | 2 | *10Av3* |

| | | | |
|---|---|---|---|
| M/503/2641 | Erecting structural carcassing components in the workplace<br>*<u>Unit Endorsements</u>:*<br>***One** of the following:*<br>*Inclined roofs with gables*<br>*Load bearing partitions*<br>*Joists (ground, upper or flat roof) including coverings (flat roofs, decks or floors)* | 2 | *11v3* |
| T/503/2642 | Maintaining non-structural carpentry work in the workplace<br>*<u>Unit Endorsements</u>:*<br>***Four** of the following:*<br>*Frames*<br>*Mouldings*<br>*Doors*<br>*Windows (including replacement glazing)*<br>*Door and/or window ironmongery*<br>*Verge and/or window eaves*<br>*Sash cords* | 2 | *12v3* |
| T/506/5172 | Setting up and using transportable cutting and shaping machines in the workplace<br>*<u>Unit Endorsements:</u>*<br>***Three** of the following endorsements required for cutting machines:*<br>*Drill*<br>*Planer*<br>*Biscuit jointer*<br>*Disc cutter*<br>*Morticer*<br>*Saw – **three** of the following endorsements required: circular, chop, mitre, bench or table, jig, reciprocating, oscillating*<br>***plus***<br>***Two** of the following endorsements required for shaping machines:*<br>*Thicknesser*<br>*Planer*<br>*Sander (orbital, belt, disc)*<br>*Router*<br>*Laminate trimmer* | 2 | *628v3* |

## Pathway 8 – Heritage Architectural Joinery

| **Mandatory Units – candidates must complete this unit** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB refs. for information only*** |
| A/506/4976 | Manufacturing routine architectural joinery products in the workplace<br><u>*Unit Endorsements*</u>*:*<br>*Architectural Joinery –* ***at least two*** *items from the following:*<br>*Doors*<br>*Windows with opening lights*<br>*Units and/or fitments*<br>*Panelling and cladding*<br>*Staircases* | 2 | *16Av5* |
| F/618/3252 | Conserving or restoring timber-based products in the workplace<br><u>*Unit Endorsements*</u>*:*<br>***Eight*** *of the following:*<br>*Load bearing components*<br>*Non-load bearing components*<br>*Walls*<br>*Floors*<br>*Roofs*<br>*Joist coverings*<br>*Frames (including windows)*<br>*Panelling/cladding*<br>*Units and fitments*<br>*Doors*<br>*Mouldings*<br>*Staircases* | 3 | *553* |

| **Optional Units – candidates must complete a minimum of ONE unit** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB refs for information only*** |
| K/506/4973 | Producing setting out details for routine architectural joinery products in the workplace<br>*Unit Endorsements:*<br>*Architectural Joinery – **at least two** items from the following:*<br>*Doors*<br>*Windows with opening lights*<br>*Units and/or fitments*<br>*Panelling and cladding*<br>*Staircases* | 2 | *14Av4* |
| M/506/4974 | Marking out from setting out details for routine architectural joinery products in the workplace<br>*Unit Endorsements:*<br>*Architectural Joinery – **at least two** items from the following:*<br>*Doors*<br>*Windows with opening lights*<br>*Units and/or fitments*<br>*Panelling and cladding*<br>*Staircases* | 2 | *15Av4* |
| T/506/5172 | Setting up and using transportable cutting and shaping machines in the workplace<br>*Unit Endorsements:*<br>***Three** of the following endorsements required for cutting machines:*<br>*Drill*<br>*Planer*<br>*Biscuit jointer*<br>*Disc cutter*<br>*Morticer*<br>*Saw – **three** of the following endorsements required: circular, chop, mitre, bench or table, jig, reciprocating, oscillating*<br>***plus***<br>***Two** of the following endorsements required for shaping machines:*<br>*Thicknesser*<br>*Planer*<br>*Sander (orbital, belt, disc)*<br>*Router*<br>*Laminate trimmer* | 2 | *628v3* |

## Pathway 9 – Heritage Structural Post and Beam

| **Mandatory Units – candidates must complete all FOUR units** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB references for information only*** |
| K/503/2721 | Setting out timber framework in the workplace | 2 | *30v3* |
| J/503/2726 | Fabricating timber framework in the workplace | 2 | *31v3* |
| R/503/2731 | Assembling and erecting heavy timber framework – post and beam in the workplace | 2 | *60v3* |
| J/615/2858 | Conserving or restoring heavy timber framework in the workplace<br>*Unit Endorsements:*<br>***One*** *of the following:*<br>*Walls (structural and/or non-structural*<br>*Floors*<br>*Roofs* | 3 | *554* |

## Pathway 10 – Pre-assembled Roof Structure Installer

| **Mandatory Units – candidates must complete ALL THREE units** | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | ***CITB references for information only*** |
| D/506/4985 | Erecting timber roof structures in the workplace<br>*Unit Endorsements:*<br>*Pre-asembled roof structures – mechanically handled, plus one of the following:*<br>*In situ roofs – manually handled*<br>*In situ roofs – mechanically handled* | 2 | *290v4* |
| J/618/3258 | Erecting roof structure carcassing components in the workplace<br>*Unit Endorsements:*<br>***Two** of the following endorsements required:*<br>*Hips and/or valleys*<br>*Roof verge and eaves*<br>*Parapet finishings*<br>*False chimneys*<br>*Openings (e.g. windows, hatches, dormers, roof lights and vents)* | 3 | *631v2* |
| R/506/3929 | Slinging and hand signalling the movement of suspended loads in the workplace<br>*Unit Endorsement:*<br>*The following endorsement is required (i.e. own area of work):*<br>*Slinger signaller – timber frame erection only* | 2 | *402Av1* |

# 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 occupationally competent.

**Assessors/Internal Quality Assurance**
For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

# 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

## Assessment

Candidates must demonstrate the level of knowledge described in the units. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

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

Evidence can include:
- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning

**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 for this qualification can be found from page 22.*

## 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 qualifications will be awarded:

- A certificate listing the unit 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 requirements for a qualification. All certificates will be issued to the centre for successful candidates.

**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.

| **Title:** | Conforming to general health, safety and welfare in the workplace. |
|---|---|
| **Unit Number:** | A/503/1170 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 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:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 1.5 | State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions. |
| | 1.6 | State which types of 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. |

| **Title:** | Conforming to general health, safety and welfare in the workplace. |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– dealing with accidents and emergencies associated with the work and environment<br>– methods of receiving or sourcing information<br>– reporting<br>– stopping work<br>– evacuation<br>– fire risks and safe exit procedures<br>– consultation and feedback. |
| | 3.7 State the appropriate types of fire extinguishers relevant to the work. |
| | 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance. |

| **Title:** | Conforming to general health, safety and welfare in the workplace. |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– recognising when to stop work in the face of serious and imminent danger to self and/or others<br>– contributing to discussions and providing feedback<br>– reporting changed circumstances and incidents in the workplace<br>– complying with the environmental requirements of the workplace. |
| | 4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace. |
| 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:<br>– during the working day<br>– on completion of the day's work<br>– for unauthorised personnel (other operatives and the general public)<br>– for theft. |
| | 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources. |

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

| **Title:** | Conforming to productive working practices in the workplace |
|---|---|
| **Unit Number:** | J/503/1169 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 1 Communicate with others to establish productive work practices. | 1.1 | Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively. |
| | 1.2 | Describe the different methods of communicating with line management, colleagues and customers. |
| | 1.3 | Describe how to use different methods of communication to ensure that the work carried out is productive. |
| 2 Follow organisational procedures to plan the sequence of work. | 2.1 | Interpret relevant information from organisational procedures in order to plan the sequence of work. |
| | 2.2 | Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively. |
| | 2.3 | Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to:<br>– using resources for own and other's work requirements<br>– allocating appropriate work to employees<br>– organising the work sequence<br>– reducing carbon emissions. |
| | 2.4 | Describe how to contribute to zero/low carbon work outcomes within the built environment. |
| 3 Maintain relevant records in accordance with the organisational procedures. | 3.1 | Complete relevant documentation according to the occupation as required by the organisation. |
| | 3.2 | Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to:<br>– job cards<br>– worksheets<br>– material/resource lists<br>– time sheets. |
| | 3.3 | Explain the reasons for ensuring documentation is completed clearly and within given timescales. |
| 4 Maintain good working relationships when conforming to productive working practices. | 4.1 | Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships. |

| **Title:** | Conforming to productive working practices in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| | 4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others. |
| | 4.3 Describe how to maintain good working relationships, in relation to:<br>– individuals<br>– customer and operative<br>– operative and line management<br>– own and other occupations. |
| | 4.4 Describe why it is important to work effectively with line management, colleagues and customers. |
| | 4.5 Describe how working relationships could have an effect on productive working. |
| | 4.6 Describe how to apply principles of equality and diversity when communicating and working with others. |

| **Title:** | Conforming to productive working practices in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated. |
| Sector Subject Areas | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 10 |

| **Title:** | Moving, handling and storing resources in the workplace | |
|---|---|---|
| **Unit Number** | F/503/1171 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Comply with given information when moving, handling and/or storing resources. | | 1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation. |
| | | 1.2 Interpret the given information relating to the use and storage of lifting aids and equipment. |
| | | 1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted. |
| | | 1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | | 1.5 Describe how to obtain information relating to using and storing lifting aids and equipment. |
| 2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources. | | 2.1 Describe their responsibilities under current legislation and official guidance whilst working:<br>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making the reports. |
| | | 2.4 State the appropriate types of fire extinguishers relevant to the work. |
| | | 2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance. |
| 3 Maintain safe working practices when moving, handling and/or storing resources. | | 3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources. |
| | | 3.2 Use lifting aids safely as appropriate to the work. |

| **Title:** | Moving, handling and storing resources in the workplace | |
|---|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 3 continued | | 3.3 Protect the environment in accordance with safe working practices as appropriate to the work. |
| | | 3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling **and/or** storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | | 3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions. |
| | | 3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards. |
| 4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources. | | 4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work. |
| | | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:<br>– lifting and handling aids<br>– container(s)<br>– fixing, holding and securing systems. |
| | | 4.3 Describe how the resources should be handled and how any problems associated with the resources are reported. |
| | | 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | | 4.5 Describe any potential hazards associated with the resources and methods of work. |
| 5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources. | | 5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | | 5.2 Dispose of waste and packaging in accordance with legislation. |

| **Title:** | Moving, handling and storing resources in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 5 continued | 5.3 Maintain a clean work space when moving, handling or storing resources. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when moving, handling and/or storing resources. | 6.1 Demonstrate completion of the work within the allocated time. |
| | 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:<br>– progress charts, timetables and estimated times<br>– organisational procedures for reporting circumstances which will affect the work programme. |
| 7 Comply with the given occupational resource information to move, handle **and/or** store resources to the required guidance. | 7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources:<br>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques. |
| | 7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:<br>• sheet material<br>• loose material<br>• bagged or wrapped material<br>• fragile material<br>• tools and equipment<br>• components<br>• liquids. |
| | 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling **and/or** storing occupational resources. |
| | 7.4 Describe the needs of other occupations when moving, handling **and/or** storing resources. |

