QUALIFICATION HANDBOOK

Level 2 NVQ Certificate/Diploma in Interior Systems (Construction) (6567)

September 2018 Version 2.1

City&
Guilds

Qualification at a glance

Subject area	Interior Systems (Construction)
City & Guilds number	6567
Age group approved	16-18, 19+
Entry requirements	Level 1
Assessment	Portfolio of evidence
Grading	This qualification is graded as Achieved a Pass and Not Achieved a Pass
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

City & Guilds number	Title and level	GLH	TQT	Accreditation number
6567-20	City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) - Ceiling Fixing	204	340	603/3151/3
6567-21	City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) - Dry Lining Finishing	224	350	603/3151/3
6567-22	City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) - Dry Lining Boarder	194	310	603/3151/3
6567-23	City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) - Cavity Barrier Installation	194	320	603/3151/3
6567-24	City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Modular Demountable Partitioning	234	450	603/3152/5
6567-25	City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Operable Partition Systems	234	450	603/3152/5
6567-26	City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Glass Partition/Internal Screen Systems	254	420	603/3152/5

6567-27	City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Dry Lining Fixing	364	630	603/3152/5
6567-28	City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Access Flooring	224	370	603/3152/5
6567-29	City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Acoustic Floor Installation	224	440	603/3152/5

Version and date	Change detail	Section
1.1 September 2017	Added TQT and GLH details	**Qualification at a Glance, Structure**
	Deleted QCF	**Appendix**
2.0 April 2018	New qualification; •New QAN •Pathways have been replaced with new pathways Units added: 276, 280, 282, 285 Units updated: **Old Unit** **New Unit** 712 275 713 277 714 279 683 281 257 283 258 284 247 286 GLH and TQT values amended to ensure consistency with industry.	**Throughout.**
2.1 September 2018	Added 'City & Guilds' to all qualifications. Amended the wording to paragraphs 2 and 4 for greater clarity of purpose.	**Throughout** **Page 15**

Contents

City & Guilds Level 2 NVQ Certificate/Diploma in Interior Systems (Construction) (6567)

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are for learners who work or want to work as a dry liner, ceiling fixer, partitioner or access floorer in the construction sector.
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in several different areas to include: • Ceiling fixing • Dry lining (finishing, boarder or fixing) • Cavity barrier installation • Partitioning (Modular demountable, operable or glass/internal screens) • Access flooring • Acoustic floor installation
What opportunities for progression are there?	They allow learners to progress into employment or onto a level 3 City & Guilds qualification in a related area.

Structure

These structures are consistent with the CITB Interior Systems Structures: Certificate (V3 2016) and Diploma (V4 2016).

To achieve the **City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) – Ceiling Fixing (6567-20)**, the learner must achieve all the mandatory units listed below. An additional elective unit may be achieved but will not be counted towards the achievement of this qualification.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
275	Installing suspended ceiling systems in the workplace
Elective	
276	Erecting fire resisting ceiling systems in the workplace

To achieve the **City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) – Dry Lining Finishing (6567-21)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
277	Finishing dry lining walls and ceilings in the workplace

To achieve the **City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) – Dry Lining Boarder (6567-22)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
284	Installing plasterboard linings in the workplace

To achieve the **City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) – Cavity Barrier Installation (6567-23)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
279	Installing cavity barriers to floors and ceilings in the workplace

To achieve the **City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) – Modular Demountable Partitioning (6567-24)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
280	Installing and relocating modular demountable partition systems in the workplace

To achieve the **City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) – Operable Partition Systems (6567-25)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
281	Installing and relocating operable partition systems in the workplace

To achieve the **City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) – Glass Partition/Internal Screen Systems (6567-26)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
282	Installing and relocating glass partition/internal screen systems in the workplace

To achieve the **City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) – Dry Lining Fixing (6567-27)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
283	Installing dry lining systems in the workplace
284	Installing plasterboard linings in the workplace

To achieve the **City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) – Access Flooring (6567-28)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
285	Installing, removing and relocating raised access flooring systems in the workplace

To achieve the **City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) – Acoustic Floor Installation (6567-29)**, the learner must achieve all the mandatory units listed below.

