ProQual Level 3 NVQ Diploma in Wood Occupations (Construction)

Qualification Specification

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Introduction

The aim of the Level 3 NVQ Diploma in Wood Occupations (Construction) qualification is to recognise the knowledge, skills and competence of individuals who specialise in a wood-based occupation in the construction industry.

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

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

Qualification Profile

Qualification title	**ProQual Level 3 NVQ Diploma in Wood Occupations (Construction)**
Ofqual qualification number	603/0670/1
Level	Level 3
Total Qualification Time	980-1460 hours, 327-488 guided learning hours
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	24/10/16
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

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

Qualification Structure

To achieve the qualification candidates must complete the Mandatory/Optional units in one of the Pathways:

Pathway 1: Site Carpentry
Pathway 2: Architectural Joinery
Pathway 3: Wheelwrighting
Pathway 4: Shopfitting Site Work
Pathway 5: Shopfitting Bench Work
Pathway 6: Structural Post and Beam Carpentry
Pathway 7: Timber Frame Erection

The Mandatory / Optional Unit requirements for each pathway are listed on the following pages.

Pathway 1 – Site Carpentry

Complete all Mandatory units plus **TWO** Optional Units

Mandatory Units – complete all units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
A/503/2772	Confirming work activities and resources for an occupational area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	3	*210v3*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
M/508/6537	Conforming to general health, safety and welfare in the workplace	2	*641*
R/615/2815	Installing bespoke first fixing components in the workplace	3	*09Bv3*
Y/615/2816	Installing bespoke second fixing components in the workplace	3	*10Bv3*
D/615/2817	Setting up and using transportable cutting and shaping machines in the workplace *<u>Unit Endorsements</u>:* ***Three** from the following endorsements required for cutting machines:* *Saw – **three** of the following endorsements required: circular, chop, mitre, bench or table, jig, reciprocating, oscillator* *Drill* *Planer* *Biscuit jointer* *Disc cutter* *Morticer* ***PLUS Two** of the following endorsements required for shaping machines:* *Thicknesser* *Sander (orbital, belt, disc)* *Router* *Planner* *Laminate trimmer*	2	*628v3*

Optional Units – complete TWO units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
H/615/2818	Erecting structural carcassing components in the workplace *<u>Unit Endorsements</u>:* ***One** of the following:* *Inclined roofs with gables* *Load bearing partitions* *Joists (ground, upper or flat roof) including coverings (flat roofs, decks or floors)*	2	*11v3*
K/615/2819	Maintaining non-structural or structural components in the workplace *<u>Unit Endorsements</u>:* ***Three** of the following for non-structural components:* *Frames (to include priming the repair)* *Mouldings (to including priming the repair)* *Floor joist covering (or flat roof)* *Sash cords* *Windows replacement glazing* *Fascia, soffits and bargeboards* *Non-structural stair components* *False ceiling* ***Plus*** ***Two** of the following for structural components:* *Stall risers* *Structural joists (including support)* *Structural rafters (including support)* *Structural stair components* *Load bearing partitions* *Form openings*	3	*25v4*
D/615/2820	Erecting roof structure carcassing components in the workplace *<u>Unit Endorsements:</u>* ***Two** of the following:* *Hips and/or valley* *Roof verge and eaves* *Parapet finishings* *False chimneys* *Openings (e.g. windows, hatches, dormers, roof lights and vents)*	3	*631v2*

Pathway 2 - Architectural Joinery

Complete all Mandatory Units plus **ONE** Optional unit.

Mandatory Units – complete all units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
A/503/2772	Confirming work activities and resources for an occupational area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	3	*210v2*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
M/508/6537	Conforming to general health, safety and welfare in the workplace	2	*641*
H/615/2821	Producing setting out details for routine architectural joinery products in the workplace *<u>Unit Endorsements</u>:* *Architectural Joinery – at least **two** items from the following:* *Doors* *Windows with opening lights* *Units and/or fitments* *Panelling or cladding* *Staircases*	2	*14Av4*
K/615/2822	Marking out from setting out details for routine architectural joinery products in the workplace *<u>Unit Endorsements</u>:* *Architectural Joinery – at least **two** items from the following:* *Doors* *Windows with opening lights* *Units and/or fitments* *Panelling or cladding* *Staircases*	2	*15Av4*
M/615/2823	Manufacturing routine architectural joinery products in the workplace *<u>Unit Endorsements</u>:* *Architectural Joinery – at least **two** items from the following:* *Doors* *Windows with opening lights* *Units and/or fitments* *Panelling or cladding* *Staircases*	2	*16Av5*

T/615/2824	Manufacturing bespoke architectural joinery products in the workplace *<u>Unit Endorsements</u>:* *Architectural Joinery – at least **three** items from the following:* *Door sets* *Doors* *Opening windows* *Units and fitments* *Panelling or cladding* *Joinery products incorporating any of the following: glass, metal, fabrics, veneers and laminates* *Staircases (straight and with turns)* *Handrails and balustrades* *Joinery products with single curvature features* *Joinery products with double curvature features*	3	*632Av3*
T/615/2841	Setting up and using fixed machinery in the workplace *<u>Unit Endorsements</u>:* *SiBx of the following:* *Circular saw* *Planer* *Thicknesser* *Bandsaw* *Morticer* *Tenoner* *Spindle moulder* *Drill* *Grinder* *Sander* *Overhead router*	3	*632v2*

Optional Units – complete ONE unit			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
M/615/2840	Producing CAD setting out details in the workplace	3	*28v3*
A/615/2842	Producing setting out details for bespoke architectural joinery products in the workplace *Unit Endorsements:* *Architectural Joinery – at least **three** items from the following:* *Door sets* *Doors* *Opening windows* *Units and fitments* *Panelling or cladding* *Joinery products incorporating any of the following: glass, metal, fabrics, veneers and laminates* *Staircases (straight and with turns)* *Handrails and balustrades* *Joinery products with single curvature features* *Joinery products with double curvature features*	3	*634Av2*
T/615/2855	Producing wood and wood-based products using computer numerically controlled/numerically controls (CNC/NC) machinery in the workplace *Unit Endorsements:* ***One** endorsement required from list A* ***or*** ***Two** endorsements from list B:* *List A:* *High-speed router* *Window centre* *List B:* *Single-end tenoner* *Sanding machine* *Double-end tenoner* *Panel saw* *Morticing machines* *Lathe* *Four-sided planer* *Sanding machine* *Boring machine* *Shaping machine* *Edge banner* *Spindle moulder* *Beam saw*	2	*472v1*

Pathway 3 - Wheelwrighting

Complete all Mandatory units plus **ONE** Optional unit.

Mandatory Units – complete all units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
A/503/2772	Confirming work activities and resources for an occupational area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	3	*210v2*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
M/508/6537	Conforming to general health, safety and welfare in the workplace	2	*641*
F/615/2843	Producing setting out details for routine wheelwrighting products in the workplace *Unit Endorsements:* *Wheelwrighting – Carriage construction: wheels plus at least **one** item from the following:* *Doors* *Wooden frames vehicles* *Shafts*	2	*14Cv3*
J/615/2844	Marking out from setting out details for routine wheelwrighting products in the workplace *Unit Endorsements:* *Wheelwrighting – Carriage construction: wheels plus at least **one** item from the following:* *Doors* *Wooden frames vehicles* *Shafts*	2	*15Cv3*
L/615/2845	Manufacturing routine wheelwrighting products in the workplace *Unit Endorsements:* *Wheelwrighting – Carriage construction: wheels plus at least **one** item from the following:* *Doors* *Wooden frames vehicles* *Shafts*	2	*16Cv3*

R/615/2846	Manufacturing bespoke wheelwrighting products in the workplace *<u>Unit Endorsements</u>:* *Wheelwrighting – Carriage construction: wheels plus at least two items from the following:* *Doors* *Frames* *Wooden frames vehicles* *Shafts* *Butt welding rims* *Metal and/or rubber tyring* *Wooden frames vehicles with single curvature features* *Wooden framed vehicles with double curvature features*	3	*632Cv2*
Optional Units – complete ONE unit			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
T/615/2841	Setting up and using fixed machinery in the workplace *<u>Unit Endorsements</u>*: ***Six** of the following endorsements required:* *Circular saw* *Tenoner* *Planer* *Spindle moulder* *Thicknesser* *Drill* *Bandsaw* *Grinder* *Morticer* *Sander* *Overhead router*	3	*633v2*
Y/615/2847	Producing setting out details for bespoke wheelwrighting products in the workplace *<u>Unit Endorsements</u>:* *Wheelwrighting – Carriage construction: Wheels plus two items from the following:* *Doors* *Frames* *Wooden framed vehicles* *Shafts* *Steps* *Wooden framed vehicles with single curvature features* *Wooden frames vehicles with double curvature features*	3	*634Cv2*

Pathway 4 – Shopfitting Site Work

Complete all Mandatory units.

Mandatory Units – complete all units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
A/503/2772	Confirming work activities and resources for an occupational area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	3	*210v3*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
M/508/6537	Conforming to general health, safety and welfare in the workplace	2	*641*
	Marking out from setting out details for routine shopfitting products in the workplace *Unit Endorsements:* *Shopfitting – Timber and/or timber based products land/or composite materials, and/or metal , **at least two** items from the following:* *Doors* *Frames and linings* *Shopfront sashes including associated elements* *Panelling and cladding* *Units and fitments*	2	*15Bv3*
D/615/2848	Installing shopfitting frames and finishings in the workplace *Unit Endorsements:* ***Six** of the following:* *Door frames* *Hung doors* *Door sets* *Mouldings or trims* *Ironmongery* *Service encasement* *Linings* *Panelling and/or cladding* *Partition walling* *Staircase finishings and balustrades* *Staircases* *Bulkheads and soffits* *Units and fitments* *Window frames*	2	*20v3*

H/615/2849	Installing shopfitting fitments in the workplace *<u>Unit Endorsements</u>:* ***Two** of the following required:* *Counters* *Display units* *Shelving units* *Fixed seating*	2	*21v3*
Y/615/2850	Installing shopfronts and finishings in the workplace *<u>Unit Endorsements</u>:* ***Three** of the following required:* *Shopfront surrounds* *Stall risers* *Mouldings or trim* *Window beds* *Fascias* *Specialist treatment and finishings* *Blind box*	2	*22v3*
	Setting up and using transportable cutting and shaping machines in the workplace *<u>Unit Endorsements</u>:* ***Three** of the following cutting machines:* *Saw – **three** from the following: circular, chop, mitre, bench or table, jog, reciprocating, oscillating* *Drill* *Planer* *Biscuit jointer* *Disc cutter* *Morticer*	2	*628v3*

Pathway 5 – Shopfitting Bench Work

Complete all Mandatory units plus **ONE** Optional unit.