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

| **Title:** | Installing first fixing components in the workplace |
|---|---|
| **Unit Number:** | K/503/3402 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 1 Interpret the given information relating to the work and resources when installing first fixing components. | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | 1.2 Comply with information and/or instructions derived from risk assessments and method 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:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing first fixing components. |
| 2 Know how to comply with relevant legislation and official guidance when installing first fixing components. | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | 2.2 Describe the organisational security procedures for tools, equipment, and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | 2.4 Describe the types of fire extinguishers available when installing first fixing components and describe how and when they are used. |

| **Title:** | Installing first fixing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when installing first fixing components. | 3.1 Use health and safety control equipment safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing first fixing components. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when installing first fixing components in relation to at least three of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to install first fixing components. | 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber, timber based products, composite materials, metals, frames, linings, staircases, adhesives, sealants and fixings<br>– hand and power tools |
| | 4.3 Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability. |

| **Title:** | Installing first fixing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 4 Continued | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported. |
| | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | 4.6 Describe any potential hazards associated with the resources and methods of work. |
| | 4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install first fixing components. |
| 5 Minimise the risk of damage to the work and surrounding area when installing first fixing components. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 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 installing first fixing components. | 6.1 Demonstrate completion of the work within the allocated time. |
| | 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Installing first fixing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to install first fixing components to the required specification. | 7.1 Demonstrate the following work skills when installing first fixing components:<br>– measuring, marking out, fitting, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Install at least three of the following to given working instructions:<br>– frames (door and/or window)<br>– linings (door and/or hatch)<br>– floor joist coverings (or flat roof decking)<br>– partitions (straight)<br>– staircases<br>– roof verge and eaves finishings |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– prepare and fix standard door and window frames, window boards, linings, flooring and decking, partitions full or partial height, plasterboard, staircases straight and with turns<br>– form joints associated with first fixing<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand and power tools<br>– work at height<br>– use access equipment. |
| | 7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing first fixing components. |
| | 7.6 Describe how to maintain the tools and equipment used when installing first fixing components. |
| | 7.7 Describe how to sharpen the hand tools used when installing first fix components |

| **Title:** | Installing first fixing components in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed with in the relevant NVQ structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Three** of the following endorsements required:<br>Frames (door and/or window)<br>Linings (door and/or hatch)<br>Floor joist coverings (or flat roof decking)<br>Partitions<br>Staircases<br>Roof verge and eaves finishings |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 90 |
| Assessment hours | 10 |

| **Title:** | Installing second fixing components in the workplace | |
|---|---|---|
| **Unit Number:** | T/503/3404 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when installing second fixing components. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method 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:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations. associated with installing second fix components, |
| 2 Know how to comply with relevant legislation and official guidance when installing second fixing components. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | | 2.2 Describe the organisational security procedures for tools, equipment, and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 2.4 Describe the types of fire extinguishers available when installing second fixing components and describe how and when they are used. |

| **Title:** | Installing second fixing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when installing second fixing components. | 3.1 Use health and safety control equipment safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing second fixing components. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when installing second fixing components in relation to at least two of the following:<br>– access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing second fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to install second fixing components. | 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber, timber based products, composite materials, timber boarding, plastics, metals, doors, mouldings, ironmongery, prefabricated units, adhesives, sealants and fixings<br>– hand and/or powered tools and equipment. |
| | 4.3 Describe how to confirm that the resources and materials conform to the specification. |

| **Title:** | Installing second fixing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 4 Continued | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported. |
| | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | 4.6 Describe any potential hazards associated with the resources and methods of work. |
| | 4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install second fixing components. |
| 5 Minimise the risk of damage to the work and surrounding area when installing second fixing components. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 Maintain a clear and tidy work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when installing second fixing components. | 6.1 Demonstrate completion of the work within the allocated time. |
| | 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Installing second fixing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to install second fixing components to the required specification. | 7.1 Demonstrate the following work skills when installing second fixing components:<br>– measuring, marking out, fitting, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Install at least five of the following to given working instructions:<br>– side hung doors<br>– mouldings (architrave, skirting)<br>– ironmongery<br>– service encasement<br>– prefabricated units or fitments<br>– cladding or panelling<br>– stair components (balustrades, handrails, spindles) |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– prepare and fix internal and external side hung doors, fire resisting and non-fire resisting doors, door closers, ironmongery, architraves, skirting, dado rails, picture rails, internal and external cladding, service encasements, prefabricated units, stair components (balustrades, handrails, spindles)<br>– form joints associated with second fixing<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand and power tools<br>– work at height<br>– use access equipment. |

| **Title:** | Installing second fixing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing second fixing components. |
| | 7.6 Describe how to maintain the tools and equipment used when installing second fixing components. |
| | 7.7 Describe how to sharpen the hand tools used when installing second fix components. |

| **Title:** | Installing second fixing components in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed with in the relevant NVQ structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Five** of the following endorsements required:<br><br>Side hung doors<br>Mouldings (architrave, skirting)<br>Ironmongery<br>Service encasement<br>Prefabricated units<br>Cladding or pannelling<br>Stair components (balustrades, handrails, spindles) |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 107 |
| Assessment hours | 10 |

| **Title:** | Erecting structural carcassing components in the workplace |
|---|---|
| **Unit Number:** | M/503/2641 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 1 Interpret the given information relating to the work and resources when erecting structural carcassing components. | 1.1 | Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | 1.2 | Comply with information and/or instructions derived from risk assessments and method 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:<br>– drawings, specifications, schedules, method statements, risk assessments**,** manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with erecting structural carcassing components. |
| 2 Know how to comply with relevant legislation and official guidance when erecting structural carcassing components. | 2.1 | Describe their responsibilities under regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | 2.2 | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | 2.3 | Explain what the accident reporting procedures are and who is responsible for making reports. |
| | 2.4 | State the types of fire extinguishers available when erecting structural carcassing components and describe how and when they are used. |

| **Title:** | Erecting structural carcassing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when erecting structural carcassing components. | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when with erecting structural carcassing components. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when erecting structural carcassing components for at least two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to erecting structural carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to erect structural carcassing components. | 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber, timber based products, composite materials, plastic mouldings, metals, trussed rafters, adhesives, sealants and fixings, hand and power tools. |

| **Title:** | Erecting structural carcassing components in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 4 Continued | 4.3 Describe how to confirm that the resources and materials conform to the specification |
| | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported. |
| | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | 4.6 Describe any potential hazards associated with the resources and methods of work. |
| | 4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to erect structural carcassing components. |
| 5 Minimise the risk of damage to the work and surrounding area when erecting structural carcassing components. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 Maintain a clear and tidy work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when erecting structural carcassing components. | 6.1 Demonstrate completion of the work within the allocated time. |
| | 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Erecting structural carcassing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to erect structural carcassing components to the required specification. | 7.1 Demonstrate the following work skills when erecting structural carcassing components:<br>– measuring, marking out, fitting, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Erect one of the following to given working instructions:<br>– inclined roofs with gables<br>– load bearing partitions<br>– joists (ground, upper or flat roof), including coverings (flat roofs, decks or floors). |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– prepare and fix gable roof trussed rafters, cut roofs, ground, upper and flat roof joists, load bearing partitions<br>– form joints associated with carcassing<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand and power tools<br>– work at height<br>– use access equipment. |

| **Title:** | Erecting structural carcassing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.5 Describe the needs of other occupations and how to effectively communicate within a team when erecting structural carcassing components. |
| | 7.6 Describe the methods of sharpening the hand tools used when erecting structural carcassing components. |
| | 7.7 Describe how to maintain the tools and equipment used when erecting structural carcassing components. |

| **Title:** | Erecting structural carcassing components in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidelines | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the NVQ structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**One** of the following endorsements required:<br><br>Inclined roofs with gables<br>Load bearing partitions<br>Joists (ground, upper or flat roof) including coverings (flat roofs, decks or floors) |
| Sector Subject Area | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 97 |
| Assessment hours | 10 |

| **Title:** | Maintaining non-structural carpentry work in the workplace | |
|---|---|---|
| **Unit Number:** | T/503/2642 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when maintaining non-structural carpentry work. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method 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:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with maintaining non-structural carpentry work. |
| 2 Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 2.4 Describe the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 3 Maintain safe and healthy working practices when maintaining non-structural carpentry work. | 3.1 | Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural carpentry work. |
| | 3.2 | Demonstrate compliance with the given information and relevant legislation when maintaining non-structural carpentry work in relation to two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 | Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to maintain non-structural carpentry work. | 4.1 | Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | 4.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber, timber based products, composite materials, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants<br>– fittings and fixings<br>– hand and power tools. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 4 Continued | 4.3 Describe how to confirm that the resources and materials conform to 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 maintain non-structural carpentry work. |
| 5 Minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 Maintain a clear and tidy work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when maintaining non-structural carpentry work. | 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to maintaining non-structural carpentry work to the required specification. | 7.1 Demonstrate the following work skills when maintaining non-structural carpentry work:<br>– measuring, marking out, splicing, fitting, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Repair and/or replace at least four of the following to given working instructions:<br>– frames<br>– mouldings<br>– doors<br>– windows (including replacement glazing)<br>– door and/or window ironmongery<br>– verge and/or eaves<br>– sash cords. |
| | 7.4 Prime the repair to the work to given working instructions. |
| | 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– splice and replace frames and linings<br>– repair and replace doors and windows<br>– repair and replace ironmongery<br>– – replace sash cords, lead weights and spring balances<br>– replace architraves, skirtings, mouldings and rails<br>– form joints associated with repairs<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– use hand and power tools<br>– work at height<br>– use access equipment. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work. |
| | 7.7 Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work. |
| | 7.8 Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the NVQ structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Four** of the following endorsements required:<br><br>Frames<br>Mouldings<br>Doors<br>Windows (including replacement glazing)<br>Door and/or window ironmongery<br>Verge and/or eaves<br>Sash cords |
| Sector Subject Areas | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 77 |
| Assessment hours | 10 |