City & Guilds unit no.	Unit title
Mandatory	
101	Conforming to general health, safety and welfare in the workplace
218	Conforming to productive working practices in the workplace
608	Moving, handling and storing resources in the workplace
286	Installing acoustic flooring in the workplace

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) - Ceiling Fixing	204	340
City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) - Dry Lining Finishing	224	350
City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) - Dry Lining Boarder	194	310
City & Guilds Level 2 NVQ Certificate in Interior Systems (Construction) - Cavity Barrier Installation	194	320
City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Modular Demountable Partitioning	234	450
City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Operable Partition Systems	234	450
City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Glass Partition/Internal Screen Systems	254	420
City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Dry Lining Fixing	364	630
City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Access Flooring	224	370
City & Guilds Level 2 NVQ Diploma in Interior Systems (Construction) - Acoustic Floor Installation	224	440

2   Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit www.cityandguilds.com/construction for further information

Resource requirements

Centre staffing

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any which way:
Best meets the needs and capabilities of their learners
Satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- Literacy, language and /or numeracy
- Personal learning and thinking
- Personal and social development
- Employability

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.

This must be of sufficient depth to be effective and reliable when judging learner's competence. Assessor's experience, knowledge and understanding can be verified by a combination of:

- Curriculum vitae and employer endorsement
- References
- Possession of a relevant NVQ/SVQ, or vocationally related qualification

- Corporate membership of relevant professional institution
- Interview

(The verification process must be recorded and available for audit)

Assessors **must** have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements.
Assessors:
- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Regulated Qualification Framework (RQF), or the Scottish Credit and Qualifications Framework (SCQF):
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - SVQ (SCQF level) Assessing Competence in the Work Environment
  - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence
Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16

3   Delivering the qualification

Initial assessment and induction

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification approval form	**www.cityandguilds.com/construction**
Candidate logbook	**www.cityandguilds.com**

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4   Assessment

Assessment of the qualification:

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6567 logbook from the City & Guilds website.

Aspects to be assessed through performance in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. Individual units will specify any exceptions to this position.

Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to the NOS requirements
- performance evidence

A holistic approach towards the collection of evidence should be encouraged. To make the most efficient use of evidence, the focus should be on assessing activities generated by the whole work experience, to meet requirements across the qualification.

5 Units

Structure of units

These units each have the following:
- City & Guilds reference number
- title
- level
- guided learning hours (including assessment hours)
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101 Conforming to general health, safety and welfare in the workplace

Level:	1
GLH:	17
Aim:	The aim of this unit is to provide the learner with an awareness of:

- current statutory requirements and official guidance
- responsibilities, to self and others, relating to workplace health, safety and welfare
- personal behaviour in the workplace security in the workplace.

Learning outcome
The learner will:
1. Comply with all workplace health, safety and welfare legislation requirements.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
2. Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
Assessment criteria
The learner can:
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   - work activities
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.

Learning outcome
The learner will:
3. Comply with organisational policies and procedures to contribute to health, safety and welfare.
Assessment criteria
The learner can:
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   - 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.

Learning outcome
The learner will:
4. Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
5. Comply with and support all organisational security arrangements and approved procedures.
Assessment criteria
The learner can:
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   • resources.

Unit 101 Conforming to general health, safety and welfare in the workplace

Supporting information

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.

Unit 218 Conforming to productive working practices in the workplace

Level:	2
GLH:	20
Aim:	The aim of this unit is to provide the learner with an awareness of: • productive communication with line management, colleagues and customers • interpreting information • planning and carrying out productive work practices • working with others or as an individual

Learning outcome
The learner will: 1. Communicate with others to establish productive work practices.
Assessment criteria

The learner can:
1.1 communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively
1.2 describe the different methods of communicating with:
    • line management
    • colleagues
    • customers
1.3 describe how to use different methods of communication to ensure that the work carried out is productive.

Learning outcome
The learner will:
2. Follow organisational procedures to plan the sequence of work.
Assessment criteria
The learner can:
2.1 interpret relevant information from organisational procedures in order to plan the sequence of work
2.2 plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively
2.3 describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: • using resources for own and other's work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions
2.4 describe how to contribute to zero/low carbon work outcomes within the built environment.

Learning outcome
The learner will:
3. Maintain relevant records in accordance with the organisational procedures.
Assessment criteria
The learner can:
3.1 complete relevant documentation according to the occupation as required by the organisation
3.2 describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: • job cards • worksheets • material/resource lists • time sheets
3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.