Mandatory Units – complete all units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
A/503/2772	Confirming work activities and resources for an occupational area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	*210v2*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
M/508/6537	Conforming to general health, safety and welfare in the workplace	2	*641*
D/615/2851	Producing setting out details for routine shopfitting products in the workplace *<u>Unit Endorsements</u>:* *Shopfitting – Timber and/or timber based products land/or composite materials, and/or metal , **at least two** items from the following:* *Doors* *Frames and linings* *Shopfront sashes including associated elements* *Panelling and cladding* *Units and fitments*	2	*14Bv3*
H/615/2852	Marking out from setting out details for routine shopfitting products in the workplace *<u>Unit Endorsements</u>:* *Shopfitting – Timber and/or timber based products land/or composite materials, and/or metal , **at least two** items from the following:* *Doors* *Frames and linings* *Shopfront sashes including associated elements* *Panelling and cladding* *Units and fitments*	2	*15Bv3*

K/615/2853	Manufacturing routine shopfitting products in the workplace *<u>Unit Endorsements</u>:* *Shopfitting – Timber and/or timber based products land/or composite materials, and/or metal , **at least two** items from the following:* *Doors* *Frames and linings* *Shopfront sashes including associated elements* *Panelling and cladding* *Units and fitments*	2	*16Bv4*
M/615/2854	Manufacturing bespoke shopfitting products in the workplace *<u>Unit Endorsements</u>:* *Shopfitting products group - timber, timber based products and/or composite materials and/or metal – **three items** from the following:* *Door sets* *Internal screens* *Doors* *Frames and linings* *Shopfront sashes including associated elements* *Panelling and/or cladding* *Units and fitments* *Products incorporating any of the following – glass, fabrics, veneers, laminates, staircases (straight and with turns)* *Handrails and balustrades* *Shopfitting products with single curvature features* *Shopfitting products with double curvature features* *Soffits and bulkheads*	3	*632Bv2*
T/615/2841	Setting up and using fixed machinery in the workplace *<u>Unit Endorsements</u>:* ***Six** of the following endorsements required:* *Circular saw* *Tenoner* *Planer* *Spindle moulder* *Thicknesser* *Drill* *Bandsaw* *Grinder* *Morticer* *Sander* *Overhead router*	2	*633v2*

Optional Units – complete ONE unit			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
M/615/2840	Producing CAD setting out details in the workplace	3	*28v3*
T/615/2855	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace *Unit Endorsements:* ***One** endorsement required from list A* ***or*** ***Two** endorsements from list B:* *List A:* *High-speed router* *Window centre* *List B:* *Single-end tenoner* *Sanding machine* *Double-end tenoner* *Boring machine* *Panel saw* *Shaping machine* *Morticing machines* *Edge bander* *Lathe* *Spindle moulder* *Four-sided planer* *Beam saw*	2	*472v1*
A/615/2856	Producing setting out details for bespoke shopfitting products in the workplace *Unit Endorsements:* *Shopfitting products group - timber, timber based products and/or composite materials and/or metal – **three items** from the following:* *Door sets* *Internal screens* *Doors* *Frames and linings* *Shopfront sashes including associated elements* *Panelling and/or cladding* *Units and fitments* *Products incorporating any of the following – glass, fabrics, veneers, laminates, staircases (straight and with turns)* *Handrails and balustrades* *Shopfitting products with single curvature features* *Shopfitting products with double curvature features* *Soffits and bulkheads*	3	*634Bv2*

Pathway 6 – Structural Post and Beam Carpentry

Complete all Mandatory units plus **TWO** Optional units

Mandatory Units – complete all units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
A/503/2772	Confirming work activities and resources for an occupational area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	3	*210v2*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
M/508/6537	Conforming to general health, safety and welfare in the workplace	2	*641*
F/517/2857	Designing and fabricating structural timber connections in the workplace	3	*635v2*

Optional Units – complete TWO units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
M/615/2840	Producing CAD setting out details in the workplace	3	*28v3*
A/508/6525	Slinging and hand signalling the movement of suspended loads in the workplace *Unit Endorsements:* ***One** of the following endorsements required (i.e. own area of work):* *Slinger signaller - Structural post and beam carpentry* *Slinger signaller - Timber frame erection*	2	*402Av1*
T/615/2855	Producing wood and wood-based products using computer numerically controls/numerically controlled (CNC/NC) machinery in the workplace *Unit Endorsements:* ***One** endorsement required from list A* ***or*** ***Two** endorsements from list B:* *List A:* *High-speed router* *Window centre* *List B:* *Single-end tenoner* *Sanding machine* *Double-end tenoner* *Boring machine* *Panel saw* *Shaping machine* *Morticing machines* *Edge bander* *Lathe* *Spindle moulder* *Four-sided planer* *Beam saw*	2	*472v1*
J/615/2858	Conserving or restoring heavy timber framework in the workplace *Unit Endorsements:* ***One** of the following:* *Walls (structural and/or non-structural)* *Floors* *Roofs*	3	*554v1*
L/615/2859	Fabricating post and beam components in the workplace	3	*636v2*

Pathway 7 – Timber Frame Erection

Complete all Mandatory units.

Mandatory Units – complete all units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
A/503/2772	Confirming work activities and resources for an occupational area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	3	*210v2*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
M/508/6537	Conforming to general health, safety and welfare in the workplace	2	*641*
F/615/2860	Co-ordinating and confirming the dimensional control requirements of the work in the workplace	3	*218v2*
J/615/2861	Erecting timber walls and floors in the workplace	2	*289v4*
L/615/2862	Erecting timber roof structures in the workplace *Unit Endorsements:* *Pre-assembled roof structures – mechanically handled,* ***plus one*** *of the following:* *In situ roofs – manually handled* *In situ roofs – mechanically handled*	2	*290v4*
A/508/6525	Slinging and hand signalling the movement of suspended loads in the workplace *Unit Endorsements:* ***One*** *of the following endorsements required (i.e. own area of work):* *Slinger signaller - Structural post and beam carpentry* *Slinger signaller - Timber frame erection*	2	*402Av1*
D/615/2820	Erecting complex roof structure carcassing components in the workplace *Unit Endorsements:* ***Two*** *of the following endorsements required:* *Hips and/or valleys* *Roof verge and eaves* *Parapet finishings* *False chimneys* *Openings (e.g. windows, hatches, dormers, roof lights and vents)*	3	*631v2*

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 verifier who are suitably qualified for the specific occupational area. Assessors and internal verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or quality assurance verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment (QCF)
- Award in Assessing Vocationally Related Achievement (QCF)
- Certificate in Assessing Vocational Achievement (QCF)
- Award in the Internal Quality Assurance of Assessment Processes and Practices (QCF)
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices (QCF)

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 unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Assessment guidance is included to assure consistency.

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 23.

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 required credits for qualifications will be awarded:

- A certificate listing the unit achieved with its related credit value, 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 required number of credits 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:	Confirming work activities and resources for an occupational work area in the workplace
Unit Number:	A/503/2772

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Identify work activities, assess required resources and plan the sequence of work.	1.1	Identify work activities, assess required resources and plan the sequence of work.
	1.2	Identify work activities and formulate a plan for their own sequence of work.
	1.3	Explain the types of work relative to the occupational area and how to identify different work activities.
	1.4	Explain methods of assessing the resources needed from a range of available information.
	1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area.
2 Obtain clarification and advice where the resources required are not available.	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.
	2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.
3 Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1	Assess progress of work against project requirements, taking into account external factors relating to: – other occupations and /or customers – resources – weather conditions – health and safety requirements.
	3.2	Explain different methods of evaluating work activities against the following project requirements: – contract conditions – contract programme – health and safety requirements of operatives.
	3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: – other related programmes – special working conditions – weather conditions – other occupations/people – resources – health and safety requirements.

Title:	Confirming work activities and resources for an occupational work area in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Identify work activities which influence each other and make the best use of the resources available.	4.1 Determine work activities that have an influence on each other.
	4.2 Evaluate which work activities make the best use of available resources in relation to: – occupations and/or customers associated with the work – tools, plant and/or ancillary equipment – materials and components.
	4.3 Explain different methods and sources that can identify which work activities influence each other.
	4.4 Describe how to determine the sequence of work activities and how long each work activity will take.
	4.5 Describe what zero and low carbon requirements are.
	4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1 Evaluate project progress against the work programme to identify any changed circumstances.
	5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme.
	5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.
	5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme.
	5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Title:	Confirming work activities and resources for an occupational work area 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. 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. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33

Title:	Developing and maintaining good occupational working relationships in the workplace
Unit Number:	M/503/2915

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.
	1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.
	1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.
	1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1 Communicate on the following work activity information to relevant people following organisational procedures: – appropriate timescales – health and safety requirements – co-ordination of work procedures.
	2.2 Explain the different methods and techniques used to inform relevant people about work activities.
	2.3 Explain the effects of not informing relevant people with the expected level of urgency.
	2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive: – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project.

Title:	Developing and maintaining good occupational working relationships in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.
	3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.
	3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: – progress – results – achievements – occupational problems – occupational opportunities – health and safety requirements – co-ordinated work.
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.
	4.2 Explain the methods of clarifying alternative proposals with relevant people.
	4.3 Explain the methods of suggesting alternative proposals.
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.
	5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

Title:	Developing and maintaining good occupational working relationships 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. 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. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	27

Title:	Confirming the occupational method of work in the workplace	
Unit Number:	R/503/2924	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – required quantities – specifications – detailed drawings – health and safety requirements – timescales – 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: – standard work procedures – sequence of work – organisation of resources (people, equipment, materials) – work techniques – working conditions (health, safety and welfare) – 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: – customers or representatives – suppliers – regulatory authorities – manufacturer's literature.

Title:	Confirming the occupational method of work in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – health and safety welfare (principles of protection) – fire protection – access and egress – equipment availability – availability of competent workforce – pollution risk – waste and disposal – zero and low carbon outcomes – 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: – conforming to statutory requirements – customer and user needs – contract requirements in terms of time, quantity and quality – 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. 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. 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:	Conforming to general health, safety and welfare in the workplace.	
Unit Number:	M/508/6537	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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.

Title:	Conforming to general health, safety and welfare in the workplace.
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
2 continued	2.3 List the current Health and Safety Executive top ten safety risks.
	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: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – 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 *The learner will be able to:*	**Assessment criteria** *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: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – 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: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – 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 ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. 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. 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:	Installing bespoke first fixing components in the workplace	
Unit Number:	R/615/2815	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – 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: – 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 bespoke first fixing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – timber, timber based products, composite materials, metals, frames, linings, staircases, adhesives, sealants and fixings – 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 bespoke first fixing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Installing bespoke first fixing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – frames (door and/or window) – linings (door and/or hatch) – floor joist coverings (or flat roof decking) – partitions (straight) – staircases – 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: – 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 – form joints associated with first fixing – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – 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 bespoke 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed with in the relevant NVQ structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> Three of the following required: Frames (door and/or window) Linings (door and/or hatch) Floor joist coverings (or flat roof decking) Partitions 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 bespoke second fixing components in the workplace
Unit Number:	Y/615/2816

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – 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 bespoke second fixing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – access equipment – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – timber, timber based products, composite materials, timber boarding, plastics, metals, doors, mouldings, ironmongery, prefabricated units, adhesives, sealants and fixings – hand and/or powered tools and equipment.
	4.3 Describe how to confirm that the resources and materials conform to the specification.