| **Title:** | Installing fire resisting timber door assemblies and doorsets in the workplace |
|---|---|
| **Unit Number:** | K/616/9345 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 1 Interpret the given information relating to the work and resources when installing fire resisting timber door assemblies and doorsets. | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, fire performance documentation/certification and manufacturers' information. |
| | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statements risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, current regulations governing buildings, Codes of Practice and guidance documents. |
| 2 Know how to comply with relevant legislation and official guidance when installing fire resisting timber door assemblies and doorsets.. | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:<br>– 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. |
| | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. |
| | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| 3 Maintain safe and healthy working practices when installing fire resisting timber door assemblies and doorsets. | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing fire resisting timber doorsets. |

| **Title:** | Installing fire resisting timber door assemblies and doorsets in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 3 continued | 3.2 Demonstrate compliance with given information and relevant legislation when installing fire resisting timber door assemblies and doorsets. in relation to the following:<br>– safe use of access equipment/working platforms<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing fire resisting timber doorsets, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV) |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.. |
| 4 Select the required quantity and quality of resources for the methods of work to install fire resisting timber door assemblies and doorsets. | 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | 4.2 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:<br>– manufacturer's installation instructions<br>– fire doors<br>– fire door frames<br>– fixings, ironmongery and furniture<br>– intumescent seals and cold smoke seals<br>– hand tools, portable power tools and equipment. |
| | 4.3 Describe how to check that all the correct materials and components conform to the fire performance documentation/certificates. |
| | 4.4 Describe how the resources should be used correctly, how problems associated with the resources are reported. |

| **Title:** | Installing fire resisting timber door assemblies and doorsets in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|---|
| 4 | continued | 4.5 | Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | | 4.6 | Describe any potential hazards associated with the resources and methods of work. |
| | | 4.7 | Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install fire resisting timber door assemblies and doorsets. |
| 5 | Minimise the risk of damage to the work and surrounding area when installing fire resisting timber door assemblies and doorsets. | 5.1 | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | | 5.2 | Maintain a clean work space. |
| | | 5.3 | Dispose of waste in accordance with current legislation. |
| | | 5.4 | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | | 5.5 | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 | Complete the work within the allocated time when installing fire resisting timber door assemblies and doorsets. | 6.1 | Demonstrate completion of the work within the allocated time. |
| | | 6.2 | Describe the purpose of the work programme and explain why deadlines should be kept in relation to:<br>– types of progress charts, timetables and estimated times<br>– organisational procedures for reporting circumstances which will affect the work programme. |
| 7 | Comply with the given contract information to install fire resisting timber door assemblies and doorsets. to the required specification. | 7.1 | Demonstrate the following work skills when installing fire resisting timber doorsets:<br>– measuring, marking out, drilling, fixing, sealing, cutting, fitting, finishing, positioning and securing. |
| | | 7.2 | Use and maintain hand tools, portable power tools and ancillary equipment. |
| | | 7.3 | Prepare and install fire resisting timber door assemblies and door sets to given working instructions and to specification. |

| **Title:** | Installing fire resisting timber door assemblies and doorsets in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 continued | 7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– ensure compliance with fire performance documentation/certification<br>– ensure no alterations have been carried out which may affect the fire certification of the door<br>– ensure surrounding construction is to specification<br>– check all component parts are undamaged<br>– install doorframes to specification with defined fixings and seals<br>– install intumescent protection into void, (wall and frame) as per specification<br>– install door-leaves to specification with defined fixings and seals<br>– install cold smoke seals according to specification<br>– install intumescent seals to specification<br>– confirm specified intumescent protection is fitted to ironmongery/furniture<br>– fit specified ironmongery/furniture ensuring the use of a compliant fixing regime<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– work with, around and in close proximity to plant and machinery<br>– use hand tools, portable power tools and equipment<br>– use access equipment. |
| | 7.5 Describe the fire resisting requirements when installing fire resisting timber doorsets. |
| | 7.6 Describe the implications of incorrect installation. |
| | 7.7 Describe the needs of other occupations and how to communicate effectively within a team when installing fire resisting timber doorsets. |
| | 7.8 Describe how to maintain the tools and equipment used when installing fire resisting timber doorsets. |

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

| **Title:** | Setting up and using transportable cutting and shaping machines in the workplace | |
|---|---|---|
| **Unit Number:** | T/506/5172 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when setting up and using transportable cutting and shaping machines. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with setting up and using transportable cutting and shaping machines. |
| 2 Know how to comply with relevant legislation and official guidance when setting up and using transportable cutting and shaping machines. | | 2.1 Describe their responsibilities regarding potential accidents health hazards and environment whilst working:<br>– 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. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 2.4 Describe the types of fire extinguishers available when setting up and using transportable cutting and shaping machines and describe how and when they are used. |

| **Title:** | Setting up and using transportable cutting and shaping machines in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 3 Maintain safe and healthy working practices when setting up and using transportable cutting and shaping machines. | 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 up and using transportable cutting and shaping machines. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when setting up and using transportable cutting and shaping machines in relation to<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to setting up and using transportable cutting and shaping machines, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to set up and use transportable cutting and shaping machines. | 4.1 Select resources associated with own work in relation to materials, components and fixings, tools, equipment and accessories. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– accessories<br>– attachments<br>– hand and power tools. |

| **Title:** | Setting up and using transportable cutting and shaping machines in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|---|
| 4 | Continued | 4.3 | Describe how to confirm that the resources and materials conform to 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 process materials when setting up and using transportable cutting and shaping machines. |
| 5 | Minimise the risk of damage to the work and surrounding area when setting up and using transportable cutting and shaping machines. | 5.1 | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | | 5.2 | Maintain a clear and tidy work space. |
| | | 5.3 | Dispose of waste in accordance with current legislation. |
| | | 5.4 | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | | 5.5 | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 | Complete the work within the allocated time when setting up and using transportable cutting and shaping machines. | 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Setting up and using transportable cutting and shaping machines in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 7 Comply with the given contract information to set up and use transportable cutting and shaping machines to the required specification. | 7.1 Demonstrate the following work skills when setting up and using transportable cutting and shaping machines:<br>– measuring, marking out, fitting, fixing, positioning, securing and operating. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Set up and use at least three of the following powered cutting machines to given working instructions:<br>– saw (at least three from the following: circular, chop, mitre, bench or table, jig, reciprocating, oscillating)<br>– drill<br>– planer<br>– biscuit jointer<br>– disc cutter<br>– morticer. |
| | 7.4 Set up and use at least two of the following powered shaping machines to given working instructions:<br>– thicknesser<br>– sander (orbital, belt, disc)<br>– router<br>– laminate trimmer<br>– planer |

| **Title:** | Setting up and using transportable cutting and shaping machines in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 7 Continued | 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– check powered transportable cutting and shaping machines (fuel and electric mains and battery) for serviceability<br>– set up machines in preparation for use<br>– check voltage requirements, safety cut offs and circuit breakers<br>– check fuel, type, mix and additives<br>– fix and secure work<br>– select and ensure safety guards are in place in accordance with machine instructions<br>– select accessories for the machine and the work<br>– identify maintenance requirements for accessories, sharpening and aligning<br>– cut and shape materials to agreed tolerances<br>– change accessories: drill bits, router bits, discs, planner blades, saw blades, tools, abrasives<br>– use templates, profiles and jigs<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– use hand and power tools<br>– work at height<br>– use access equipment. |
| | 7.6 Describe the needs of other occupations and how to effectively communicate within a team when setting up and using transportable cutting and shaping machines. |
| | 7.7 Describe how to maintain the tools, accessories and equipment used when setting up and using transportable cutting and shaping machines. |

| **Title:** | Setting up and using transportable cutting and shaping machines in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Three** of the following cutting machines:<br>Saw – three from the following: circular, chop, mitre, bench or table, jog, reciprocating, oscillating<br>Drill<br>Planer<br>Biscuit jointer<br>Disc cutter<br>Morticer<br><br>**PLUS**<br><br>**Two** of the following shaping machines:<br>Thicknesser<br>Sander (orbital, belt, disc)<br>Router<br>Laminate trimmer<br>Planer |
| Sector Subject Area | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 120 |
| Assessment hours | 10 |

| | |
|---|---|
| **Title:** | Producing setting out details for routine architectural joinery products in the workplace |
| **Unit Number:** | K/506/4973 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 1 Interpret the given information relating to the work and resources when producing setting out details for routine architectural joinery products. | 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:<br>– drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations associated with producing setting out details for routine architectural joinery products. |
| 2 Know how to comply with relevant legislation and official guidance when producing setting out details for routine architectural joinery products. | 2.1 | Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | 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 producing setting out details for routine architectural joinery products and describe how and when they are used. |

| **Title:** | Producing setting out details for routine architectural joinery products in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 3 Maintain safe and healthy and healthy working practices when producing setting out details for routine 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 routine architectural joinery products. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when producing setting out details for routine architectural joinery products in relation to<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to produce setting out details for routine 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:<br>– timber, metal, ironmongery, adhesives and fixings<br>– marking and testing tools and equipment. |

| **Title:** | Producing setting out details for routine architectural joinery products in the workplace |
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| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|---|
| 4 | Continued | 4.3 | Describe how to confirm that the resources and materials conform to specification including 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 produce setting out details for routine architectural joinery products. |
| 5 | Minimise the risk of damage to the work and surrounding area when producing setting out details for routine 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 | Maintain a clear and tidy work space. |
| | | 5.3 | Dispose of waste in accordance with current legislation. |
| | | 5.4 | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | | 5.5 | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 | Complete the work within the allocated time when producing setting out details for routine 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Producing setting out details for routine architectural joinery products in the workplace |
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| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 7 Comply with the given contract information to produce setting out details for routine architectural joinery products to the required specification. | 7.1 Demonstrate the following work skills when producing setting out details for routine architectural joinery products:<br>– measuring, marking out and drawing. |
| | 7.2 Use and maintain hand and power tools |
| | 7.3 Produce setting out details and cutting lists for routine architectural joinery products to given working instructions; for at least two of the following:<br>– doors<br>– windows with opening lights<br>– units and/or fitments (panelling/cladding)<br>– staircases. |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– set out and produce cutting lists for routine products<br>– produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases<br>– take and record dimensions<br>– proportion joints associated with the product and construction method<br>– use marking and testing tools<br>– requisition material<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– identify and follow the quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand tools and power tools<br>– work at height<br>– use access equipment. |
| | 7.5 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for routine architectural joinery products. |
| | 7.6 Describe how to maintain marking and testing tools, hand and power tools used when producing setting out details for routine architectural joinery products. |

| **Title:** | Producing setting out details for routine architectural joinery products in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>Architectural Joinery – **at least two items** from the following required:<br><br>Doors<br>Windows with opening lights<br>Units and/or fitments<br>Panelling and cladding<br>Staircases |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 77 |
| Assessment hours | 10 |