Learning outcome
The learner will:
4. Maintain good working relationships when conforming to productive working practices.
Assessment criteria
The learner can:
4.1 carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships
4.2 apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others
4.3 describe how to maintain good working relationships, in relation to: - individuals   - customer and operative   - operative and line management   - own and other occupations
4.4 describe why it is important to work effectively with: - line management   - colleagues   - customers
4.5 describe how working relationships could have an effect on productive working
4.6 describe how to apply principles of equality and diversity when communicating and working with others.

Unit 218 Conforming to productive working practices in the workplace

Supporting information

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.

Unit 608 Moving, handling and storing resources in the workplace

Level:	2
GLH:	27
Aim:	The aim of this unit is to provide the learner with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting aids or equipment to move, handle or store occupational resources • moving, handling and storing occupational resources to maintain useful condition

Learning outcome
The learner will: 1. Comply with given information when moving, handling and/or storing resources.

Assessment criteria
The learner can: 1.1　interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation 1.2　interpret the given information relating to the use and storage of lifting aids and equipment 1.3　describe the different types of technical, product and regulatory information, their source and how they are interpreted 1.4　state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.5　describe how to obtain information relating to using and storing lifting aids and equipment.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.

Assessment criteria
The learner can: 2.1　describe their responsibilities under current legislation and official guidance whilst working: • in the workplace • in confined spaces • below ground level • at height

- with tools and equipment
- with materials and substances
- with movement/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

2.3 explain what the accident reporting procedures are and who is responsible for making the reports

2.4 state the appropriate types of fire extinguishers relevant to the work

2.5 describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.

Learning outcome
The learner will:
3. Maintain safe working practices when moving, handling and/or storing resources.
Assessment criteria
The learner can:
3.1 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources
3.2 use lifting aids safely as appropriate to the work
3.3 protect the environment in accordance with safe working practices as appropriate to the work
3.4 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:
• collective protective measures
• personal protective equipment (PPE)
• respiratory protective equipment (RPE)
• local exhaust ventilation (LEV)
3.5 describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions
3.6 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
• fires
• spillages
• injuries
• other task-related hazards.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.
Assessment criteria
The learner can:
4.1 select the relevant resources to be moved, handled and/or stored, associated with own work
4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: • lifting and handling aids   • container(s)   • fixing, holding and securing systems
4.3 describe how the resources should be handled and how any problems associated with the resources are reported
4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5 describe any potential hazards associated with the resources and methods of work.

Learning outcome
The learner will:
5. Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.
Assessment criteria
The learner can:
5.1 protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures
5.2 dispose of waste and packaging in accordance with legislation
5.3 maintain a clean work space when moving, handling or storing resources
5.4 describe how to protect work from damage and the purpose of protection in relation to: • general workplace activities   • other occupations   • 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   • official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when moving, handling and/or storing resources.
Assessment criteria
The learner can:
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:
• progress charts, timetables and estimated times
• organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when moving, handling and/or storing occupational resources:
• moving
• positioning
• storing
• securing and/or using lifting aids
• kinetic lifting techniques
7.2 move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:
• sheet material
• loose material
• bagged or wrapped material
• fragile material
• tools and equipment
• components
• liquids
7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources
7.4 describe the needs of other occupations when moving, handling and/or storing resources.

Unit 608   Moving, handling and storing resources in the workplace

Supporting information

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.

Unit 275 Installing suspended ceiling systems in the workplace

Level:	2
GLH:	140
Aim:	The aim of this unit is to provide the learner with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing, installing and repairing proprietary suspended ceilings in domestic, commercial and industrial situations

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing suspended ceiling systems.
Assessment criteria

The learner can:
1.1 interpret and extract information from:
 	
    • drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
 	
1.2 comply with information and/or instructions derived from risk assessments and method statement
 	
1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
 	
1.4 describe different types of information, their source and how they are interpreted in relation to:
 	
    • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with the installation of suspended ceilings

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing suspended ceiling systems.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to: site, workplace, company and operative. 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when installing suspended ceiling systems.
Assessment criteria
The learner can:
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 suspended ceiling systems. 3.2 demonstrate compliance with given information and relevant legislation when installing suspended ceiling systems in relation to 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 defined by the principles of prevention should be used, relating to installing suspended ceiling systems, and the types, purpose and limitations of each type, the work situation and the general work environment to: • collective protective measures • 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install suspended ceiling systems.