Title:	Installing bespoke second fixing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Installing bespoke second fixing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – side hung doors – mouldings (architrave, skirting) – ironmongery – service encasement – prefabricated units or fitments – cladding or panelling – 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: – 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) – form joints associated with second fixing – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.

Title:	Installing bespoke second fixing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 bespoke 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed with in the relevant NVQ structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Five** of the following required: Side hung doors Mouldings (architrave, skirting) Ironmongery Service encasement Prefabricated units Cladding or panelling 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	
Level:	H/615/2818	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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: – safe use of access equipment – safe use, storage and handling of materials tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – 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 *The learner will be able to:*		**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Erecting structural carcassing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – inclined roofs with gables – load bearing partitions – 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: – prepare and fix gable roof trussed rafters, cut roofs, ground, upper and flat roof joists, load bearing partitions – form joints associated with carcassing – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.

Title:	Erecting structural carcassing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the NVQ structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **One** of the following required: Inclined roof with gables Load bearing partitions 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:	Setting up and using transportable cutting and shaping machines in the workplace
Level:	D/615/2817

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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 – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – accessories – attachments – hand and power tools.

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

Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – 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 *The learner will be able to:*	**Assessment criteria** *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: – 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: – saw (at least three from the following: circular, chop, mitre, bench or table, jig, reciprocating, oscillating) – drill – planer – biscuit jointer – disc cutter – morticer.
	7.4 Set up and use at least two of the following powered shaping machines to given working instructions: – thicknesser – sander (orbital, belt, disc) – router – laminate trimmer – planer

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

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – check powered transportable cutting and shaping machines (fuel and electric mains and battery) for serviceability – set up machines in preparation for use – check voltage requirements, safety cut offs and circuit breakers – check fuel, type, mix and additives – fix and secure work – select and ensure safety guards are in place in accordance with machine instructions – select accessories for the machine and the work – identify maintenance requirements for accessories, sharpening and aligning – cut and shape materials to agreed tolerances – change accessories: drill bits, router bits, discs, planner blades, saw blades, tools, abrasives – use templates, profiles and jigs – recognise and determine when specialist skills and knowledge are required and report accordingly – use hand and power tools – work at height – 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Three** of the following cutting machines: Saw – three from the following: circular, chop, mitre, bench or table, jog, reciprocating, oscillating Drill Planer Biscuit joiner Disc cutter Morticer <u>Plus</u> **Two** of the following shaping machines: Thicknesser Sander (orbital, belt, disc) Router Laminate trimmer Planer
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	120
Assessment hours	10

Title:	Maintaining non-structural and structural components in the workplace
Level:	K/615/2819

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Interpret the given information relating to the work and resources when maintaining non-structural and structural components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method 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: – 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 and structural components.
2 Know how to comply with relevant legislation and official guidance when maintaining non-structural and structural components.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 and structural components and describe how and when they are used.

Title:	Maintaining non-structural and structural components in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when maintaining non-structural and structural components.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural and structural components.
	3.2 Demonstrate compliance with given information and relevant legislation when maintaining non-structural and structural components in relation to: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 and structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 maintain non-structural and structural components.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials and metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants and ironmongery – fittings and fixings – hand and power tools.

Title:	Maintaining non-structural and structural components in the workplace	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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 maintain non-structural and structural components.
5 Minimise the risk of damage to the work and surrounding area when maintaining non-structural and structural 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 maintaining non-structural and structural components.		6.1 Demonstrate completion of the work within the allocated time.
		6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Maintaining non-structural and structural components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to maintain non-structural and structural components to the required specification.	7.1 Demonstrate the following work skills when maintaining non-structural and structural components: – measuring, marking out, fitting, splicing, finishing, positioning and securing.
	7.2 Use and maintain hand and power tools.
	7.3 Repair and/or replace at least three of the following non-structural components to given working instructions in timber, timber-based products, composite materials and metal: – frames (to include priming the repair) – mouldings (to include priming the repair) – floor joist covering (or flat roof) – sash cords – windows replacement glazing – fascias, soffits and bargeboards – non-structural stair components – false ceiling.
	7.4 Repair and/or replace at least two of the following structural components to given working instructions in timber, timber-based products, composite materials and metal:: – stall risers – structural joists (including support) – structural rafters (including support) – structural stair components – load bearing partitions – form openings.

Title:	Maintaining non-structural and structural components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – replace and repair the following structural components in timber, timber based products, composite materials and metal: stall risers, structural joist (including support), structural rafters (including support) structural stair components, load bearing partitions and form openings – replace and repair the following structural components in timber, timber based products, composite materials and metal: stall risers, structural joist (including support), structural rafters (including support) structural stair components, load bearing partitions and form openings – identify load bearing points – prop and support existing structures – replace frames and mouldings – repair or replace door and window ironmongery – repair and replace guttering and downpipes – repair and replace fascias, soffits and barge boards – form joints associated with repairs – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural and structural components.
	7.7 Describe how to maintain the tools and equipment used when maintaining non-structural and structural components.
	7.7 Describe how to sharpen the hand tools used when maintaining non-structural and structural components.

Title:	Maintaining non-structural and structural 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Three** of the following non-structural components: Frames (to include priming the repair) Mouldings (to include priming the repair) Floor joist covering (or flat roof) Sash cords Windows replacement glazing Fascia, soffits and bargeboards Non-structural stair components False ceiling <u>Plus</u> **Two** of the following for structural components: Stall risers Structural joists (including support) Structural rafters (including support) Structural stair components Load bearing partition Form openings
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	127
Assessment guidance	10

Title:	Erecting roof structure carcassing components in the workplace	
Level:	H/615/2818	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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: – safe use of access equipment and/or working platforms – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – timber and timber based materials, sheet material, metals, trussed rafters, prefabricated frames, adhesives, sealants, fixings, fittings and associated ancillary items – 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 *The learner will be able to:*	**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Erecting roof structure carcassing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – hips and/or valleys – roof verge and eaves – parapet finishings – false chimneys – 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: – extract and transfer data from drawings for the installation of roof structure carcassing – provide information for Building Information Modelling (BIM) – identify roof structure carcassing components – check existing levels and setting out lines – prepare and fix trussed rafters – apply geometry to determine bevels and lengths for cut, equal and unequal, gabled and hipped roofs, with valleys and dormers – form joints associated with carcassing – make and assemble cut roofs – 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) – work with plant and machinery to lift and transfer loads – install insulation to achieve the specified energy and carbon performance – avoid thermal bridging, bypassing and condensation

Title:	Erecting roof structure carcassing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.5 contd – apply the principles of airtightness and ventilation – recognise and determine when specialist skills and knowledge are required and report accordingly – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment and working platforms – economise use of water, report leaks and turn taps off – 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
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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **One** of the following required: Includes roofs with gables Load bearing partitions Joists (ground, upper or flat roof) including coverings (flat roofs, decks or floors)
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	95
Assessment hours	10

Title:	Producing setting out details for routine architectural joinery products in the workplace
Unit Number:	H/615/2821

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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 – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – timber, metal, ironmongery, adhesives and fixings – marking and testing tools and equipment.

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

Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

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

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – doors – windows with opening lights – units and/or fitments (panelling/cladding) – 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: – set out and produce cutting lists for routine products – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases – take and record dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – identify and follow the quality requirements – work with, around and in close proximity to plant and machinery – use hand tools and power tools – work at height – 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 ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Architectural Joinery** – at least **two** items from the following: Doors Windows with opening lights Units and/or fitments Panelling or cladding 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
Level:	K/615/2822

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – 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

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – timber, timber based products, composite materials, metal, ironmongery, adhesives and fixings – marking and testing tools and equipment – hand and power tools.

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

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – 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 *The learner will be able to:*	**Assessment criteria** *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: – 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: – doors – windows with opening lights – units and/or fitments (panelling or cladding) – 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: – mark out from setting out details and cutting lists – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases – transfer and mark dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the quality requirements – work with, around and in close proximity to plant and machinery – use hand tools and power tools – work at height – 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 ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Architectural Joinery** – at least **two** items from the following: Doors Windows with opening lights Units and/or fitments Panelling or cladding 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:	M/615/2823	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – timber, timber based products, composite materials, pre-machined components, setting out rods, metal, fabric, metal and rubber rims, glass, ironmongery and adhesives, – fixings and fittings – hand and power~~ed~~ tools.

Title:	Manufacturing routine architectural joinery products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – types of productivity targets and time scales – how time are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Manufacturing routine architectural joinery products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – doors – windows with opening lights – units and/or fitments – panelling and cladding – 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: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling and cladding, staircases – check and work to marked dimensions – form joints associated with the product and construction method – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand~~,~~ and power tools – work at height – 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 ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Architectural Joinery** – at least **two** items from the following: Doors Windows with opening lights Units and/or fitments Panelling or cladding Staircases
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	93
Assessment hours	10

Title:	Manufacturing bespoke architectural joinery products in the workplace	
Level:	T/615/2824	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when manufacturing bespoke architectural joinery products.		1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, 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: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance, component standards and current building regulations associated with manufacturing bespoke products
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke architectural joinery products.		2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 manufacturing bespoke architectural joinery products and describe how and when they are used.
3 Maintain safe and healthy working practices when manufacturing bespoke architectural joinery products.		3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing bespoke architectural joinery products.

Title:	Manufacturing bespoke architectural joinery products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Continued	3.2 Demonstrate compliance with given information and relevant legislation when manufacturing bespoke architectural joinery products for at least two of the following: – safe use of access equipment – safe use, and storage and handling of materials, tools and equipment – 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 bespoke architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 bespoke architectural joinery products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, metal, pre-machined components, setting out rods, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants – fittings and fixings – hand and power~~ed~~ tools.
	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.

Title:	Manufacturing bespoke architectural joinery products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 manufacture bespoke architectural joinery products.
5 Minimise the risk of damage to the work and surrounding area when manufacturing bespoke architectural joinery products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 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 bespoke architectural joinery products.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to manufacture bespoke architectural joinery products to the required specification.	7.1 Demonstrate the following work skills when manufacturing bespoke architectural joinery products: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand and power tools.