| **Title:** | Marking out from setting out details for routine architectural joinery products in the workplace |
|---|---|
| **Unit Number:** | M/506/4974 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 1 Interpret the given information relating to the work and resources when marking out from setting out details for routine architectural joinery products. | 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:<br>– drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with marking out from setting out details for routine architectural joinery products. |
| 2 Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine architectural joinery products. | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | 2.4 Describe the types of fire extinguishers available when producing setting out details for routine architectural joinery products and describe how and when they are used. |

| **Title:** | Marking out from setting out details for routine architectural joinery products in the workplace |
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| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 3 Maintain safe and healthy working practices when marking out from setting out details for routine 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 marking out from setting out details for routine architectural joinery products. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when marking out from setting out details for routine architectural joinery products for at least two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to marking out from setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine architectural joinery products. | 4.1 Select resources associated with own work in relation to materials, components, fixings, marking and testing tools and equipment. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber, timber based products, composite materials, metal, ironmongery, adhesives and fixings<br>– marking and testing tools and equipment<br>– hand and power tools. |

| **Title:** | Marking out from setting out details for routine architectural joinery products in the workplace |
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| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 4 Continued | 4.3 | Describe how to confirm that the resources and materials conform to specification including 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 mark out from setting out details for routine architectural joinery products. |
| 5 Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine 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 | Maintain a clear and tidy work space. |
| | 5.3 | Dispose of waste in accordance with current legislation. |
| | 5.4 | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when marking out from setting out details for routine 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Marking out from setting out details for routine architectural joinery products in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 7 Comply with the given contract information to mark out from setting out details for routine architectural joinery products to the required specification. | 7.1 Demonstrate the following work skills when marking out from setting out details for routine architectural joinery products:<br>– measuring, marking out and drawing. |
| | 7.2 Use and maintain marking and testing tools, hand and power tools. |
| | 7.3 Mark out from setting out rods (template) routine architectural joinery products to given working instructions; for at least two of the following:<br>– doors<br>– windows with opening lights<br>– units and/or fitments (panelling or cladding)<br>– staircases. |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– mark out from setting out details and cutting lists<br>– produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases<br>– transfer and mark dimensions<br>– proportion joints associated with the product and construction method<br>– use marking and testing tools<br>– requisition material<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand tools and power tools<br>– work at height<br>– use access equipment. |
| | 7.5 Describe the needs of other occupations and how to communicate within a team when marking out from setting out details for routine architectural joinery products. |
| | 7.6 Describe how to maintain the tools and equipment used when marking out from setting out details for routine architectural joinery products. |

| **Title:** | Marking out from setting out details for routine architectural joinery products in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>Architectural Joinery – **at least two items** from the following required:<br><br>Doors<br>Windows with opening lights<br>Units and/or fitments<br>Panelling and cladding<br>Staircases |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 70 |
| Assessments hours | 10 |

| **Title:** | Manufacturing routine architectural joinery products in the workplace | |
|---|---|---|
| **Level:** | A/506/4976 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when manufacturing routine architectural joinery products. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current regulations and building regulations associated with manufacturing routine architectural joinery products. |
| 2 Know how to comply with relevant legislation and official guidance when manufacturing routine architectural joinery products. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 2.4 Describe the types of fire extinguishers available when manufacturing routine architectural joinery products and describe how and when they are used. |

| **Title:** | Manufacturing routine architectural joinery products in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 3 Maintain safe and healthy working practices when manufacturing routine 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 routine architectural joinery products. |
| | 3.2 | Demonstrate compliance with given information and relevant legislation when manufacturing routine architectural joinery products for at least two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 | Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to manufacturing routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to manufacture routine 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:<br>– timber, timber based products, composite materials, pre-machined components, setting out rods, metal, fabric, metal and rubber rims, glass, ironmongery and adhesives,<br>– fixings and fittings<br>– hand and power tools |

| **Title:** | Manufacturing routine architectural joinery products in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 4 Continued | 4.3 Describe how to confirm that the resources and materials conform to 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 manufacture routine architectural joinery products. |
| 5 Minimise the risk of damage to the work and surrounding area when manufacturing routine 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 Maintain a clear and tidy work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when manufacturing routine 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:<br>– types of productivity targets and time scales<br>– how time are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Manufacturing routine architectural joinery products in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to manufacture routine architectural joinery products to the required specification. | 7.1 Demonstrate the following work skills when manufacturing routine architectural joinery products:<br>– measuring, marking out, fitting, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Fit and assemble to form routine manufactured architectural joinery products to given working instructions; for at least two of the following:<br>– doors<br>– windows with opening lights<br>– units and/or fitments<br>– panelling and cladding<br>– staircases |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– fit and assemble routine products<br>– produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling and cladding, staircases<br>– check and work to marked dimensions<br>– form joints associated with the product and construction method<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand ~~tools,~~ and power tools<br>– work at height<br>– use of access equipment. |
| | 7.5 Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine architectural joinery products. |
| | 7.7 Describe how to maintain the tools and equipment used when manufacturing routine architectural joinery products. |

| **Title:** | Manufacturing routine architectural joinery products in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>Architectural Joinery – **at least two items** from the following required:<br><br>Doors<br>Windows with opening lights<br>Units and/or fitments<br>Panelling and cladding<br>Staircases |
| Sector Subject Area | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 93 |
| Assessment hours | 10 |

| **Title:** | Setting out structural timber framework in the workplace | |
|---|---|---|
| **Unit Number:** | K/503/2721 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– 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. |
| 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:<br>– 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. |
| | | 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. |

| **Title:** | Setting out structural timber framework in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 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:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 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:<br>– timber, timber based products and composite materials<br>– pegs and metal fixings<br>– marking, testing and levelling tools and equipment<br>– fittings and fixings<br>– hand and power tools. |

| **Title:** | Setting out structural timber framework in the workplace | |
|---|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Setting out structural timber framework in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– measuring, marking out, levelling and squaring. |
| | 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:<br>– timber wall and floor components (structural and~~/or~~ non-structural)<br>– timber pitched roof components. |
| | 7.3 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– set out and mark components for structural and non-structural timber walls, cross frames and floors<br>– set out and mark components for timber trussed purlin roofs<br>– use roofing squares and layout methods<br>– apply the theorem of Pythagoras<br>– determine geometrical angles<br>– determine graded timber tree anatomy and growth rates, shrinkage and defects<br>– assess the milling and cleaving process<br>– mark out joints for components associated with structural timber framework<br>– work with lifting equipment (an awareness of the necessity for user certification)<br>– erect timber framework<br>– use marking and levelling tools and equipment<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand and power tools<br>– work at height<br>– use access equipment. |
| | 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. |

| **Title:** | Setting out structural timber framework in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated. |
| Sector Subject Areas | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 90 |
| Assessment hours | 10 |

| **Title:** | Fabricating structural timber framework in the workplace | |
|---|---|---|
| **Unit Number:** | J/503/2726 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when fabricating structural timber framework. | | 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:<br>– drawings, specifications, schedules, method statements, risk assessments, oral and written instructions, sketches, electronic data, cutting lists and manufacturers' information relating to historical timber framing and post and beam construction, official guidance and current building regulations associated with fabricating structural timber framework. |
| 2 Know how to comply with relevant legislation and official guidance when fabricating structural timber framework. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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 ~~and~~ by manual handling and mechanical lifting. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 2.4 Describe the types of fire extinguishers available when fabricating structural timber framework and describe how and when they are used. |

| **Title:** | Fabricating structural timber framework in the workplace |
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| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when fabricating 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 fabricating structural timber framework. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when fabricating structural timber framework for at least two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to fabricating structural timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 ~~State~~ 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 fabricate structural timber framework. | 4.1 Select resources associated with own work in relation to materials and structural components, timber and metal fixings, tools, machines and equipment. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber, timber based products, composite materials<br>– pegs<br>– marking and levelling tools and equipment<br>– hand and power tools |

| **Title:** | Fabricating structural timber framework in the workplace | |
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| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 4 Continued | | 4.3 Describe how to confirm that the resources and materials conform to 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 fabricate structural timber framework. |
| 5 Minimise the risk of damage to the work and surrounding area when fabricating 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 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 fabricating structural 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Fabricating structural timber framework in the workplace |
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| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to fabricate structural timber framework to the required specification. | 7.1 Demonstrate the following work skills when fabricating structural timber framework:<br>– measuring, marking out, jointing, fitting, marking, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Fabricate, assemble and carpenter mark components to given working instructions for:<br>– timber wall and floor components (structural and/or non-structural)<br>– timber pitched roof components. |

| **Title:** | Fabricating structural timber framework in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– cut, shape, fit and assemble components to fabricate structural and~~/~~ non- structural timber walls and floor components<br>– cut, shape, fit and assemble components for structural timber pitched roofs<br>– mark and drill offset peg holes<br>– make different types of pegs<br>– make carpenter marks<br>– use roofing squares and layout methods<br>– apply the theorem of Pythagoras<br>– determine geometrical angles<br>– determine graded timber tree anatomy and growth rates, shrinkage and defects<br>– assess the milling and cleaving process<br>– form specialised joints associated with heavy structural timber framework components.<br>– store components ready for transportation and use<br>– work with lifting and hoisting equipment (an awareness of the necessity for user and equipment certification)<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand and power tools, and machines<br>– work at height<br>– use access equipment. |
| | 7.5 Describe the needs of other occupations and how to effectively communicate within a team when fabricating structural timber framework. |
| | 7.6 Describe how to maintain the tools and equipment used when fabricating structural timber framework. |
| | 7.7 Describe how to sharpen the hand tools used when fabricating structural timber framework. |

| **Title:** | Fabricating structural timber framework in the workplace |
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| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated. |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 103 |
| Assessment hours | 10 |

| **Title:** | Assembling and erecting heavy timber framework – post and beam in the workplace |
|---|---|
| **Unit Number:** | R/503/2731 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 1 Interpret the given information relating to the work and resources when assembling and erecting heavy timber framework (post and beam). | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with the assembly and erection of heavy timber framework (post and beam) |
| 2 Know how to comply with relevant legislation and official guidance when assembling and erecting heavy timber framework (post and beam). | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | 2.4 Describe the types of fire extinguishers available when assembling and erecting heavy timber frame framework (post and beam) and describe how and when they are used. |

| **Title:** | Assembling and erecting heavy timber framework (post and beam) in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 3 Maintain safe and healthy working practices when assembling and erecting heavy timber framework (post and beam). | 3.1 | Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when assembling and erecting heavy timber framework (post and beam). |
| | 3.2 | Demonstrate compliance with given information and relevant legislation when erecting heavy timber framework (post and beam) for at least two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 | Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to assembling and erecting heavy timber framework (post and beam), and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 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 assemble and erect heavy timber framework (post and beam). | 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:<br>– timber, pre-fabricated components<br>– pegs, glues and resin products<br>– mechanical lifting equipment, appliances and accessories<br>– fittings and fixings<br>– hand and power tools |