Assessment criteria
The learner can:

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:

- tiles
- grid components
- hangers
- battens
- braces
- pattresses
- proprietary fittings
- insulation
- panels
- sealants
- fixings
- 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.

4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources.

4.6 describe any potential hazards associated with the resources and methods of work

4.7 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install suspended ceiling systems.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing suspended ceiling systems.
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2 maintain a clean work space.
5.3 dispose of waste in accordance with current legislation.
5.4 describe how to protect work from damage and the purpose of protection in relation to: general workplace activities, other occupations and adverse weather conditions
5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when installing suspended ceiling systems.
Assessment criteria
The learner can:
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 progress charts, timetables and estimated times   - organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install suspended ceiling systems to the required specification.
Assessment criteria
The learner can:

7.1 demonstrate the following work skills when installing suspended ceiling systems:

- measuring, marking out, fitting, positioning, securing.

7.2 use and maintain hand tools, portable power tools and ancillary equipment.

7.3 install at least four of the following suspended ceiling systems to given working instructions:

- proprietary suspended ceilings, including repairs
- specialist proprietary suspended ceilings for ambient temperature controlled and/or passive fire controlled areas
- proprietary metal furring (MF) ceilings
- concealed and exposed grid ceilings – mineral and/or metal
- metal and/or mineral plank ceilings
- rafts and/or baffles acoustic sections

7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- identify and follow the installation quality requirements
- establish the suitability of the existing substrate
- check vertical and horizontal datum
- ensure the use of an appropriate fixing regime
- identify the location of, and work around, mechanical and electrical services
- install proprietary suspended ceilings, specialist proprietary suspended ceilings (for ambient temperature controlled and/or passive fire controlled areas) and proprietary metal furring (MF) ceilings
- install concealed and exposed grid ceiling – mineral and/or metal, metal and/or mineral plank ceilings and rafts and/or baffles acoustic sections
- carry out repairs
- clean and check stability of ambient/temperature controlled specialist proprietary suspended ceilings
- check and confirm seal of panel joints ceilings
- install light fittings and grilles to proprietary suspended ceilings
- install fire, smoke, sound and thermal cavity barriers
- recognise and determine when specialist skills and knowledge are required and report accordingly
- work with, around and in close proximity to plant and machinery
- use hand tools, portable power tools and equipment

- work at height
- use access equipment

7.5 describe the needs of other occupations and how to communicate effectively within a team when installing suspended ceiling systems.

7.6 describe how to maintain the tools and equipment used when installing suspended ceiling systems.

Unit 275 Installing suspended ceiling systems in the workplace

Supporting information

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.

Unit 276   Erecting fire resisting ceiling systems in the workplace

Level:	2
GLH:	200
Aim:	The aim of this unit is to provide the learner with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing and erecting fire resisting ceiling systems in domestic, commercial and industrial situations

Learning outcome
The learner will:
1.   Interpret the given information relating to the work and resources when erecting fire resisting ceiling systems.
Assessment criteria
The learner can:
1.1   interpret and extract relevant information from;
• drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.
1.2   comply with information and/or instructions derived from risk assessments and method statements.
1.3   describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
1.4   describe different types of information, their source and how they are interpreted in relation to:
• drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to erecting fire resisting ceiling systems in buildings.

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when erecting fire resisting ceiling systems.
Assessment criteria
The learner can:
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, vehicles and tools.
2.3 explain what the accident reporting procedures are and who is responsible for making reports.
2.4 describe the types of fire extinguishers available when erecting fire resisting ceiling systems and describe how and when they are used.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when erecting fire resisting ceiling systems.
Assessment criteria
The learner can:
3.1 use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when erecting fire resisting ceiling systems.
3.2 demonstrate compliance with given information and relevant legislation when erecting fire resisting ceiling systems in relation to the following:
• safe use and storage and handling of access apparatus, working platforms and tools
• safe use, storage and handling of materials
• specific risks to health and the environment.
3.3 explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to the erection of fire resisting ceiling systems, 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.

3.6   demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with erecting fire resisting ceiling systems as relevant to the operations.

Learning outcome
The learner will:
4.   Select the required quantity and quality of resources for the methods of work to erect fire resisting ceiling systems.
Assessment criteria
The learner can:
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: • steel angles and channels, support systems and studs • framing materials, boards and insulation, fixings and fittings • 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.
4.5   explain why the organisational procedures have been developed and how they are used for the selection of required resources.
4.6   describe any potential hazards associated with the resources and methods of work.
4.7   describe how to measure quantity, length, area and wastage associated with the method and procedure to erect fire resisting ceiling systems.