Title:	Manufacturing bespoke architectural joinery products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.3 Fit and assemble to form bespoke manufactured architectural joinery products to given working instructions, at least three of the following: – door sets – doors – opening windows – units and/or fitments – panelling or cladding – joinery products incorporating any of the following: glass, metal, fabrics, veneers and laminates – staircases (straight and with turns) – handrails and balustrades – joinery products with single curvature features – joinery products with double curvature features.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble bespoke products – produce straight in plan and elevation; door sets, doors, opening windows, units and fitments and panelling and cladding – produce staircases, handrails and balustrades straight and with turns – assemble and bond veneers – hand and machine – produce products with single and double curvature features – produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.) – take site and workplace dimensions – proportion joints associated with the product and construction method – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools, and equipment – requisition material – work at height – use access equipment.

Title:	Manufacturing bespoke architectural joinery products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.5 Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke architectural joinery products.
	7.6 Describe how to maintain the tools and equipment used when manufacturing bespoke architectural joinery products.
	7.7 Describe how to sharpen the hand tools used when manufacturing bespoke architectural joinery products.

Title:	Manufacturing bespoke 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 ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Architectural Joinery** – **three** items from the following: Door sets Doors Opening windows Units and fitments Panelling or cladding Joinery products incorporating any of the following: glass, metal, fabrics, veneers and laminates Staircases (straight and with turns) Handrails and balustrades Joinery products with single curvature features Joinery products with double curvature features
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	113
Assessment hours	10

Title:	Producing CAD setting out details in the workplace	
Unit Number:	M/615/2840	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when producing CAD setting out details.		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: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with producing CAD setting out details.
2 Know how to comply with relevant legislation and official guidance when producing CAD setting out details.		2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – in the workplace, 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 CAD setting out details and describe how and when they are used.
3 Maintain safe and healthy working practices when producing CAD setting out details.		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 CAD setting out details.

Title:	Producing CAD setting out details in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Continued	3.2 Demonstrate compliance with give information and relevant legislation when producing CAD setting out details for the following: – methods of work – safe use of visual display equipment – safe use of health and safety control equipment – safe use, storage and handling of materials – 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 CAD setting out details, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – correct position and type of workstation equipment (anti-glare monitor, mouse arm supports, seat, keyboard) – collective protective measures – personal protective equipment (PPE).
	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 ~~hazards~~.
4 Select the required quantity and quality of resources for the methods of work to produce CAD setting out details.	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: – timber, timber based products, composite materials, metals, plastics, fabrics, glass and ironmongery, – computers, setting out programmes – fitting and fixings – CAD equipment.
	4.3 Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.

Title:	Producing CAD setting out details in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 produce CAD setting out details.
5 Minimise risk of damage to the work and the surrounding area when producing CAD setting out details.	5.1 Maintain a clear and tidy work space.
	5.2 Dispose of waste in accordance with current legislation.
	5.3 Describe how to protect work from loss and damage from general workplace activities.
	5.4 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 CAD setting out details.	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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Producing CAD setting out details in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to produce CAD setting out details to the required specification.	7.1 Demonstrate the following work skills when producing CAD setting out details: – inputting data using a keyboard, operating a mouse, customising settings, file managing, backing-up information, enhancing features, coding components and multi-layering details.
	7.2 Use and maintain equipment.
	7.3 Produce CAD setting out details, by use of pre-developed programme, to given working instructions for: – products straight in plan and elevation – products with single curvature details.
	7.4 Produce working drawings to given working instructions.
	7.5 Produce cutting lists complete with details of materials to given working instructions.
	7.6 Monitor and validate the accuracy of output of the CAD setting out details.

Title:	Producing CAD setting out details in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out by CAD; products straight in plan and elevation – set out by CAD; products with single curvature details – monitor and validate output – take site and workplace dimensions – produce cutting lists with materials – proportion joints associated with the products to be produced – requisition material – present products on visual display unit equipment – use visual display unit equipment including but not limited to anti-glare monitor, mouse arm supports, seat type and position, keyboard position~~)~~ – provide information for Building Information Modelling (BIM) – recognise and determine when specialist skills and knowledge are required and report accordingly – use CAD equipment.
	7.8 Describe the needs of other occupations and how to effectively communicate within a team when producing CAD setting out details.
	7.9 Describe how to maintain CAD tools and equipment.

Title:	Producing CAD setting out details 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. 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. Workplace evidence of skills cannot be simulated.
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	80
Assessment hours	10

Title:	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace
Unit Number:	T/615/2855

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Interpret the given information relating to the work and resources when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	1.1	Interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining.
2 Know how to comply with relevant legislation and official guidance when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools, tooling and equipment, with materials and substances, with movement of materials and by manual 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 producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with all current legislation and approved Codes of Practice when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery, 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, accidents and other task-related hazards.

Title:	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
4 Select the required quantity and quality of resources for the methods of work to produce wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – CNC machinery – NC machinery – wood materials – wood-based materials – lubricants – hand tools and ancillary equipment.
	4.2	Select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate.
	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 produce wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.
5 Minimise the risk of damage to the work and surrounding area when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	5.1	Protect the work, equipment and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations.
	5.4	Remove waste in accordance with legislation.
	5.5	State why the removal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	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: – types of progress charts, estimated times and deadlines – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to produce wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery to the required specification.	7.1 Demonstrate the following work skills when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery: – measuring, marking out, adjusting, fitting, finishing, positioning and securing.
	7.2 Prepare, set up, operate and maintain the following CNC/NC machines (one from list A or two from list B) to produce wood and wood- based products to given working instructions: List A: – high-speed router – window centre. List B: – single-end tenoner – double-end tenoner – panel saw – morticing machines – lathe – four-sided planer – sanding machine – boring machine – shaping machine – edge bander – spindle moulder – beam saw.
	7.3 Set up and change appropriate tooling to meet the requirements.
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and set up the CNC/NC machinery – operate the CNC/NC machinery – maintain the CNC/NC machinery – identify the compatibility of materials with machines – identify how damage to materials and machines can be avoided – identify the correct use of lubricants – identify the relevant dimensional control aids and their uses – identify and report defects and discrepancies in materials and machines – set up and change appropriate tooling

Title:	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.4 contd – identify the types and suitability of tooling – identify the scope and limitations of the machine – select the appropriate machine for the work to be carried out – use hand tools, power tools and equipment.
	7.5 Safely use and store hand tools and ancillary equipment.
	7.6 State the needs of other occupations and how to communicate within a team when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.
	7.7 Describe how to maintain the tools and equipment used when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.

Title:	Producing Wood and Wood-based Products Using Computer Numerically Controlled/Numerically Controlled (CNC/NC) Machinery 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **One from list A:** High speed router Window centre **Or** **Two from list B:** Single-end tenoner Double-end tenoner Panel saw Morticing machine Lathe Four-sided planer Sanding machine Boring machine Shaping machine Edge bander Spindle moulder Beam saw
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	73

Title:	Setting up and using fixed machinery in the workplace	
Level:	T/615/2841	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when setting up and using fixed machinery.		1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists, and manufacturers' information and operating instructions.
		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: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations governing the use of machinery to set up and use of fixed machinery.
2 Know how to comply with relevant legislation and official guidance when setting up and using fixed machinery.		2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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, ~~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 up and using fixed machinery and describe how and when they are used.
3 Maintain safe and healthy working practices when setting up and using fixed machinery.		3.1 Use health and safety control equipment and access 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 fixed machinery.

Title:	Setting up and using fixed machinery in the workplace	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
3 Continued		3.2 Demonstrate compliance with given information and relevant legislation when setting up and using fixed machinery for two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 fixed machinery, and the types, purpose and limitations of each type the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 set up and use fixed machinery.		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: – accessories – hand and power tools.
		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.

Title:	Setting up and using fixed machinery in the workplace	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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 set up and use fixed machinery.
5 Minimise the risk of damage to the work and surrounding area when setting up and using fixed machinery.		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:	Setting up and using fixed machinery in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
6 Complete the work within the allocated time when setting up and using fixed machinery.	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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information when setting up and using fixed machinery.	7.1 Demonstrate the following work skills when setting up and using fixed machinery : – measuring, marking out, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand and power tools and safety aids.

Title:	Setting up and using fixed machinery in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.3 Set up and operate at least six of the following machines: – circular saw – planer – thicknesser – bandsaw – morticer – tenoner – spindle moulder – drill – grinder – sander – overhead router.
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up machines: circular saw, planer, thicknesser, bandsaw, morticer, tenoner, spindle moulder, overhead router, drill, grinder and sander – check the operation of machines – cut material to size and shape – plane materials to size – change sawblades (circular and band), planer knives, morticer tooling, tenoner and spindle moulder cutting blocks – form mortice in materials – change abrasive wheels and discs – cut section straight and shaped – grind, linish and texture surfaces – drill and tap materials – recognise and determine when specialist skills and knowledge are required and report accordingly – identify and follow the quality requirements – use hand and power tools, and equipment – requisition material – work at height – use access equipment.
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when setting up and using fixed machinery.
	7.6 Describe how to maintain the safety aids, tools and equipment used when setting up and using fixed machinery.

Title:	Setting up and using fixed machinery 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Six** of the following: Circular saw Planer Thicknesser Bandsaw Morticer Tenoner Spindle moulder Drill Grinder Sander Overhead router
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	120
Assessment hours	10

Title:	Producing setting out details for bespoke architectural joinery products in the workplace
Level:	A/615/2841

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Interpret the given information relating to the work and resources when producing setting out details for bespoke architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance, component standards and current regulations governing buildings associated with producing setting out details for bespoke products.
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke architectural joinery products.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – 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 bespoke architectural joinery products and describe how and when they are used.

Title:	Producing setting out details for bespoke architectural joinery products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when producing setting out details for bespoke architectural joinery products.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for bespoke architectural joinery products.
	3.2 Demonstrate compliance with given information and relevant legislation when producing setting out details for bespoke architectural joinery products for at least two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 bespoke architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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.

Title:	Producing setting out details for bespoke architectural joinery products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke architectural joinery products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, paper rods, glass, plastic, fabric, metal, ironmongery, adhesives – fittings and fixings – marking and testing tools, hand and power tools.
	4.3 Describe how to confirm 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 produce setting out details for bespoke architectural joinery products.
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke architectural joinery products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Maintain a clear and tidy work space.
	5.3 Dispose of waste in accordance with current legislation.

Title:	Producing setting out details for bespoke architectural joinery products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Continued	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when producing setting out details for bespoke architectural joinery products.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to produce setting out details for bespoke architectural joinery products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for bespoke architectural joinery products: – measuring, marking out and drawing.
	7.2 Use and maintain hand marking and testing tools, and power tools
	7.3 Produce setting out details, marking out and cutting lists for bespoke architectural joinery products to given working instructions; for at least three of the following: – door sets – doors – open windows – units and/or fitments – panelling and/or cladding – staircases (straight and with turns) – handrails and balustrading – joinery products incorporating any of the following: glass, metal, fabrics, veneers, laminates – joinery products with single curvature features – joinery products with double curvature features.