| **Title:** | Assembling and erecting heavy timber framework (post and beam) in the workplace |
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| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 4 Continued | 4.3 | Describe how to confirm that the resources and materials conform to 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 assemble and erect heavy timber framework (post and beam). |
| 5 Minimise the risk of damage to the work and surrounding area when assembling and erecting heavy timber framework (post and beam). | 5.1 | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 | Maintain a clear and tidy work space. |
| | 5.3 | Dispose of waste in accordance with current legislation. |
| | 5.4 | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when assembling and erecting heavy timber framework (post and beam). | 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Assembling and erecting heavy timber framework (post and beam) in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to assemble and erect heavy timber framework (post and beam) to the required specification. | 7.1 Demonstrate the following work skills when assembling and erecting heavy timber framework (post and beam):<br>– measuring, marking out, levelling, plumbing, aligning, cutting, fitting, fixing, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Prepare, assemble and erect heavy timber framework to given working instructions for:<br>– walls (structural and/or non-structural)<br>– floors<br>– roofs. |

| **Title:** | Assembling and erecting heavy timber framework (post and beam) in the workplace |
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| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 7 Continued | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– unload and handle pre-fabricated components<br>– determine angles and lengths<br>– calculate geometrical angles<br>– determine graded timber tree anatomy and growth rates, shrinkage and defects<br>– assess the milling and cleaving process<br>– determine how the conversion method effects the end use<br>– form joints associated with structural and non-structural timber frame components<br>– brace in-situ components to form or support structural and non-structural frameworks<br>– assemble heavy timber framework walls, (structural and non-structural), floors and roofs (trusses, purlins, hips, valleys)<br>– erect heavy timber framework walls, (structural and non-structural), floors and roofs<br>– peg assemblies<br>– work with lifting and hoisting equipment<br>– counter the effects of inclement and adverse weather<br>– finish surfaces (sand blasting, pest control, oiling and end sealing)<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand ~~tools,~~ and power tools<br>– work at height<br>– use access equipment. |
| | 7.5 Describe the needs of other occupations and how to effectively communicate within a team when assembling and erecting heavy timber framework (post and beam). |

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| | 7.6 | Describe how to maintain the tools and equipment used when assembling and erecting heavy timber framework (post and beam). |
| | 7.7 | Describe how to sharpen the hand tools used when assembling and erecting heavy timber framework (post and beam). |

| **Title:** | Assembling and erecting heavy timber framework (post and beam) in the workplace |
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| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated. |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 107 |
| Assessment hours | 10 |

| **Title:** | Installing frames and linings in the workplace | |
|---|---|---|
| **Unit Number:** | L/503/2632 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when installing frames and linings. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' and suppliers' information, oral and written instructions, sketches, electronic data, official guidance and current building associated with installing frames and linings. |
| 2 Know how to comply with relevant legislation and official guidance when installing frames and linings. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:<br>– 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. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 2.4 Describe the types of fire extinguishers available when installing frames and linings and describe how and when they are used. |

| **Title:** | Installing frames and linings in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when installing frames and linings. | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing frames and linings. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when installing frames and linings in relation to at least two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing frames and linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| | 3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing frames and linings as relevant to the operations. |

| **Title:** | Installing frames and linings in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 4 Select the required quantity and quality of resources for the methods of work to install frames and linings. | 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber, timber based products, composite materials, frames, window boards, linings, adhesives, sealants<br>– fittings and fixings<br>– hand and power tools. |
| | 4.3 Describe how to confirm that the resources and materials conform to the specification. |
| | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported. |
| | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | 4.6 Describe any potential hazards associated with the resources and methods of work. |
| | 4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install frames and linings. |
| 5 Minimise the risk of damage to the work and surrounding area when installing frames and linings. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 Maintain a clear and tidy work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |

| **Title:** | Installing frames and linings in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 6 Complete the work within the allocated time when installing frames and linings. | 6.1 Demonstrate completion of the work within the allocated time. |
| | 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |
| 7 Comply with the given contract information to install frames and linings to the required specification. | 7.1 Demonstrate the following work skills when installing frames and linings:<br>– measuring, marking out, fitting, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Install the following to given working instructions:<br>– frames (door and/or window)<br>– linings (door and/or hatch). |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– prepare and fix standard door and window frames, window boards, linings<br>– form joints associated with first fixing<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand and power tools<br>– work at height<br>– use access equipment. |
| | 7.5 Describe the needs of other occupations and how to communicate effectively within a team when installing frames and linings. |
| | 7.6 Describe how to maintain the tools and equipment used when installing frames and linings. |
| | 7.7 Describe how to sharpen the hand tools used when installing frames and linings. |

| **Title:** | Installing frames and linings in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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. |
| Sector Subject areas | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 63 |
| Assessment hours | 10 |

| Title: | Installing internal mouldings in the workplace |
|---|---|
| **Unit Number:** | M/503/2638 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 1 Interpret the given information relating to the work and resources when installing internal mouldings. | 1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information. |
| | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statement, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing internal mouldings. |
| 2 Know how to comply with relevant legislation and official guidance when installing internal mouldings. | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:<br>– 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. |
| | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | 2.4 Describe the types of fire extinguishers available when installing internal mouldings and describe how and when they are used. |

| **Title:** | Installing internal mouldings in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when installing internal mouldings. | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing internal mouldings. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when installing internal mouldings in relation to at least two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing internal mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| | 3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing internal mouldings as relevant to the operations. |

| **Title:** | Installing internal mouldings in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 4 Select the required quantity and quality of resources for the methods of work to install internal mouldings. | 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:<br>– architrave, skirting, rails and fixings<br>– hand and power tools. |
| | 4.3 Describe how to confirm that the resources and materials conform to the specification. |
| | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported. |
| | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | 4.6 Describe any potential hazards associated with the resources and methods of work. |
| | 4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install internal mouldings. |
| 5 Minimise the risk of damage to the work and surrounding area when installing internal mouldings. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 Maintain a clear and tidy work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |

| **Title:** | Installing internal mouldings in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 6 Complete the work within the allocated time when installing internal mouldings. | 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |
| 7 Comply with the given contract information to installing internal mouldings to the required specification. | 7.1 Demonstrate the following work skills when installing internal mouldings:<br>– measuring, marking out, fitting, finishing, positioning and securing |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Install two of the following requiring scribes and mitres to given working instructions:<br>– architrave<br>– skirting<br>– mouldings. |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– prepare and fix: architraves, skirting, dado rails, picture rails, mouldings, mitre and scribe, scribe to irregular surfaces, return mouldings across width and thickness<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– use hand and power tools<br>– work at height<br>– use access equipment. |
| | 7.5 Describe the needs of other occupations and how to communicate effectively within a team when installing internal mouldings. |
| | 7.6 Describe how to maintain the tools and equipment used when installing internal mouldings. |
| | 7.7 Describe how to sharpen the hand tools used when installing internal mouldings. |

| **Title:** | Installing internal mouldings in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Two** of the following required:<br>Architrave<br>Skirting<br>Mouldings |
| Sector Subject areas | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 70 |
| Assessment hours | 10 |

| **Title:** | Maintaining non-structural carpentry work in the workplace | |
|---|---|---|
| **Unit Number:** | T/503/2642 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when maintaining non-structural carpentry work. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method 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:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with maintaining non-structural carpentry work. |
| 2 Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 2.4 Describe the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|---|
| 3 | Maintain safe and healthy working practices when maintaining non-structural carpentry work. | 3.1 | Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural carpentry work. |
| | | 3.2 | Demonstrate compliance with the given information and relevant legislation when maintaining non-structural carpentry work in relation to two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | | 3.3 | Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | | 3.4 | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | | 3.5 | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 | Select the required quantity and quality of resources for the methods of work to maintain non-structural carpentry work. | 4.1 | Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | | 4.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber, timber based products, composite materials, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants<br>– fittings and fixings<br>– hand and power tools. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 4 Continued | 4.3 Describe how to confirm that the resources and materials conform to 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 maintain non-structural carpentry work. |
| 5 Minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 Maintain a clear and tidy work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when maintaining non-structural carpentry work. | 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to maintaining non-structural carpentry work to the required specification. | 7.1 Demonstrate the following work skills when maintaining non-structural carpentry work:<br>– measuring, marking out, splicing, fitting, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Repair and/or replace at least four of the following to given working instructions:<br>– frames<br>– mouldings<br>– doors<br>– windows (including replacement glazing)<br>– door and/or window ironmongery<br>– verge and/or eaves<br>– sash cords. |
| | 7.4 Prime the repair to the work to given working instructions. |
| | 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– splice and replace frames and linings<br>– repair and replace doors and windows<br>– repair and replace ironmongery<br>– – replace sash cords, lead weights and spring balances<br>– replace architraves, skirtings, mouldings and rails<br>– form joints associated with repairs<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance<br>– identify and follow the installation quality requirements<br>– use hand and power tools<br>– work at height<br>– use access equipment. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work. |
| | 7.7 Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work. |
| | 7.8 Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work. |

| **Title:** | Maintaining non-structural carpentry work in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the NVQ structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Four** of the following required:<br><br>Frames<br>Mouldings<br>Doors<br>Windows (including replacement glazing)<br>Door and/or window ironmongery<br>Verge and/or eaves<br>Sash cords |
| Sector Subject Areas | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 77 |
| Assessment hours | 10 |

| **Title:** | Confirming the occupational method of work in the workplace | |
|---|---|---|
| **Unit Number:** | R/503/2924 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– required quantities<br>– specifications<br>– detailed drawings<br>– health and safety requirements<br>– timescales<br>– scope of works. |
| | | 1.3 Explain the different methods of assessing available project data. |
| | | 1.4 Explain how to use project data to interpret the work method, In relation to:<br>– standard work procedures<br>– sequence of work<br>– organisation of resources (people, equipment, materials)<br>– work techniques<br>– working conditions (health, safety and welfare)<br>– risk assessment. |
| 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:<br>– customers or representatives<br>– suppliers<br>– regulatory authorities<br>– manufacturer's literature. |

| **Title:** | Confirming the occupational method of work in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– health and safety welfare (principles of protection)<br>– fire protection<br>– access and egress<br>– equipment availability<br>– availability of competent workforce<br>– pollution risk<br>– waste and disposal<br>– zero and low carbon outcomes<br>– weather conditions. |
| | 3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:<br>– conforming to statutory requirements<br>– customer and user needs<br>– contract requirements in terms of time, quantity and quality<br>– environmental considerations. |
| | 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. |

| **Title:** | Confirming the occupational method of work in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated. |
| Sector Subject Areas | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 37 |

| Title: | Erecting timber walls and floors in the workplace |
|---|---|
| **Unit Number:** | R/506/2983 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 1 Interpret the given information relating to the work and resources when erecting timber walls and floors | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, digital information, method statements, risk assessments and manufacturers' information. |
| | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' information, official guidance and current regulations governing buildings associated with erecting timber walls and floors. |
| 2 Know how to comply with relevant legislation and official guidance when erecting timber walls and floors. | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:<br>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. |
| | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles |
| | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | 2.4 Describe the types of fire extinguishers available when erecting timber walls and floors and describe how and when they are used. |

| **Title:** | Erecting timber walls and floors in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when erecting timber walls and floors. | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber walls and floors. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when erecting timber walls and floors in relation to:<br>– safe use of access equipment and/or working platforms<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to erecting timber walls and floors, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– local exhaust ventilation (LEV)<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to erect timber walls and floors. | 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:<br>– timber and timber based materials, sheet materials, wall and floor panels, timber and metal columns and beams, damp-proof courses, damp-proof membranes, breather membranes, fire stops, cavity barriers and vapour control layers, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items<br>– hand tools, portable power tools and equipment. |