Learning outcome
The learner will:
5.   Minimise the risk of damage to the work and surrounding area when erecting fire resisting ceiling systems
Assessment criteria
The learner can:
5.1   protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2   maintain a clean work space.
5.3   dispose of waste in accordance with current legislation.
5.4   describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
5.5   explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when erecting fire resisting ceiling systems.
Assessment criteria
The learner can:
6.1   demonstrate completion of the work within the allocated time.
6.2   describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to:
• organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to erect fire resisting ceiling systems to the required specification
Assessment criteria
The learner can:
7.1   demonstrate the following work skills when erecting fire resisting ceiling systems:
• measuring, marking out, cutting, fitting, finishing, positioning and securing.
7.2   use and maintain hand tools, portable power tools and ancillary equipment.
7.3   set out, erect and repair fire resisting ceiling systems to given working instructions.
7.4   describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
• understand the performance functions of a fire resisting ceiling, common failure points and the implications of incorrect installation
• identify and follow the installation quality requirements
• ensure the integrity and suitability of the substrate
• set out, erect and secure fire resisting ceiling systems
• carry out repairs to damaged fire resisting ceiling systems
• understand the specific system components
• understand the implications of the generic interfaces between systems types
• provide for 'second fix' items
• understand the requirements for the correct fire resistant finish
• recognise and determine when specialist skills and knowledge required and report accordingly
• determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance.
• 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 ensuring electrical equipment has an appropriate portable appliance test (PAT)
- work at height
- use access equipment.

7.5   describe the fire resisting requirements when erecting fire resisting ceiling systems.

7.6   describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when erecting fire resisting ceiling systems.

7.7   describe how to maintain the tools and equipment used when erecting fire resisting ceiling systems.

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Unit 276　Erecting fire resisting ceiling systems in the workplace

Supporting information

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.

Unit 277 Finishing dry lining walls and ceilings in the workplace

Level:	2
GLH:	160
Aim:	The aim of this unit is to provide the learner with an awareness of:
	• interpreting information
	• adopting safe and healthy working practices
	• selecting materials, components and equipment
	• preparing and carrying out finishing to dry lining of walls and ceilings

Learning outcome
The learner will:
1. Interpret the given information relating to the work and resources when finishing dry lining walls and ceilings.
Assessment criteria
The learner can:
1.1 interpret and extract 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 and current guidance/regulations associated with finishing dry lining walls and ceilings

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when finishing dry lining walls and ceilings.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting
2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to: site, workplace, company and operative
2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when finishing dry lining walls and ceilings.
Assessment criteria
The learner can:
3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when finishing dry lining walls and ceilings
3.2 demonstrate compliance with given information and relevant legislation when finishing dry lining walls and ceilings in relation to the following: • 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 finishing dry lining walls and ceilings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to finish dry lining walls and ceilings.
Assessment criteria
The learner can:
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: • tapes   • scrims   • angle beads   • jointing and finishing compounds   • primers   • top coats   • skimming plasters   • clean water   • polythene   • 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, how problems associated with the resources are reported..
4.5   explain why the organisational procedures have been developed and how they are used for the selection of required resources.
4.6   describe any potential hazards associated with the resources and methods of work.
4.7   describe how to calculate quantity, length, area and wastage associated with the method/procedure to finish dry lining walls and ceilings.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when finishing dry lining walls and ceilings.

Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2 maintain a clean work space
5.3 dispose of waste in accordance with current legislation
5.4 describe how to protect work from damage and the purpose of protection in relation to: - general workplace activities   - other occupations   - 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.

Learning outcome
The learner will:
6. Complete the work within the allocated time when finishing dry lining walls and ceilings.

Assessment criteria
The learner can:
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 progress charts, timetables and estimated times   - organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to finish dry lining walls and ceilings to the required specification.
Assessment criteria
The learner can:

7.1   demonstrate the following work skills when finishing dry lining walls and ceilings:

- measuring, fitting, applying, finishing, positioning and securing

7.2   use and maintain hand tools, portable power tools and ancillary equipment.

7.3   carry out three of the following to given working instructions:

- tape and joint by hand and/or mechanical methods
- form internal and external angles
- priming/protection/top coat.
- skim plaster finish.