Title:	Producing setting out details for bespoke architectural joinery products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – set out, mark out and produce cutting lists for bespoke products – produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling and cladding – produce staircases, handrails and balustrades, straight and with turns – produce products with single and double curvature features by geometrical development relating to the above items – take site and workplace dimensions – proportion joints associated with the product and construction methods – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machine – use hand, marking and testing tools, and power tools – work at height – 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 bespoke architectural joinery products.
	7.6 Describe how to maintain the tools and equipment used when producing setting out details for bespoke architectural joinery products.

Title:	Producing setting out details for bespoke 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 ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Architectural Joinery** – **three** items from the following: Door sets Doors Opening windows Units and fitments Panelling or cladding Joinery products incorporating any of the following: glass, metal, fabrics, veneers and laminates Staircases (straight and with turns) Handrails and balustrades Joinery products with single curvature features Joinery products with double curvature features
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	97
Assessment hours	10

Title:	Producing setting out details for routine wheelwrighting products in the workplace
Unit Number:	F/615/2843

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

Title:	Producing setting out details for routine wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
3 Maintain safe and healthy working practices when producing setting out details for routine wheelwrighting 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 wheelwrighting products.
	3.2	Demonstrate compliance with given information and relevant legislation when producing setting out details for routine wheelwrighting products in relation to – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 wheelwrighting products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, metal, ironmongery, adhesives and fixings – marking and testing tools and equipment.
	4.3	Describe how to confirm that the resources and materials conform to specification including moisture and durability.

Title:	Producing setting out details for routine wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 produce setting out details for routine wheelwrighting products.
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for routine wheelwrighting 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 wheelwrighting 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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Producing setting out details for routine wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to produce setting out details for routine wheelwrighting products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for routine wheelwrighting products: – 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 wheelwrighting products (carriage construction) to given working instructions; for one of the following: – doors – wooden framed vehicles – shafts
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and produce cutting lists for routine products – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases – produce wooden framed vehicles, shafts and wheels – take and record dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – identify and follow the quality requirements – work with, around and in close proximity to plant and machinery – use hand tools and power tools – work at height – 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 wheelwrighting products.
	7.6 Describe how to maintain marking and testing ~~the~~ tools, hand and power tools used when producing setting out details for routine wheelwrighting products.

Title:	Producing setting out details for routine wheelwrighting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** – Timber and/or timber based products and/or composite materials, and/or metal – at least **two** from the following: Doors Frames and lining Shopfront sashes including associated elements Panelling or cladding Units and fitments
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 wheelwrighting products in the workplace
Level:	J/615/2844

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

Title:	Marking out from setting out details for routine wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*	
3	Maintain safe and healthy working practices when marking out from setting out details for routine wheelwrighting 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 wheelwrighting products.
		3.2	Demonstrate compliance with given information and relevant legislation when marking out from setting out details for routine wheelwrighting products for two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 wheelwrighting 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: – timber, timber based products, composite materials, metal, ironmongery, adhesives and fixings – marking and testing tools and equipment – hand and power tools.

Title:	Marking out from setting out details for routine wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 wheelwrighting products.
5 Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine wheelwrighting 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 wheelwrighting 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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Marking out from setting out details for routine wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to mark out from setting out details for routine wheelwrighting products to the required specification.	7.1 Demonstrate the following work skills when marking out from setting out details for routine wheelwrighting products: – 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 wheelwrighting products (timber and/or timber based products and/or composite materials, metal) to given working instructions; one of the following: – doors – frames – wooden framed vehicles – shafts wheels.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mark out from setting out details and cutting lists – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases – produce wooden framed vehicles, shafts and wheels – transfer and mark dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the quality requirements – work with, around and in close proximity to plant and machinery – use hand tools and power tools – work at height – use access equipment.

Title:	Marking out from setting out details for routine wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.5 Describe the needs of other occupations and how to communicate within a team when marking out from setting out details for routine wheelwrighting products.
	7.6 Describe how to maintain the tools and equipment used when marking out from setting out details for routine wheelwrighting products.

Title:	Marking out from setting out details for routine wheelwrighting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** – Timber and/or timber based products and/or composite materials, and/or metal – at least **two** from the following: Doors Frames and lining Shopfront sashes including associated elements Panelling or cladding Units and fitments
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	70
Assessment hours	10

Title:	Manufacturing routine wheelwrighting products in the workplace
Level:	L/615/2845

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*	
1 Interpret the given information relating to the work and resources when manufacturing routine wheelwrighting 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: – drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance (animal welfare) and current regulations (animal welfare) and building regulations associated with manufacturing routine wheelwrighting products.
2 Know how to comply with relevant legislation and official guidance when manufacturing routine wheelwrighting products.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 manufacturing routine wheelwrighting products and describe how and when they are used.

Title:	Manufacturing routine wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when manufacturing routine wheelwrighting 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 wheelwrighting products.
	3.2 Demonstrate compliance with given information and relevant legislation when manufacturing routine wheelwrighting products for at least two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 wheelwrighting products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, pre-machined components, setting out rods, metal, fabric, metal and rubber rims, glass, ironmongery and adhesives – fixings and fittings – hand and power tools.

Title:	Manufacturing routine wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 wheelwrighting products.
5 Minimise the risk of damage to the work and surrounding area when manufacturing routine wheelwrighting 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 wheelwrighting 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: – types of productivity targets and time scales – how time are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Manufacturing routine wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to manufacture routine wheelwrighting products to the required specification.	7.1 Demonstrate the following work skills when manufacturing routine wheelwrighting products: – 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 wheelwrighting products (carriage construction) to given working instructions, wheels (including butt welded rim) and at least one of the following: – doors – wooden framed vehicles – shafts.
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling and cladding, staircases – produce wooden framed vehicles, shafts and wheels – produce metal carriage components – check and work to marked dimensions – form joints associated with the product and construction method – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.

Title:	Manufacturing routine wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.5 Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine wheelwrighting products.
	7.6 Describe how to maintain the tools and equipment used when manufacturing routine wheelwrighting products.
	7.7 Describe how to sharpen the hand tools used when manufacturing routine wheelwrighting products.

Title:	Manufacturing routine wheelwrighting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** – Timber and/or timber based products and/or composite materials, and/or metal – at least **two** from the following: Doors Frames and lining Shopfront sashes including associated elements Panelling or cladding Units and fitments
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	93
Assessment hours	10

Title:	Manufacturing bespoke wheelwrighting products in the workplace
Level:	R/615/2846

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when manufacturing bespoke wheelwrighting products.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 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: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance (animal welfare), component standards and current building regulations associated with manufacturing bespoke products.
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke wheelwrighting products.	2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 manufacturing bespoke wheelwrighting products and describe how and when they are used.
3 Maintain safe and healthy working practices when manufacturing bespoke wheelwrighting products.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing bespoke wheelwrighting products.

Title:	Manufacturing bespoke wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Continued	3.2 Demonstrate compliance with given information and relevant legislation when manufacturing bespoke wheelwrighting products for at least two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 bespoke wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • – collective protective measures • – personal protective equipment (PPE) • – respiratory protective equipment (RPE) – 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 bespoke wheelwrighting products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, metal, pre-machined components, setting out rods, glass, plastics, fabrics, veneers, ironmongery, metal and rubber wheel rims, adhesives, sealants – fittings and fixings – hand and power tools.
	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.

Title:	Manufacturing bespoke wheelwrighting products in the workplace	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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 manufacture bespoke wheelwrighting products.
5 Minimise the risk of damage to the work and surrounding area when manufacturing bespoke wheelwrighting products.		5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2 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 bespoke wheelwrighting 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: – productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to manufacture bespoke wheelwrighting products to the required specification.		7.1 Demonstrate the following work skills when manufacturing bespoke wheelwrighting products: – measuring, marking out, fitting, finishing, positioning and securing.
		7.2 Use and maintain hand and power tools.
		7.3 Fit and assemble to form wheels to given working instructions.

Title:	Manufacturing bespoke wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.4 Fit and assemble to form bespoke manufactured wheelwrighting products (carriage construction) to given working instructions, at least two of the following: – Doors – Frames – wooden framed vehicles – shafts – butt welded rims – metal and/or rubber tyring – wooden framed vehicles with single curvature features – wooden framed vehicles with double curvature features.
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble bespoke products – produce straight in plan and elevation; door sets, doors, opening windows, units and fitments and panelling and cladding – produce wooden framed vehicles, shafts, wheels, welded carriage components, metal and rubber tyring – produce staircases, handrails and balustrades straight and with turns – assemble and bond veneers – hand and machine – produce products with single and double curvature features – produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.) – take site and workplace dimensions – proportion joints associated with the product and construction method – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools, and equipment – requisition material – work at height – use access equipment.

Title:	Manufacturing bespoke wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.5 Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke wheelwrighting products.
	7.6 Describe how to maintain the tools and equipment used when manufacturing bespoke wheelwrighting products.
	7.7 Describe how to sharpen the hand tools used when manufacturing bespoke wheelwrighting products.

Title:	Manufacturing bespoke wheelwrighting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** products group – timber, timber based products and/or composite materials and/or metal – **three** items from the following: Door sets Internal screens Doors Frames and linings Shopfront sashes including associated elements Panelling and/or cladding Units and fitments Products incorporating any of the following – glass, fabrics, veneers, laminates, staircases (straight and with turns) Handrails and balustrades Shopfitting products with single curvature features Shopfitting products with double curvature features Soffits and bulkheads
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	113
Assessment hours	10

Title:	Producing setting out details for bespoke wheelwrighting products in the workplace
Level:	Y/615/2847

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Interpret the given information relating to the work and resources when producing setting out details for bespoke wheelwrighting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	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: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance (animal welfare), component standards and current regulations governing buildings associated with producing setting out details for bespoke products.
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke wheelwrighting products.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – 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 bespoke wheelwrighting products and describe how and when they are used.

Title:	Producing setting out details for bespoke wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when producing setting out details for bespoke wheelwrighting products.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for bespoke wheelwrighting products.
	3.2 Demonstrate compliance with given information and relevant legislation when producing setting out details for bespoke wheelwrighting products for at least two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 bespoke wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 bespoke wheelwrighting products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, paper rods, glass, plastic, fabric, metal, ironmongery and adhesives – fittings and fixings – marking and testing tools, hand and power tools.

Title:	Producing setting out details for bespoke wheelwrighting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
4 Continued	4.3	Describe how to confirm 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 produce setting out details for bespoke wheelwrighting products.
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke wheelwrighting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	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 bespoke wheelwrighting 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: – productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Producing setting out details for bespoke wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to produce setting out details for bespoke wheelwrighting products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for bespoke wheelwrighting products: – measuring, marking out and drawing.
	7.2 Produce setting out details, marking out and cutting lists for wheels to given working instructions
	7.3 Use and maintain hand marking and testing tools, and power tools
	7.4 Produce setting out details, marking out and cutting lists for bespoke wheelwrighting products (carriage construction) to given working instructions: wheels plus at least two of the following: – doors – frames – wooden framed vehicles – shafts – steps – wooden framed vehicles with single curvature features – wooden framed vehicles with double curvature features.