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

| **Title:** | Erecting timber walls and floors in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to erect timber walls and floors to the required specification. | 7.1 Demonstrate the following work skills when erecting timber walls and floor structures:<br>– measuring, marking out, fitting, aligning, positioning and securing. |
| | 7.2 Use and maintain hand tools, portable power tools and ancillary equipment. |
| | 7.3 Erect and/or install the following to given working instructions:<br>– sole plates<br>– timber frame walls and floors (structural and non-structural).<br>– incorporated structural columns and beams. |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– extract and transfer data from drawings for the erection of timber walls and floors<br>– provide information for Building Information Modelling (BIM)<br>– identify wall and floor components<br>– line, level and fix sole plates, including damp-proof courses, damp- proof membranes and interaction criteria<br>– erect and install both manually and with mechanical lifting equipment: wall and floor panels (structural and non-structural), loose joist and decking, incorporated structural columns and beams (timber and steel)<br>– erect and install temporary propping, bracing and protection measures<br>– form joints associated with timber frame construction<br>– form openings<br>– install fire stops, cavity barriers, breather membranes and vapour control layers<br>– install floating floors<br>– install insulation to achieve the specified energy and carbon performance<br>– avoid thermal bridging, bypassing and condensation<br>– apply the principles of airtightness and ventilation<br>– install disproportionate collapse components<br>– identify differential movement and settlement<br>– identify transfer of line and load point positions in load bearing walls and floors including temporary load points |

| **Title:** | Erecting timber walls and floors in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.4 cont – identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– work with plant and machinery to lift and transfer loads<br>– direct and guide the operations and movement of plant and machinery<br>– unload and store wall and floor components<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– use hand tools, portable power tools and equipment<br>– work at height<br>– use access equipment<br>– economise use of water, report leaks and turn taps off<br>– recycle materials and minimise waste. |
| | 7.5 Describe the needs of other occupations and how to communicate effectively within a team when erecting timber walls and floors. |
| | 7.6 Describe how to maintain the hand tools and/or portable power tools and equipment used for erecting timber walls and floors. |

| **Title:** | Erecting timber walls and floors in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated. |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 140 |
| Assessment hours | 10 |

| **Title:** | Erecting timber roof structures in the workplace | |
|---|---|---|
| **Unit Number:** | D/506/4985 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when erecting timber roof structures. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, digital information, method statements, risk assessments and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' information, official guidance and current regulations governing buildings associated with erecting timber frame roof structures. |
| 2 Know how to comply with relevant legislation and official guidance when erecting timber roof structures. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:<br>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 2.4 Describe the types of fire extinguishers available when erecting timber roof structures and describe how and when they are used. |
| 3 Maintain safe and healthy working practices when erecting timber roof structures. | | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber roof structures. |

| **Title:** | Erecting timber roof structures in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Continued | 3.2 Demonstrate compliance with given information and relevant legislation when erecting timber roof structures in relation to:<br>– safe use of access equipment and/or working platforms<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to erecting timber roof structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– local exhaust ventilation (LEV)<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to erect timber roof structures. | 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:<br>– timber, metal and timber based materials, sheet materials, trussed rafters, fire stops, vapour control layers, insulation, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items<br>– hand tools, portable power tools and equipment. |
| | 4.3 Describe how to confirm that the resources and materials conform to the specification. |
| | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported. |

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

| **Title:** | Erecting timber roof structures in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to erect timber roof structures to the required specification. | 7.1 Demonstrate the following work skills when erecting timber roof structures:<br>– measuring, marking out, fitting, aligning, finishing, positioning and securing. |
| | 7.2 Use and maintain hand tools, portable power tools and ancillary equipment. |
| | 7.3 Construct, erect and/or install roof structures to given working instructions relating to the following:<br>– in-situ roofs (manually and/or mechanically handled)<br>– pre-assembled roof structures (mechanically handled). |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– extract and transfer data from drawings for the erection of timber roof structures<br>– provide information for Building Information Modelling (BIM)<br>– identify roof components<br>– construct in-situ, and install flat and pitched roof structures<br>– erect and install (manually and/or mechanically handled) pre-assembled, flat and pitched roof structures<br>– take account of other methods of roof construction<br>– install fire stops, cavity barriers and vapour control layers<br>– install insulation to achieve the specified energy and carbon performance<br>– avoid thermal bridging, bypassing and condensation<br>– apply the principles of airtightness and ventilation<br>– erect and install temporary propping, bracing and protection measures<br>– install permanent roof bracing by lateral restraint and holding down methods<br>– form openings<br>– work with plant and machinery to lift and transfer loads<br>– unload and store roof components<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– direct and guide the operations and movement of plant and machinery<br>– use hand tools, portable power tools and equipment<br>– work at height |

| **Title:** | Erecting timber roof structures in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 continued | 7.4 contd – use access equipment<br>– economise use of water, report leaks and turn taps off<br>– recycle materials and minimise waste. |
| | 7.5 Describe the needs of other occupations and how to communicate effectively within a team when erecting timber roof structures. |
| | 7.6 Describe how to maintain the hand tools, portable power tools and ancillary equipment used when erecting timber roof structures. |

| **Title:** | Erecting timber roof structures in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated. |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 100 |
| Assessment hours | 10 |

| **Title:** | Installing sheeting and cladding systems on roofs and walls in the workplace | |
|---|---|---|
| **Unit Number:** | F/616/1705 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when installing sheeting and cladding systems on roofs and walls. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the installation of sheeting and cladding systems. |
| 2 Know how to comply with relevant legislation and official guidance when installing sheeting and cladding systems on roofs and walls. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:<br>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment. |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. |
| | | 2.3 Explain what the accident reporting procedures are and who is responsible for making report. |
| 3 Maintain safe and healthy working practices when installing sheeting and cladding systems on roofs and walls. | | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing sheeting and cladding systems on roofs and walls. |

| **Title:** | Installing sheeting and cladding systems on roofs and walls in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 3 Continued | 3.2 Demonstrate compliance with given information and relevant legislation when installing sheeting and cladding systems on roofs and walls in relation to the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing sheeting and cladding systems on roofs and walls, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE) |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to install sheeting and cladding systems on roofs and walls. | 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– fixings, fasteners, flashings, fittings, halters, spacer systems and clips,<br>– insulation, vapour control, separation and breather membranes<br>– sealants and fillers<br>– metal and translucent sheets, built up, standing seam, secret fix, composite panels, decking panels and fibre cement systems<br>– hand tools, portable power tools and equipment. |

| **Title:** | Installing sheeting and cladding systems on roofs and walls in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 4 Continued | 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. |
| | 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | 4.5 Describe any potential hazards associated with the resources and method of work. |
| | 4.6 Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to install sheeting and cladding systems on roofs and walls. |
| 5 Minimise the risk of damage to the work and surrounding area when installing sheeting and cladding systems on roofs and walls. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 Prevent damage and maintain a clean work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when installing sheeting and cladding systems on roofs and walls. | 6.1 Demonstrate completion of the work within the allocated time. |
| | 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:<br>– types of progress charts, timetables and estimated times<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Installing sheeting and cladding systems on roofs and walls in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to install sheeting and cladding systems on roofs and walls to the required specification. | 7.1 Demonstrate the following work skills when installing sheeting and cladding systems on roofs and walls:<br>– measuring, setting out, adjusting, aligning, levelling plumb, fitting, fixing and finishing. |
| | 7.2 Use and maintain hand tools, portable power tools and ancillary equipment. |
| | 7.3 Install sheeting and cladding materials to roofs and walls, to include flashings, openings, vents, up-stands, protrusions and penetrations to given working instructions for one of the following systems:<br>– built-up<br>– standing seam<br>– secret fix<br>– composite panel<br>– fibre-cement |
| | 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– identify installation quality requirements<br>– conform to agreed specifications<br>– conform to manufacturers' installation criteria<br>– identify, recognise and work to gridlines and datum marks<br>– position and secure fixings, halters, spacers, clips, fittings and sheets<br>– deal with damaged and incorrect sheeting, cladding materials and resources<br>– install built up, standing seam, secret fix, composite panels and fibre cement systems<br>– install decking and structural panels<br>– maintain the integrity of surfaces, backgrounds, sheets and panels<br>– position and secure vents<br>– install insulation<br>– measure, cut, fit, shape and fix flashing materials |

| **Title:** | Installing sheeting and cladding systems on roofs and walls in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.4 contd<br>– install translucent sheets, condensation and vapour control materials<br>– form and shape components for openings, vents, up-stands, protrusions and penetrations<br>– ensure the integrity of joints, overlaps and interface details<br>– apply sealants and install fillers to ensure water and airtight seals<br>– check quality and suitability of work on completion and at the end of each working period<br>– recognise and determine when additional specialist skills and knowledge are required and report accordingly<br>– work from mobile elevating work platforms<br>– work with, around and in close proximity to plant and machinery<br>– use hand tools, portable power tools and equipment<br>– work at height<br>– use access equipment. |
| | 7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing sheeting and cladding systems on roofs and walls. |
| | 7.6 Describe how and when to maintain the tools and equipment used when installing sheeting and cladding systems on roofs and walls. |

| **Title:** | Installing sheeting and cladding systems on roofs and walls in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment..<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**One** of the following endorsements required:<br><br>Built up systems<br>Standing seam systems<br>Secret fix systems<br>Composite panel systems<br>Fibre-cement systems |
| Sector Subject Areas | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 67 |

| **Title:** | Installing low level timber decks in the workplace | |
|---|---|---|
| **Unit Number:** | F/503/2495 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when installing low level timber decks. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with low level timber decks. |
| 2 Know how to comply with relevant legislation and official guidance when installing low level timber decks. | | 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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. |
| | | 2.2 Describe the organisational security procedures for tools, equipment, ~~and~~ personal belongings and vehicles 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 installing low level timber decks and describe how and when they are used. |

| **Title:** | Installing low level timber decks in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when installing low level timber decks. | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing low level timber decks. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when installing low level timber decks for two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing low level timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 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 install low level timber decks. | 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:<br>– treated timber<br>– mortar and other chemical fixing agents<br>– fittings and fixing<br>– hand and power tools. |
| | 4.3 Describe how to that the confirm resources and materials conform to the specification including suitability, moisture and durability |