7.4   describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- identify and follow the application quality requirements
- identify the location of, and work around, electrical and mechanical services
- tape and joint by hand and mechanical methods
- form internal and external angles
- apply primers, protection coats, top coats
- apply skim plaster finish
- recognise and determine when specialist skills and knowledge are required and report accordingly
- work with, around and in close proximity to plant and machinery
- use hand tools, portable power tools and equipment
- work at height
- use access equipment.

7.5   describe the needs of other occupations and how to communicate effectively within a team when finishing dry lining walls and ceilings

7.6   describe how to maintain the tools and equipment used when finishing dry lining walls and ceilings.

Unit 277 Finishing dry lining walls and ceilings in the workplace

Supporting information

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 and given below.

Three of the following endorsements are required for this unit:
- Tape and joint finishes
- Form internal and external angles
- Priming/protection topcoat
- Skim plaster finishes

Unit 279   Installing cavity barriers to floors and ceilings in the workplace

Level:	2
GLH:	130
Aim:	The aim of this unit is to provide the learner with an awareness of:
	• interpreting information
	• adopting safe and healthy working practices
	• selecting materials, components and equipment
	• preparing and installing cavity barriers to floors and ceilings.

Learning outcome
The learner will:
1. Interpret the given information relating to the work and resources when installing cavity barriers to floors and ceilings.
Assessment criteria
The learner can:
1.1   interpret and extract 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 and current guidance/regulations associated with installing cavity barriers to floors and ceilings.

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing cavity barriers to floors and ceilings.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting

2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to: site, workplace, company and operative

2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when installing cavity barriers to floors and ceilings.

Assessment criteria

The learner can:

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 cavity barriers to floors and ceilings.

3.2 demonstrate compliance with given information and relevant legislation when installing cavity barriers to floors and ceilings in relation to 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 cavity barriers to floors and ceilings, 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install cavity barriers to floors and ceilings.
Assessment criteria
The learner can: 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: • insulation   • sealants   • metal sections   • fixings   • fittings   • 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, 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 install cavity barriers to floors and ceilings.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing cavity barriers to floors and ceilings.
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2 maintain a clean work space
5.3 dispose of waste in accordance with current legislation
5.4 describe how to protect work from damage and the purpose of protection in relation to: general workplace activities, other occupations and adverse weather conditions
5.5 explain why the disposal of waste should be carried out safely in accordance with: environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when installing cavity barriers to floors and ceilings.
Assessment criteria
The learner can:
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 progress charts, timetables and estimated times   • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install cavity barriers to floors and ceilings.to the required specification.
Assessment criteria
The learner can:

7.1 demonstrate the following work skills when installing plasterboard linings:

- measuring, marking out, fitting, finishing, positioning and securing.

7.2 use and maintain hand tools, portable power tools and ancillary equipment.

7.3 Install the following cavity barriers to floor and ceiling voids, including sealing around service penetrations, to given working instructions:

- fire,
- smoke,
- sound,
- thermal.

7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- identify and follow the installation quality requirements
- establish the suitability of the existing substrate
- check vertical and horizontal datum
- ensure the use of an appropriate fixing regime
- identify the location of, and work around, mechanical and electrical services
- install fire, smoke, sound and thermal cavity barriers to floor and ceiling voids
- seal around trunking, duct work, cable trays, dampers and pipes
- recognise and determine when specialist skills and knowledge are required and report accordingly
- work with, around and in close proximity to plant and machinery
- use hand tools, portable power tools and equipment
- work at height
- use access equipment..

7.5 describe the needs of other occupations and how to communicate effectively within a team when installing cavity barriers to floors and ceilings.

7.6 describe how to maintain the tools and equipment used when installing cavity barriers to floors and ceilings.

Unit 279 Installing cavity barriers to floors and ceilings in the workplace

Supporting information

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.

Unit 280 Installing and relocating modular demountable partition systems in the workplace

Level:	2
GLH:	170
Aim:	The aim of this unit is to provide the learner with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing, installing and relocating modular demountable partition systems.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing and relocating modular demountable partition systems.
Assessment criteria

The learner can:
 	
1.1 interpret and extract 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 and current guidance/regulations associated with installing and relocating modular demountable partition systems.