Title:	Producing setting out details for bespoke wheelwrighting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – set out, mark out and produce cutting lists for bespoke products – produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling and cladding – wooden framed vehicles, shafts and wheels – produce staircases, handrails and balustrades, straight and with turns – produce products with single and double curvature features by geometrical development relating to the above items – take site and workplace dimensions – proportion joints associated with the product and construction methods – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machine – use hand, marking and testing tools, and power tools – work at height – use access equipment.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke wheelwrighting products.
	7.7 Describe how to maintain the tools and equipment used when producing setting out details for bespoke wheelwrighting products.

Title:	Producing setting out details for bespoke wheelwrighting products 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. 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. Workplace evidence of skills cannot be simulated. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** products group – timber, timber based products and/or composite materials and/or metal – **three** items from the following: Door sets Internal screens Doors Frames and linings Shopfront sashes including associated elements Panelling and/or cladding Units and fitments Products incorporating any of the following – glass, fabrics, veneers, laminates, staircases (straight and with turns) Handrails and balustrades Shopfitting products with single curvature features Shopfitting products with double curvature features Soffits and bulkheads
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	97
Assessment hours	10

Title:	Installing shopfitting frames and finishings in the workplace
Level:	D/615/2848

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when installing shopfitting frames and finishings.	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: – 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 shopfitting frames and finishings.
2 Know how to comply with relevant legislation and official guidance when installing shopfitting frames and finishings.	2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 shopfitting frames and finishings and describe how and when they are used.

Title:	Installing shopfitting frames and finishings in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when installing shopfitting frames and finishings.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when installing shopfitting frames and finishings.
	3.2 Demonstrate compliance with give information and relevant legislation when installing shopfitting frames and finishings for two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 shopfitting frames and finishings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 shopfitting frames and finishings.	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: – timber, timber based products, composite materials, metals, plastics, fabrics, door frames, linings, doors, panelling and cladding, staircases, mouldings and trims, ironmongery, adhesives and sealants – fittings and fixings – hand and power~~ed~~ tools

Title:	Installing shopfitting frames and finishings in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 install shopfitting frames and finishings.
5 Minimise the risk of damage to the work and surrounding area when installing shopfitting frames and finishings.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Maintain a clear and tidy work space.
	5.3 Dispose of waste in accordance with 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 shopfitting frames and finishings.	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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Installing shopfitting frames and finishings in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to install shopfitting frames and finishings to the required specification.	7.1 Demonstrate the following work skills when installing shopfitting frames and finishings: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand and power tools.
	7.3 Install at least six of the following in timber, timber based products and/or composite materials and/or metal to given working instructions: – door frames – hung doors – door sets – mouldings or trims – ironmongery – service encasement – linings – panelling or cladding – partition walling – staircase finishings and balustrades – staircases – bulkheads and soffits – units and fitments – window frames.

Title:	Installing shopfitting frames and finishings in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – prepare and fix timber and/or metal: door frames, hung doors (fire resisting and non-fire resisting), door sets, ironmongery, trims, mouldings, panelling and cladding, service encasements, partition walling, staircase finishings and balustrades, staircases, baulkheads and soffits – form joints associated with shopfitting – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing shopfitting frames and finishings.
	7.6 Describe how to maintain the tools and equipment used when installing shopfitting frames and finishings.
	7.7 Describe how to sharpen the hand tools used when installing shopfitting frames and finishes.

Title:	Installing shopfitting frames and finishings 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Six** of the following: Door frames Hung doors Door sets Mouldings or trims Ironmongery Service encasement Linings Panelling and/or cladding Partition walling Staircase finishings and balustrades Staircases Bulkheads and soffits Units and fitments Window frames
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	117
Assessment hours	10

Title:	Installing shopfitting fitments in the workplace	
Level:	H/615/2849	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when installing shopfitting fitments.		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: – 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 shopfitting fitments.
2 Know how to comply with relevant legislation and official guidance when installing shopfitting fitments.		2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 shopfitting fitments and describe how and when they are used.

Title:	Installing shopfitting fitments in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when installing shopfitting fitments.	3.1 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 installing shopfitting fitments.
	3.2 Demonstrate compliance with give information and relevant legislation when installing shopfitting fitments for two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 shopfitting fitments, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 shopfitting fitments.	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: – timber, timber based products, composite materials, metals, plastics, fabrics, counters, display units, shelving units, fixed seating, adhesives and sealants – fittings and fixings – hand and power tools
	4.3 Describe how to confirm that the resources and materials conform with the specification including suitability, moisture and durability.

Title:	Installing shopfitting fitments in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 shopfitting fitments.
5 Minimise the risk of damage to the work and surrounding area when installing shopfitting fitments.	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 shopfitting fitments.	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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Installing shopfitting fitments in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to install shopfitting fitments to the required specification.	7.1 Demonstrate the following work skills when installing shopfitting fitments: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand and power tools.
	7.3 Install at least two of the following in timber timber based materials and/or composite materials and/or metal to given working instructions: – counters – display units – shelving units – fixed seating.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix timber, timber based products, composite materials and metal counters, display units, shelving units and fixed seating. – form joints associated with shopfitting including but not limited to housings, dovetail dowel, cam and stud biscuit – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.

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

Title:	Installing shopfitting fitments 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Two** of the following: Counters Display units Shelving units Fixed seating
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	73
Assessment hours	10

Title:	Installing shopfronts and finishings in the workplace	
Level:	Y/615/2850	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when installing shopfronts and finishings.		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: – 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 shopfronts and finishings.
2 Know how to comply with relevant legislation and official guidance when installing shopfronts and finishings.		2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 shopfronts and finishings and describe how and when they are used.

Title:	Installing shopfronts and finishings in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when installing shopfronts and finishings.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing shopfronts and finishings.
	3.2 Demonstrate compliance with give information and relevant legislation when installing shopfronts and finishings for at least two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 shopfronts and finishings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 shopfronts and finishings.	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: – timber, timber based products, composite materials and metals, plastics, shopfront surrounds, stall risers, mouldings and trims, window beds, fascias, signs, adhesives and sealants – fittings and fixings – hand and power tools.

Title:	Installing shopfronts and finishings in the workplace	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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 install shopfronts and finishings.
5 Minimise the risk of damage to the work and surrounding area when installing shopfronts and finishings.		5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2 Maintain a clear and tidy work space.
		5.3 Dispose of waste in accordance with 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 shopfronts and finishings.		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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Installing shopfronts and finishings in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to install shopfronts and finishings to the required specification.	7.1 Demonstrate the following work skills when installing shopfronts and finishings: – 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 in timber and/or timber based products and/or composite materials and/or metal to given working instructions: – shopfront surrounds – stall risers – mouldings or trims – window beds – fascias – specialist treatment and finishing – blind box.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix timber, timber based products, composite materials and metal, shopfront surrounds, stall risers, mouldings and trims, window beds, fascias, blind boxes and signs. – form joints associated with shopfitting – treat and finish timber, timber based products, composite materials and metal – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.

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

Title:	Installing shopfronts and finishings 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Three** of the following: Shopfront surrounds Stall risers Mouldings or trims Window beds Fascias Specialist treatment and finishings Blind box
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	83
Assessment hours	10

Title:	Producing setting out details for routine shopfitting products in the workplace
Level:	D/615/2851

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when producing setting out details for routine shopfitting 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: – 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 associated with producing setting out details for routine shopfitting products.
2 Know how to comply with relevant legislation and official guidance when producing setting out details for routine shopfitting products.	2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 shopfitting products and describe how and when they are used.

Title:	Producing setting out details for routine shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when producing setting out details for routine shopfitting 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 shopfitting products.
	3.2 Demonstrate compliance with given information and relevant legislation when producing setting out details for routine shopfitting products in relation to – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 shopfitting products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, metal, ironmongery, adhesives and fixings – marking and testing tools and equipment.
	4.3 Describe how to confirm that the resources and materials conform to specification including moisture and durability.

Title:	Producing setting out details for routine shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 produce setting out details for routine shopfitting products.
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for routine shopfitting 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 shopfitting 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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Producing setting out details for routine shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to produce setting out details for routine shopfitting products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for routine shopfitting products: – 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 shopfitting products (timber and/or timber based products and/or composite materials, and/or metal) to given working instructions; for two of the following: – doors – frames and linings – shopfront sashes including associated elements – panelling or cladding – units and fitments.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and produce cutting lists for routine shopfitting products – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases – take and record dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – identify and follow the quality requirements – work with, around and in close proximity to plant and machinery – use hand tools and power tools – work at height – use access equipment.

Title:	Producing setting out details for routine shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.5 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for routine shopfitting products.
	7.6 Describe how to maintain marking and testing ~~the~~ tools, hand and power tools used when producing setting out details for routine shopfitting products.

Title:	Producing setting out details for routine shopfitting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** – Timber and/or timber based products and/or composite materials, and/or metal based – at least **two** items from the following: Doors Frames and linings Shopfront sashes including associated elements Panelling or cladding Units and fitments
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	77
Assessment	10

Title:	Marking out from setting out details for routine shopfitting products in the workplace	
Level:	H/615/2852	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when marking out from setting out details for routine shopfitting products.		1.1 Interpret and extract relevant information from drawings, specifications, schedules, cutting lists, method statements, risk assessments, ~~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: – 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 products.
2 Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine shopfitting products.		2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 shopfitting products and describe how and when they are used.

Title:	Marking out from setting out details for routine shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
3 Maintain safe and healthy working practices when marking out from setting out details for routine shopfitting 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 shopfitting products.
	3.2	Demonstrate compliance with given information and relevant legislation when marking out from setting out details for routine shopfitting products for at least two of the following – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 shopfitting 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: – timber, timber based products, composite materials, metal, ironmongery, adhesives and fixings – marking and testing tools and equipment – hand and power tools.

Title:	Marking out from setting out details for routine shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 method 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 shopfitting products.
5 Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine shopfitting 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 shopfitting 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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Marking out from setting out details for routine shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to mark out from setting out details for routine shopfitting products to the required specification.	7.1 Demonstrate the following work skills when marking out from setting out details for routine shopfitting products: – 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 shopfitting products (timber and/or timber based products and/or composite materials, metal) to given working instructions, for at least two of the following: – doors – frames and linings – shopfront sashes including associated elements – panelling or cladding – units and fitments.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mark out from setting out details and cutting lists – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases – transfer and mark dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the quality requirements – work with, around and in close proximity to plant and machinery – use hand tools and power tools – work at height – 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 shopfitting products.
	7.6 Describe how to maintain the tools and equipment used when marking out from setting out details for routine shopfitting products.