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

| **Title:** | Installing low level timber decks in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to install low level timber decks to the required specification. | 7.1 Demonstrate the following work skills when installing low level timber decks:<br>– measuring, marking out, cutting, fitting, levelling, plumbing, finishing, positioning and securing. |
| | 7.2 Use and maintain hand and power tools. |
| | 7.3 Prepare site for, and install, low level timber decks, walkways or boardwalks to given working instructions. |
| | 7.4 Incorporate at least five of the following when installing low level timber decks, walkways or boardwalks:<br>– embedded column footings<br>– raised column footings<br>– wall plates<br>– blocking<br>– bracing<br>– parapets or balustrades<br>– stairs<br>– ramps. |

| **Title:** | Installing low level timber decks in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– confirm load bearing requirements<br>– identify desired service life<br>– identify parts of the low level deck, walkway or boardwalk (top rail, parapet, hand rail, balusters, newel post, edge joist, piers, column, bracing, blocking, joists, wall plate, deck boards)<br>– fit wall plates by masonry and other chemically cured fixings<br>– mix concrete and mortar<br>– prepare embedded and raised column footings<br>– prepare and form piers<br>– space columns<br>– assemble beams and posts<br>– mount joists<br>– fit blocking and bracing<br>– maximise optional cantilever<br>– prepare, fit and fix battens and deck boards<br>– fit parapets, including handrails, top rails and base rails<br>– fit access stairs and ramps<br>– cap vertical components<br>– advice on aftercare and maintenance<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand and power tools<br>– work at height<br>– use access equipment. |
| | 7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing low level timber decks. |
| | 7.7 Describe how to maintain the tools and equipment used when installing low level timber decks. |

| **Title:** | Installing low level timber decks in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Five** of the following required:<br><br>Embedded column footings<br><br>Raised column footings<br><br>Wall plates<br><br>Blocking<br><br>Bracing<br><br>Parapets or balustrades<br><br>Stairs<br><br>Ramps |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 97 |
| Assessment hours | 10 |

| **Title:** | Installing elevated timber decks in the workplace | |
|---|---|---|
| **Unit Number:** | L/503/2498 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the work and resources when installing elevated timber decks. | 1.1 | Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. |
| | 1.2 | Comply with information and/or instructions derived from risk assessments and method statements. |
| | 1.3 | Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | 1.4 | Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing elevated timber decks. |
| 2 Know how to comply with relevant legislation and official guidance when installing elevated timber decks. | 2.1 | Describe their responsibilities regarding potential accidents, health hazards and environment whilst working:<br>– 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 ~~and~~ by manual handling and mechanical lifting. |
| | 2.2 | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | 2.3 | Explain what the accident reporting procedures are and who is responsible for making reports. |
| | 2.4 | Describe the types of fire extinguishers available when installing elevated timber decks and describe how and when they are used. |

| **Title:** | Installing elevated timber decks in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when installing elevated timber decks. | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing elevated timber decks. |
| | 3.2 Demonstrate compliance with the given information and relevant legislation when installing elevated timber decks for at least two of the following:<br>– safe use of access equipment<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to install elevated timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 4 Select the required quantity and quality of resources for the methods of work to install elevated timber decks. | 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:<br>– treated timber<br>– mortar and other chemical fixing agents<br>– fittings and fixings<br>– hand and power tools |
| | 4.3 Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability. |

| **Title:** | Installing elevated timber decks in the workplace | |
|---|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 4 Continued | | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported. |
| | | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | | 4.6 Describe any potential hazards associated with the resources and methods of work. |
| | | 4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install elevated timber decks. |
| 5 Minimise the risk of damage to the work and surrounding area when installing elevated timber decks. | | 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 installing elevated timber decks. | | 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:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Installing elevated timber decks in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to install elevated timber decks to the required specification. | 7.1 Demonstrate the following work skills when installing elevated timber decks:<br>– measuring, marking out, cutting, fitting, levelling, plumbing, finishing, positioning and securing. |
| | 7.2 Prepare site for, and install, elevated timber decks, balconies, walkways or boardwalks to given working instructions. |
| | 7.3 Use and maintain hand and power tools. |
| | 7.4 Incorporate the following when installing elevated timber decks, balconies, walkways or board walks:<br>– embedded column footings<br>– raised column footings<br>– wall plates<br>– blocking<br>– bracing<br>– parapets or balustrades<br>– stairs with landings<br>– ramps. |

| **Title:** | Installing elevated timber decks in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– confirm load bearing requirements<br>– identify desired service life<br>– identify parts of the elevated deck, balcony, walkway or boardwalk (top rail, parapet, hand rail, balusters, newel post, edge joist, piers, column, bracing, blocking, joists, wall plate, deck boards)<br>– fit wall plates by masonry and other chemically cured fixings<br>– mix concrete and mortar<br>– prepare embedded and raised column footings<br>– prepare and form piers.<br>– space columns<br>– assemble beams and posts<br>– mount joists<br>– fit blocking and bracing including diagonal bracing<br>– maximise optional cantilever<br>– prepare, fit and fix battens and deck boards<br>– fit parapets, including handrails, top rails and base rails<br>– fit access stairs with landings and ramps<br>– cap vertical components<br>– advice on aftercare and maintenance<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– use hand and power tools<br>– work at height<br>– use access equipment. |
| | 7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing elevated timber decks. |
| | 7.7 Describe how to maintain the tools and equipment used when installing elevated timber decks. |

| **Title:** | Installing elevated timber decks in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated. |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 113 |
| Assessment guidance | 10 |

| **Title:** | Slinging and hand signalling the movement of suspended loads in the workplace | |
|---|---|---|
| **Unit Number:** | R/506/3929 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 1 Interpret the given information relating to the preparation for and the slinging and signalling of loads. | | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information. |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method statements. |
| | | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | | 1.4 Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice. |
| 2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out. | | 2.1 Organise the work according to given information or instructions. |
| | | 2.2 Describe how to communicate ideas between team members. |
| | | 2.3 Organise and communicate with team members and other associated occupations. |
| | | 2.4 Describe how to organise resources prior to and when slinging and signalling of loads. |
| 3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads. | | 3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:<br>– 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. |
| | | 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. |
| | | 3.3 Explain what the accident reporting procedures are and who is responsible for making reports. |

| **Title:** | Slinging and hand signalling the movement of suspended loads in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 4 Maintain safe and healthy working practices when preparing for and slinging and signalling loads. | 4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads. |
| | 4.2 Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following:<br>– safe use and storage of tools and equipment<br>– safe use, storage and handling of lifting accessories<br>– safe use of access equipment<br>– specific risks to health. |
| | 4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>- respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. |
| | 4.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities. |
| 5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads. | 5.1 Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment. |
| | 5.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:<br>– lifting accessories<br>– signalling and communication equipment<br>– hand tools and ancillary equipment. |
| | 5.3 Describe how the resources should be used correctly, and how problems associated with the resources are reported. |

| **Title:** | Slinging and hand signalling the movement of suspended loads in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 5 Continued | 5.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | 5.5 Describe any potential hazards associated with the resources and methods of work. |
| | 5.6 Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling. |
| 6 Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads. | 6.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 6.2 Prevent damage and maintain a clean work space. |
| | 6.3 Dispose of waste in accordance with current legislation. |
| | 6.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 6.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 7 Complete the work within the allocated time when preparing to and slinging and signalling loads. | 7.1 Demonstrate completion of the work within the allocated time. |
| | 7.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to:<br>– types of progress charts, timetables and estimated times<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Slinging and hand signalling the movement of suspended loads in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 8 Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification. | 8.1 Demonstrate the following work skills when preparing to and slinging and signalling loads:<br>– measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying. |
| | 8.2 Use and maintain lifting accessories, lifting aids and equipment. |
| | 8.3 Inspect and prepare lifting accessories prior to slinging. |
| | 8.4 Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following:<br>– balanced<br>– unbalanced<br>– loose<br>– bundled<br>– container<br>– drum<br>– a load where the machine operator cannot observe its full movement path. |
| | 8.5 Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following:<br>– balanced<br>– unbalanced<br>– loose<br>– bundled<br>– container<br>– drum<br>– a load where the machine operator cannot observe its full movement path. |
| | 8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:<br>– identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations<br>– confirm the authority, duties and responsibilities allocated<br>– identify characteristics of lifting equipment and lifting accessories<br>– identify and interpret valid certification for maintenance, inspection and thorough examination |

| **Title:** | Slinging and hand signalling the movement of suspended loads in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 8 Continued | 8.7<br>– lift and transfer people<br>– sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator<br>– communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)<br>– confirm methods of communication<br>– recognise blind-spots, potential crush zones and other limitations to driver visibility<br>– consider the load characteristics including centre of gravity and lifting points to determine the method of slinging<br>– determine and check the route of the load before and during the lift including distances, clearances and landing position |
| | 8.8<br>– select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids<br>– identify rejection criteria for removing lifting accessories from service<br>– recognise and determine when specific skills and knowledge are required and report accordingly<br>– attach lifting accessories and sling loads securely<br>– ensure balance and stability of loads<br>– attach and use load guidance equipment (tag lines)<br>– guide and place suspended loads by recognised methods of communication and agreed operational procedures<br>– land and position loads safely and securely<br>– remove and store lifting accessories<br>– use hand tools and ancillary equipment. |
| | 8.9 Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads. |
| | 8.10 Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads. |

| **Title:** | Slinging and hand signalling the movement of suspended loads in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>The following endorsement required (i.e. own area of work):<br><br>Slinger signaller – timber frame erection only |
| Sector subject areas | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 33 |