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing and relocating modular demountable partition systems.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting
2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to: site, workplace, company and operative
2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when installing and relocating modular demountable partition systems.
Assessment criteria
The learner can:
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 and relocating modular demountable partition systems.
3.2 demonstrate compliance with given information and relevant legislation when installing and relocating modular demountable partition systems in relation to 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 and relocating modular demountable partition systems, 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install and relocate modular demountable partition systems.
Assessment criteria
The learner can:
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: - panels   - framing sections/track   - glass   - doors   - ironmongery   - mouldings   - trims   - fixings   - fittings   - 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, 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 install and relocate modular demountable partition systems.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing and relocating modular demountable partition systems.
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2 maintain a clean work space
5.3 dispose of waste in accordance with current legislation
5.4 describe how to protect work from damage and the purpose of protection in relation to: general workplace activities, other occupations and adverse weather conditions
5.5 explain why the disposal of waste should be carried out safely in accordance with: environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when installing and relocating modular demountable partition systems.
Assessment criteria
The learner can:
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 progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install and relocate modular demountable partition systems to the required specification.
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when installing and relocating modular demountable partition system; • measuring, marking out, fitting, finishing, positioning and securing
7.2 use and maintain hand tools, portable power tools and ancillary equipment.
7.3 install and relocate modular demountable partition systems, including doors, trims/mouldings and junctions to given working instructions.
7.4 install glass panels and blinds.
7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • identify and follow the installation quality requirements • check vertical and horizontal datum • establish the suitability of the existing substrate • ensure the use of an appropriate fixing regime • identify the location of, and work around, mechanical and electrical services • install and relocate modular demountable partition systems • hang doors; fix mouldings and trims; apply wall coverings; install glazing • recognise and determine when specialist skills and knowledge are required and report accordingly • work with, around and in close proximity to plant and machinery • use hand tools, portable power tools and equipment • work at height • use access equipment.
7.6 describe the needs of other occupations and how to communicate effectively within a team when installing and relocating modular demountable partition systems.
7.7 describe how to maintain the tools and equipment used when installing and relocating modular demountable partition systems.

City & Guilds Level 2 NVQ Certificate/Diploma in Interior Systems (Construction) (6567)

Unit 280   Installing and relocating modular demountable partition systems in the workplace

Supporting information

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.

Unit 281 Installing and relocating operable partition systems in the workplace

Level:	2
GLH:	170
Aim:	The aim of this unit is to provide the learner with an awareness of:

- interpreting information
- adopting safe and healthy working practices
- selecting materials, components and equipment
- preparing, installing and relocating operable partition systems.

Learning outcome
The learner will:
1. Interpret the given information relating to the work and resources when installing and relocating operable partition systems.
Assessment criteria
The learner can:
1.1 interpret and extract 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 and current guidance/regulations associated with installing and relocating operable partition systems.

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing and relocating operable partition systems.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting
2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to: site, workplace, company and operative
2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when installing and relocating operable partition systems.
Assessment criteria
The learner can:
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 and relocating operable partition systems.
3.2 demonstrate compliance with given information and relevant legislation when installing and relocating operable partition systems in relation to 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 and operable partition systems, 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install and relocate operable partition systems.
Assessment criteria
The learner can:
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: • track sections and support fixings • panels • fixings • fittings • 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, 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 install and relocate operable partition systems.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing and relocating operable partition systems.
Assessment criteria
The learner can:
5.1   protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2   maintain a clean work space
5.3   dispose of waste in accordance with current legislation
5.4   describe how to protect work from damage and the purpose of protection in relation to: general workplace activities, other occupations and adverse weather conditions
5.5   explain why the disposal of waste should be carried out safely in accordance with: environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

City & Guilds Level 2 NVQ Certificate/Diploma in Interior Systems (Construction) (6567)

Learning outcome
The learner will:
6. Complete the work within the allocated time when installing and relocating operable partition systems.

Assessment criteria
The learner can:
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 progress charts, timetables and estimated times   - organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install and relocate operable partition systems to the required specification.