Title:	Marking out from setting out details for routine shopfitting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** – Timber and/or timber based products and/or composite materials, and/or metal based – at least **two** items from the following: Doors Frames and linings Shopfront sashes including associated elements Panelling or cladding Units and fitments
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	70
Assessment hours	10

Title:	Manufacturing routine shopfitting products in the workplace
Level:	K/615/2853

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when manufacturing routine shopfitting 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: – 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 shopfitting products.
2 Know how to comply with relevant legislation and official guidance when manufacturing routine shopfitting products.	2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 shopfitting products and describe how and when they are used.

Title:	Manufacturing routine shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
3 Maintain safe and healthy working practices when manufacturing routine shopfitting 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 shopfitting products.
	3.2	Demonstrate compliance with given information and relevant legislation when manufacturing routine shopfitting products for at least two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 shopfitting products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, pre-machined components, setting out rods, metal, fabric, metal and rubber rims, glass, ironmongery and adhesives, – fixings and fittings – hand and power tools.

Title:	Manufacturing routine shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 shopfitting products.
5 Minimise the risk of damage to the work and surrounding area when manufacturing routine shopfitting 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 shopfitting 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: – types of productivity targets and time scales – how time are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Manufacturing routine shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to manufacture routine shopfitting products to the required specification.	7.1 Demonstrate the following work skills when manufacturing routine shopfitting products: – 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 shopfitting products (timber, timber based products and/or composite materials and/or metal) to given working instructions: for at least two of the following: – doors – frames and linings – shopfront sashes – panelling and cladding – units and fitments.
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling and cladding, staircases – check and work to marked dimensions – form joints associated with the product and construction method – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use of access equipment.

Title:	Manufacturing routine shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.5 Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine shopfitting products.
	7.6 Describe how to maintain the tools and equipment used when manufacturing routine shopfitting products.
	7.7 Describe how to sharpen the hand tools used when manufacturing routine shopfitting products.

Title:	Manufacturing routine shopfitting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** – Timber and/or timber based products and/or composite materials, and/or metal based – at least **two** items from the following: Doors Frames and linings Shopfront sashes including associated elements Panelling or cladding Units and fitments
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	93
Assessment hours	10

Title:	Manufacturing bespoke shopfitting products in the workplace
Level:	M/615/2854

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Interpret the given information relating to the work and resources when manufacturing bespoke shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	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: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance, component standards and current building regulations associated with manufacturing bespoke products
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke shopfitting products.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 manufacturing bespoke shopfitting products and describe how and when they are used.
3 Maintain safe and healthy working practices when manufacturing bespoke shopfitting products.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing bespoke shopfitting products.

Title:	Manufacturing bespoke shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Continued	3.2 Demonstrate compliance with given information and relevant legislation when manufacturing bespoke shopfitting products for two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 bespoke shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 bespoke shopfitting products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, metal, pre-machined components, setting out rods, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants, – fittings and fixings – hand and power tools
	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.

Title:	Manufacturing bespoke shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 manufacture bespoke shopfitting products.
5 Minimise the risk of damage to the work and surrounding area when manufacturing bespoke shopfitting products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 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 bespoke shopfitting 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: – productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to manufacture bespoke shopfitting products to the required specification.	7.1 Demonstrate the following work skills when manufacturing bespoke shopfitting products: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand and power tools.

Title:	Manufacturing bespoke shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.3 Fit and assemble to form bespoke manufactured shopfitting products (timber, timber based products and/or composite materials and/or metal) to given working instructions, for at least three of the following: – doors~~s~~ sets – internal screens – frames and linings – shopfront sashes, including associated elements – panelling or cladding – units and fitments – products incorporating any of the following: glass, fabrics, veneers, laminates – staircases (straight and with turns) – handrails and balustrades – shopfitting products with single curvature features – shopfitting products with double curvature features – soffits and bulkheads.

Title:	Manufacturing bespoke shopfitting products in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – fit and assemble bespoke products – produce straight in plan and elevation; door sets, doors, opening windows, units and fitments and panelling and cladding – produce staircases, handrails and balustrades straight and with turns – assemble and bond veneers – hand and machine – produce products with single and double curvature features – produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.) – take site and workplace dimensions – proportion joints associated with the product and construction method – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools, and equipment – requisition material – work at height – use access equipment.
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke shopfitting products.
	7.6 Describe how to maintain the tools and equipment used when manufacturing bespoke shopfitting products.
	7.7 Describe how to sharpen the hand tools used when manufacturing bespoke shopfitting products.

Title:	Manufacturing bespoke shopfitting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** – Timber and/or timber based products and/or composite materials, and/or metal based **three** items from the following: Door sets Internal screens Doors Frames and linings Shopfront sashes including associated elements Panelling and/or cladding Units and fitments Products incorporating any of the following – glass, fabric, veneers, laminates, staircases (straight and with turns) Handrails and balustrades Shopfitting products with single curvature features Shopfitting features with double curvature features Soffits and bulkheads
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	113
Assessment hours	10

Title:	Producing setting out details for bespoke shopfitting products in the workplace
Level:	A/615/2856

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Interpret the given information relating to the work and resources when producing setting out details for bespoke shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	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: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance, component standards and current regulations governing buildings associated with producing setting out details for bespoke products.
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke shopfitting products.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – 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 bespoke shopfitting products and describe how and when they are used.

Title:	Producing setting out details for bespoke shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when producing setting out details for bespoke shopfitting products.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for bespoke shopfitting products.
	3.2 Demonstrate compliance with given information and relevant legislation when producing setting out details for bespoke shopfitting products for at least two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 bespoke shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 bespoke shopfitting products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, paper rods, glass, plastic, fabric, metal, ironmongery, adhesives – fittings and fixings – marking and testing tools and equipment.

Title:	Producing setting out details for bespoke shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Continued	4.3 Describe how to confirm 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/procedure to produce setting out details for bespoke shopfitting products.
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke shopfitting products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 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 bespoke shopfitting 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: – productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Producing setting out details for bespoke shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to produce setting out details for bespoke shopfitting products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for bespoke shopfitting products: – measuring, marking out and drawing.
	7.2 Use and maintain hand marking and testing tools, and power tools.
	7.3 Produce setting out details, marking out and cutting lists for bespoke shopfitting products (timber, timber based products and/or composite materials and/or metal) to given working instructions; for at least three of the following: – doors – frames and linings – shopfront sashes, including associated elements – units and fitments – framed panelling and/or cladding – products incorporating any of the following: glass, fabrics, veneers – staircases (straight and with turns) – handrails and balustrades – shopfitting products with single curvature features – shopfitting products with double curvature features – soffits and bulkheads.

Title:	Producing setting out details for bespoke shopfitting products in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – set out, mark out and produce cutting lists for bespoke products – produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling and cladding – produce staircases, handrails and balustrades, straight and with turns – produce products with single and double curvature features by geometrical development relating to the above items – take site and workplace dimensions – proportion joints associated with the product and construction methods – requisition material – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machine – use hand, marking and testing tools, and power tools – work at height – 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 bespoke shopfitting products.
	7.6 Describe how to maintain the tools and equipment used when producing setting out details for bespoke shopfitting products.

Title:	Producing setting out details for bespoke shopfitting products 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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **Shopfitting** – Timber and/or timber based products and/or composite materials, and/or metal based **three** items from the following: Door sets Internal screens Doors Frames and linings Shopfront sashes including associated elements Panelling and/or cladding Units and fitments Products incorporating any of the following – glass, fabric, veneers, laminates, staircases (straight and with turns) Handrails and balustrades Shopfitting products with single curvature features Shopfitting features with double curvature features Soffits and bulkheads
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	97
Assessment hours	10

Title:	Designing and fabricating structural timber connections in the workplace
Level:	F/517/2857

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*	
1 Interpret the given information relating to the work and resources when designing and fabricating structural timber connections.	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: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with designing and fabricating structural timber connections.
2 Know how to comply with relevant legislation and official guidance when designing and fabricating structural timber connections.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – 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 designing and fabricating structural timber connections and describe how and when they are used.

Title:	Designing and fabricating structural timber connections in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when designing and fabricating structural timber connections.	3.1 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 designing and fabricating structural timber connections.
	3.2 Demonstrate compliance with given information and relevant legislation when designing and fabricating structural timber connections for two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 designing and fabricating structural timber connections, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 design and fabricate structural timber connections.	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: – measuring and marking equipment – draw pins or podgers, wedges, clamps and trestles – lifting equipment and ancillaries – fittings and fixings – hand and power tools.

Title:	Designing and fabricating structural timber connections in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Continued	4.3 Describe how to confirm 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 design and fabricate structural timber connections.
5 Minimise the risk of damage to the work and surrounding area when designing and fabricating structural timber connections.	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 designing and fabricating structural timber connections.	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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Designing and fabricating structural timber connections in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to design and fabricate structural timber connections to the required specification.	7.1 Demonstrate the following work skills when designing and fabricating structural timber connections: – designing, measuring, marking out, cutting, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand and power tools.
	7.3 Design and fabricate the following structural and pegged timber connections for post and beam floor, roof, wall or cross frames to given working instructions: – mortice and tenon – barefaced tenon – stopped tenon – bevelled-shoulder tenon – dovetailed tenon – bridle joint – tusk tenon – pegged scarf joint for top plate, cill plate, purlin and tie beam – dovetailed, secret dovetailed or cogged lap joint – free and/or slip tenon or spline joint.

Title:	Designing and fabricating structural timber connections in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – design pegged post and beam connections suitable for frames – identify loads that will act on a frame (dead, live and wind) – identify the effects of loads on a frame (sustained load, load duration, purlin load, floor joist loads, braces and wind loading and beam sizes) – identify the types of stress acting on a frame (compression, tension, shear and bending) – identify criteria to determine peg hole size and position – identify changes that will occur to connections with shrinkage – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects – ensure safe and practical erection of components – work with lifting and hoisting equipment (an awareness of the necessity for user certification) – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.

Title:	Designing and fabricating structural timber connections in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.5 Describe the needs of other occupations and how to effectively communicate within a team when designing and fabricating structural timber connections.
	7.6 Describe how to maintain the tools and equipment used when designing and fabricating structural timber connections.