| **Title:** | Conserving or restoring timber-based products in the workplace | |
|---|---|---|
| **Unit Number:** | F/618/3252 | |
| **Learning outcomes**<br>*The learner will be able to:* | | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations and regulations governing buildings. |
| 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:<br>– 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. |
| | 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. |

| **Title:** | Conserving or restoring timber-based products in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– timber<br>– fixings and associated ancillary items<br>– hand and/or powered tools and equipment. |
| | 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:<br>– types of progress charts, timetables and estimated times<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Conserving or restoring timber-based products in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– measuring, marking out, cutting, shaping, fitting, finishing, positioning and securing. |
| | 7.2 Prepare, install, repair or refurbish timber-based products, for at least eight of the following, to given working instructions:<br>– load bearing components<br>– non-load bearing components<br>– walls<br>– floors<br>– roofs<br>– joist coverings<br>– frames (including windows)<br>– panelling/cladding<br>– units and fitments<br>– doors<br>– mouldings<br>– staircases. |
| | 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– prepare, repair and refurbish timber-based products and their associated components; after removal and in situ<br>– install timber-based products<br>– determine bevels for rake to rake and rake to level mouldings<br>– form joints appropriate to the method of construction<br>– validate appropriate ways in which work should be carried out<br>– recognise sensitive areas<br>– maintain heritage and archaeological integrity<br>– maintain the principles of minimum intervention and reversible alterations<br>– stop work at the point when conjecture begins and report findings<br>– record work carried out (written, photographic or digital) |

| **Title:** | Conserving or restoring timber-based products in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Continued | 7.3 Contd<br>– recognise and/or report endangered/protected flora and fauna<br>– remove deteriorated and/or inappropriate materials<br>– maintain existing structure<br>– integrate existing and new constructional components or finishes<br>– store salvageable materials and components<br>– use hand tools, power tools and equipment<br>– work at height<br>– use access equipment. |
| | 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. |

| **Title:** | Conserving or restoring timber-based products in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Eight** of the following required:<br><br>Load bearing components<br>Non-load bearing components<br>Walls<br>Floors<br>Roofs<br>Joist coverings<br>Frames (including windows)<br>Panelling/cladding<br>Units and fitments<br>Doors<br>Mouldings<br>Staircases |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 107 |

| | |
|---|---|
| **Title:** | Conserving or restoring heavy timber framework in the workplace |
| **Unit Number:** | J/615/2858 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 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:<br>– drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings. |
| 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:<br>– 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. |
| | 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. |

| **Title:** | Conserving or restoring heavy timber framework in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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:<br>– timber, pre-fabricated components<br>– pegs, metal fixings, glues and resin products<br>– mechanical lifting equipment<br>– hand tools and hand-held portable power tools, power tools/machines and ancillary equipment. |
| | 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:<br>– types of progress charts, timetables and estimated times<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Conserving or restoring heavy timber framework in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to conserve or restore heavy timber framework to the required specification. | 7.1 Demonstrate the following work skills when conserving or restoring heavy timber framework:<br>– measuring, marking out, cutting, jointing, shaping, fitting, fixing, finishing, positioning, securing and recording. |
| | 7.2 Prepare, conserve, restore, renew, repair or refurbish heavy timber framework to given working instructions for at least one of the following:<br>– walls (structural and/or non-structural)<br>– floors<br>– roofs. |
| | 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– determine angles and lengths<br>– brace in-situ components to form or support structural and/or non-structural frameworks<br>– determine graded timber tree anatomy and growth rates, shrinkage and defects<br>– assess the milling and cleaving process<br>– determine how the conversion affects the end use<br>– form joints associated with structural and non-structural timber frame components<br>– work with lifting and hoisting equipment<br>– finish surfaces<br>– validate appropriate ways in which the work should be carried out<br>– recognise sensitive areas<br>– maintain heritage and archaeological integrity<br>– maintain the principles of minimum intervention and reversible alterations<br>– stop work at the point when conjecture begins and report findings<br>– record work carried out (written, photographic or digital)<br>– recognise and/or report endangered/protected flora and fauna<br>– remove deteriorated and/or inappropriate materials<br>– maintain existing structure<br>– integrate existing and new constructional components or finishes<br>– store salvageable components<br>– use hand tools, power tools and equipment<br>– work at height<br>– use access equipment. |
| | 7.4 Safely use and store materials, hand tools, hand-held portable power tools, power tools/machines and ancillary equipment. |

| **Title:** | Conserving or restoring heavy timber framework in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 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. |

| **Title:** | Conserving or restoring heavy timber framework in the workplace |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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<br><br>Assessors for this unit must use a combination of the following assessment methods:<br>– observation of normal work activities within the workplace that clearly confirms the required skills<br>– questioning the learner on knowledge criteria that clearly confirms the required understanding<br>– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.<br><br>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conserving or restoring heavy timber framework to be effective and reliable when confirming a learner's competence.<br><br>Workplace evidence of skills cannot be simulated.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**One** of the following required:<br><br>Walls (structural and/or non structural<br>Floors<br>Roofs |
| Sector Subject Area | 05.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 107 |

| Title: | Erecting roof structure carcassing components in the workplace |
|---|---|
| **Unit Number:** | J/618/3258 |

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* | |
|---|---|---|
| 1 Interpret the given information relating to the work and resources when erecting roof structure carcassing components. | 1.1 | Interpret and extract relevant information from drawings, specifications, schedules, digital information, method statements, risk assessments and manufacturers' information. |
| | 1.2 | Comply with information and/or instructions derived from risk assessments and method statements. |
| | 1.3 | Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. |
| | 1.4 | Describe different types of information, their source and how they are interpreted in relation to:<br>– drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' information, official guidance and current regulations governing buildings associated with erecting roof structure carcassing components |
| 2 Know how to comply with relevant legislation and official guidance when erecting roof structure carcassing components. | 2.1 | Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:<br>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. |
| | 2.2 | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. |
| | 2.3 | Explain what the accident reporting procedures are and who is responsible for making reports. |
| | 2.4 | Describe the types of fire extinguishers available when erecting roof structure carcassing components and describe how and when they are used. |

| **Title:** | Erecting roof structure carcassing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 3 Maintain safe and healthy working practices when erecting roof structure carcassing components. | 3.1 Use health and safety control equipment-safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting roof structure carcassing components. |
| | 3.2 Demonstrate compliance with given information and relevant legislation when erecting roof structure carcassing components in relation to the following:<br>– safe use of access equipment and/or working platforms<br>– safe use, storage and handling of materials, tools and equipment<br>– specific risks to health. |
| | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to erecting roof structure carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:<br>– collective protective measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV). |
| | 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 erect roof structure carcassing components. | 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment. |
| | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:<br>– timber and timber based materials, sheet material, metals, trussed rafters, prefabricated frames, adhesives, sealants, fixings, fittings and associated ancillary items<br>– hand tools, portable power tools and equipment. |
| | 4.3 Describe how to confirm that the resources and materials conform to the specification. |

| **Title:** | Erecting roof structure carcassing components in the workplace |
|---|---|

| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
|---|---|
| 4 continued | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported. |
| | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | 4.6 Describe any potential hazards associated with the resources and methods of work. |
| | 4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to erect roof structure carcassing components. |
| 5 Minimise the risk of damage to the work and surrounding area when erecting roof structure carcassing components. | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | 5.2 Maintain a clear and tidy work space. |
| | 5.3 Dispose of waste in accordance with current legislation. |
| | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance. |
| 6 Complete the work within the allocated time when erecting roof structure carcassing components. | 6.1 Demonstrate completion of the work within the allocated time. |
| | 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:<br>– types of productivity targets and time scales<br>– how times are estimated<br>– organisational procedures for reporting circumstances which will affect the work programme. |

| **Title:** | Erecting roof structure carcassing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 Comply with the given contract information to erect roof structure carcassing components to the required specification. | 7.1 Demonstrate the following work skills when erecting roof structure carcassing components:<br>– measuring, marking out, fitting, aligning, finishing, positioning and securing. |
| | 7.2 Use and maintain hand tool, portable power tools and ancillary equipment. |
| | 7.3 Incorporate at least two of the following to given working instructions on timber frame roofs:<br>– hips and/or valleys<br>– roof verge and eaves<br>– parapet finishings<br>– false chimneys<br>– openings (e.g. windows, hatches, dormers, roof lights and vents) |
| | 7.4 Determine the specification of cut roof component bevels and lengths. |
| | 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:<br>– extract and transfer data from drawings for the installation of roof structure carcassing<br>– provide information for Building Information Modelling (BIM)<br>– identify roof structure carcassing components<br>– check existing levels and setting out lines<br>– prepare and fix trussed rafters<br>– apply geometry to determine bevels and lengths for cut, equal and unequal, gabled and hipped roofs, with valleys and dormers<br>– form joints associated with carcassing<br>– make and assemble cut roofs<br>– install on timber frame roofs: hips and valleys, timber and plastic verge and eaves, parapet finishings, false chimneys, openings (e.g. windows, hatches, dormers, roof lights and vents)<br>– work with plant and machinery to lift and transfer loads<br>– install insulation to achieve the specified energy and carbon performance<br>– avoid thermal bridging, bypassing and condensation |

| **Title:** | Erecting roof structure carcassing components in the workplace |
|---|---|
| **Learning outcomes**<br>*The learner will be able to:* | **Assessment criteria**<br>*The learner can:* |
| 7 continued | 7.5 contd<br>– apply the principles of airtightness and ventilation<br>– recognise and determine when specialist skills and knowledge are required and report accordingly<br>– identify and follow the installation quality requirements<br>– work with, around and in close proximity to plant and machinery<br>– direct and guide the operations and movement of plant and machinery<br>– use hand tools, portable power tools and equipment<br>– work at height<br>– use access equipment and working platforms<br>– economise use of water, report leaks and turn taps off<br>– recycle materials and minimise waste |
| | 7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting roof structure carcassing components. |
| | 7.7 Describe how to maintain the tools and equipment used when erecting roof structure carcassing components. |

| **Title:** | Erecting roof structure carcassing components in the workplace |
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| **Additional information about this unit** | |
| Assessment Guidance | This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.<br><br>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.<br><br>Workplace evidence of skills cannot be simulated.<br><br>This unit must be assessed against the endorsements detailed within the relevant NVQ structure.<br><br><u>ProQual Level 2 NVQ Diploma in Wood Occupations (Construction):</u><br><br>**Two** of the following endorsements required:<br><br>Hips and/or valleys<br>Roof verge and eaves<br>Parapet finishings<br>False chimneys<br>Openings (e.g. windows, hatches, dormers, roof lights and vents) |
| Sector Subject Area | 5.2 Building and Construction |
| Availability for use | Shared unit |
| Unit guided learning hours | 95 |
| Assessment hours | 10 |


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