Title:	Designing and fabricating structural timber connections 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. 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. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	147
Assessment hours	10

Title:	Slinging and hand signalling the movement of suspended loads in the workplace
Level:	A/508/6525

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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: – safe use and storage of tools and equipment – safe use, storage and handling of lifting accessories – safe use of access equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – lifting accessories – signalling and communication equipment – 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 *The learner will be able to:*	**Assessment criteria** *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: – types of progress charts, timetables and estimated times – 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 *The learner will be able to:*	**Assessment criteria** *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: – 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: – balanced – unbalanced – loose – bundled – container – drum – 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: – balanced – unbalanced – loose – bundled – container – drum – 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: – 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 – confirm the authority, duties and responsibilities allocated – identify characteristics of lifting equipment and lifting accessories – 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 *The learner will be able to:*	**Assessment criteria** *The learner can:*
8 Continued	8.7 – lift and transfer people – sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator – communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios) – confirm methods of communication – recognise blind-spots, potential crush zones and other limitations to driver visibility – consider the load characteristics including centre of gravity and lifting points to determine the method of slinging – determine and check the route of the load before and during the lift including distances, clearances and landing position
	8.8 – select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids – identify rejection criteria for removing lifting accessories from service – recognise and determine when specific skills and knowledge are required and report accordingly – attach lifting accessories and sling loads securely – ensure balance and stability of loads – attach and use load guidance equipment (tag lines) – guide and place suspended loads by recognised methods of communication and agreed operational procedures – land and position loads safely and securely – remove and store lifting accessories – 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. 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. Workplace evidence of skills cannot be simulated.
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33

Title:	Conserving or restoring heavy timber framework in the workplace	
Level:	J/615/2858	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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: – timber, pre-fabricated components – pegs, metal fixings, glues and resin products – mechanical lifting equipment – 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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Conserving or restoring heavy timber framework in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – walls (structural and/or non-structural) – floors – roofs.
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – determine angles and lengths – brace in-situ components to form or support structural and/or non-structural frameworks – determine graded timber tree anatomy and growth rates, shrinkage and defects – assess the milling and cleaving process – determine how the conversion affects the end use – form joints associated with structural and non-structural timber frame components – work with lifting and hoisting equipment – finish surfaces – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna – remove deteriorated and/or inappropriate materials – maintain existing structure – integrate existing and new constructional components or finishes – store salvageable components – use hand tools, power tools and equipment – work at height – 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 *The learner will be able to:*	**Assessment criteria** *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, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. <u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u> **One** of the following Walls (structural and/or non-structural) Floors Roofs
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	107

Title:	Fabricating post and beam components in the workplace	
Level:	L/615/2859	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when fabricating post and beam 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: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with fabricating post and beam components.
2 Know how to comply with relevant legislation and official guidance when fabricating post and beam components.		2.1 Describe their responsibilities regarding potential accidents health hazards and environment whilst working: – 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 fabricating post and beam components and describe how and when they are used.

Title:	Fabricating post and beam components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Maintain safe and healthy working practices when fabricating post and beam 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 fabricating post and beam components.
	3.2 Demonstrate compliance with given information and relevant legislation when fabricating post and beam components for two of the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – 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 post and beam components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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 fabricate post and beam 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: – measuring and marking equipment – draw pins or podgers, wedges, clamps and trestles – lifting equipment and ancillaries – fittings and fixings – hand and power tools.

Title:	Fabricating post and beam components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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 fabricating post and beam components.
5 Minimise the risk of damage to the work and surrounding area when fabricating post and beam 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 fabricating post and beam 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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Fabricating post and beam components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to fabricate post and beam components to the required specification.	7.1 Demonstrate the following work skills when fabricating post and beam components: – levelling, plumbing, measuring, marking out, cutting, shaping, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand and power tools.
	7.3 Fabricate and carpenter mark post and beam components for the following assemblies to given working instructions: – wall frame with soleplate, post or jowl post, stud, rail, wall braces and top plate – tied or closed truss to include: king post truss with tie beam, king post, king struts and principal rafters or heavy tied truss with tie beam, principle rafters and curved internal members (collar or queen struts) – hip and valley construction to include hip beam or rafter, dragon beam, dragon tie, valley beam or rafter and jack rafters.
	7.4 Fabricate and carpenter mark post and beam components for trusses with at least two of the following to given working instructions: – interrupted tie – curved sling brace – hammer beams and braces – collar and arched braces – scissor braces – curved tension braces – cruck blades.
	7.5 Fabricate and carpenter mark post and beam components for roof construction to include wind bracing and at least two of the following to given working instructions: – purlins scarfed – purlins trenched and cogged – purlins secured with free and/or slip tenons or splines – clasped purlins – crown plate and/or collar purlins.

Title:	Fabricating post and beam components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – lay out frames – mark out components for fabrication, plumb scribe, square rule and mapping – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects – fabricate post and beam components for roof, wall, cross and floor frames – form specialist joints associated with heavy structural timber framework – identify principle structural components and load paths – work with lifting and hoisting equipment (an awareness of the necessity for user certification) – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment.
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when fabricating post and beam components.
	7.8 Describe how to maintain the tools and equipment used when fabricating post and beam components.

Title:	Fabricating post and beam 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. 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. 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:	Co-ordinating and confirming the dimensional control requirements of the work in the workplace
Level:	F/615/2860

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Co-ordinate with and communicate the dimensional control information to work colleagues.	1.1	Source accurate dimensional control information to allow the work being carried out to be positioned, lined and levelled.
	1.2	Record and report the dimensional control information provided to work colleagues to allow conformance with contract specifications.
	1.3	Explain different methods of co-ordinating with work colleagues in order to enable them to position, line and level the work.
	1.4	Explain the different methods of communicating dimensional control information to work colleagues.
2 Confirm and measure the dimensional controls and maintain them to the specified work requirements.	2.1	Identify, confirm and record a range of dimensional controls, setting out points, lines and profiles to meet contract specifications.
	2.2	Maintain accurate dimensional controls, setting out points, lines and profile in accordance with contract specifications.
	2.3	Explain the different methods of measuring and recording the following dimensional controls and setting out points, lines and profiles: – lines – levels – angles – distances – curves – calibrations – tolerances.
	2.4	Describe different methods of confirming and maintaining dimensional control, setting out points, lines and profiles.
3 Check and ensure measuring and recording equipment meets the specified tolerances.	3.1	Undertake and record the checks made to a range of measuring and recording equipment relative to the occupational work environment or project type.
	3.2	Explain the methods used to check mechanical, optical and electronic measuring and recording equipment applicable to the occupational area.

Title:	Co-ordinating and confirming the dimensional control requirements of the work in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements.	4.1 Identify and report the circumstances and conditions that result in possible deviations in dimensional controls on a range of work being undertaken.
	4.2 Plan, record and implement corrective action that allows the work to meet project requirements.
	4.3 Describe the methods used to identify and report deviations in position, line and level, arising from: – transfer of lines and levels – use of wrong lines and levels.
	4.4 Explain the different methods of reporting and correcting deviations in position, line and level to meet work requirements.
	4.5 Explain how to identify and record circumstances and conditions that may affect and require revisions to the dimensional controls in relation to: – land – water – obstacles – climate variation – live conditions – utilities – health and safety.

Title:	Co-ordinating and confirming the dimensional control requirements of the 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. 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. Workplace evidence of skills cannot be simulated.
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment hours	10

Title:	Erecting timber walls and floors in the workplace
Level:	2J/615/2861

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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: – safe use of access equipment and/or working platforms – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – local exhaust ventilation (LEV) – personal protective equipment (PPE) – 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: – 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 – hand tools, portable power tools and equipment.

Title:	Erecting timber walls and floors in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Erecting timber walls and floors in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – sole plates – timber frame walls and floors (structural and non-structural). – 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: – extract and transfer data from drawings for the erection of timber walls and floors – provide information for Building Information Modelling (BIM) – identify wall and floor components – line, level and fix sole plates, including damp-proof courses, damp- proof membranes and interaction criteria – 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) – erect and install temporary propping, bracing and protection measures – form joints associated with timber frame construction – form openings – install fire stops, cavity barriers, breather membranes and vapour control layers – install floating floors – install insulation to achieve the specified energy and carbon performance – avoid thermal bridging, bypassing and condensation – apply the principles of airtightness and ventilation – install disproportionate collapse components – identify differential movement and settlement – 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 *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.4 cont – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – work with plant and machinery to lift and transfer loads – direct and guide the operations and movement of plant and machinery – unload and store wall and floor components – recognise and determine when specialist skills and knowledge are required and report accordingly – use hand tools, portable power tools and equipment – work at height – use access equipment – economise use of water, report leaks and turn taps off – 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. 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. 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	
Level:	L/615/2862	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Continued	3.2 Demonstrate compliance with given information and relevant legislation when erecting timber roof structures in relation to: – safe use of access equipment and/or working platforms – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – local exhaust ventilation (LEV) – personal protective equipment (PPE) – 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: – 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 – 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 *The learner will be able to:*	**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Erecting timber roof structures in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – in-situ roofs (manually and/or mechanically handled) – 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: – extract and transfer data from drawings for the erection of timber roof structures – provide information for Building Information Modelling (BIM) – identify roof components – construct in-situ, and install flat and pitched roof structures – erect and install (manually and/or mechanically handled) pre-assembled, flat and pitched roof structures – take account of other methods of roof construction – install fire stops, cavity barriers and vapour control layers – install insulation to achieve the specified energy and carbon performance – avoid thermal bridging, bypassing and condensation – apply the principles of airtightness and ventilation – erect and install temporary propping, bracing and protection measures – install permanent roof bracing by lateral restraint and holding down methods – form openings – work with plant and machinery to lift and transfer loads – unload and store roof components – recognise and determine when specialist skills and knowledge are required and report accordingly – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery – use hand tools, portable power tools and equipment – work at height

Title:	Erecting timber roof structures in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.4 contd – use access equipment – economise use of water, report leaks and turn taps off – 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. 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. 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:	Erecting roof structure carcassing components in the workplace
Level:	D/615/2820

Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – 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 *The learner will be able to:*	**Assessment criteria** *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: – safe use of access equipment and/or working platforms – safe use, storage and handling of materials, tools and equipment – 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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: – timber and timber based materials, sheet material, metals, trussed rafters, prefabricated frames, adhesives, sealants, fixings, fittings and associated ancillary items – 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 *The learner will be able to:*	**Assessment criteria** *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: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Erecting roof structure carcassing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *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: – 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: – hips and/or valleys – roof verge and eaves – parapet finishings – false chimneys – 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: – extract and transfer data from drawings for the installation of roof structure carcassing – provide information for Building Information Modelling (BIM) – identify roof structure carcassing components – check existing levels and setting out lines – prepare and fix trussed rafters – apply geometry to determine bevels and lengths for cut, equal and unequal, gabled and hipped roofs, with valleys and dormers – form joints associated with carcassing – make and assemble cut roofs – 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) – work with plant and machinery to lift and transfer loads – install insulation to achieve the specified energy and carbon performance – avoid thermal bridging, bypassing and condensation

Title:	Erecting roof structure carcassing components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.5 contd – apply the principles of airtightness and ventilation – recognise and determine when specialist skills and knowledge are required and report accordingly – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment and working platforms – economise use of water, report leaks and turn taps off – 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
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. 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. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.
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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