Assessment criteria
The learner can:
7.1 demonstrate the following work skills when installing and relocating operable partition system;   measuring, marking out, fitting, finishing, positioning and securing
7.2 use and maintain hand tools, portable power tools and ancillary equipment.
7.3 install and/or relocate two of the following operable partition systems, to given working instructions   - sliding/folding wall   - operable wall   - non-acoustic glass wall   - vertically rising wall   - accordion wall
7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: - identify and follow the installation quality requirements   - check vertical and horizontal datum   - understand safe handling requirements for large and heavy panels   - safe use of serviceable mechanical handling equipment for large and heavy panels   - ensure the suitability of the existing substrate and structural support has been confirmed   - ensure the use of an appropriate fixing system   - identify the location of, and work around, mechanical and electrical services   - install sliding/folding wall, operable wall, non-acoustic glass wall, vertically rising wall and accordion wall operable partition

systems including passdoors

- recognise and determine when specialist skills and knowledge are required and report accordingly
- 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

7.5 describe the needs of other occupations and how to communicate effectively within a team when installing and relocating operable partition systems.

7.6 describe how to maintain the tools and equipment used when installing and relocating operable partition systems.

Unit 281　　Installing and relocating operable partition systems in the workplace

Supporting information

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.

Unit 282 Installing and relocating glass partition/internal screen systems in the workplace

Level:	2
GLH:	190
Aim:	The aim of this unit is to provide the learner with an awareness of:
	• interpreting information
	• adopting safe and healthy working practices
	• selecting materials, components and equipment
	• preparing, installing and relocating glass partition/internal screen systems.

Learning outcome
The learner will:
1. interpret the given information relating to the work and resources when installing and glass partition/internal screen systems.
Assessment criteria
The learner can:
1.1 interpret and extract 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 and current guidance/regulations associated with installing and relocating glass partition/internal screen systems.

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing and relocating glass partition/internal screen systems.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to: site, workplace, company and operative 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when installing and relocating glass partition/internal screen systems.
Assessment criteria
The learner can:
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 and relocating glass partition/internal screen systems. 3.2 demonstrate compliance with given information and relevant legislation when installing and relocating glass partition/internal screen systems in relation to 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 and glass partition/internal screen systems, 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install and relocate glass partition/internal screen systems.
Assessment criteria
The learner can:
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:
- panels   - framing sections/track   - glass   - doors   - ironmongery   - trims   - sealants   - fixings   - fittings   - 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, 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 install and relocate op glass partition/internal screen systems.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing and relocating glass partition/internal screen systems.
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2 maintain a clean work space
5.3 dispose of waste in accordance with current legislation
5.4 describe how to protect work from damage and the purpose of protection in relation to: general workplace activities, other occupations and adverse weather conditions
5.5 explain why the disposal of waste should be carried out safely in accordance with: environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when installing and relocating glass partition/internal screen systems.
Assessment criteria
The learner can:
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 progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install and relocate glass partition/internal screen systems to the required specification.
Assessment criteria
The learner can:

7.1 demonstrate the following work skills when installing and relocating glass partition/internal screen systems;

- measuring, marking out, fitting, finishing, positioning and securing

7.2 use and maintain hand tools, portable power tools and ancillary equipment.

7.3 install and relocate three of the following non fire rated and/or fire rated glass partition/internal screen systems, including glass, trims and mouldings, doorsets and ironmongery, to given working instructions:

- frameless glazed
- framed glazed
- factory fabricated
- internal curtain wall.

7.4 apply sealants

7.5 demonstrate the safe handling of large framed components and glass panes.

7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- identify and follow the installation quality requirements
- check vertical and horizontal datum
- confirm that the appropriate fire, acoustic and structural tests have been carried out
- ensure the suitability of the existing substrate
- ensure the use of an appropriate fixing system
- identify the location of, and work around, mechanical and electrical services
- install non fire rated and/or fire rated frameless glazed, framed glazed, factory fabricated and internal curtain wall systems
- install toughened glass, laminated glass, fire rated glass and double glazed units
- install trims and mouldings, doorsets, aluminium frames and ironmongery
- install blinds and manifestations
- apply sealant
- carry out repairs
- dismantle and relocate glass partition/internal screen systems
- understand handling requirements for large and heavy panels
- handle toughened, laminated and fire rated glass and double glazed units
- use serviceable mechanical and non-mechanical handling

equipment for large and heavy panels

- recognise and determine when specialist skills and knowledge are required and report accordingly
- 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
- use fall arrest systems.

7.7   describe the needs of other occupations and how to communicate effectively within a team when installing and relocating glass partition/internal screen systems.

7.8   describe how to maintain the tools and equipment used when installing and relocating glass partition/internal screen systems.

Unit 282　　Installing and relocating glass partition/internal screen systems in the workplace

Supporting information

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.

Unit 283   Installing dry lining partition systems in the workplace

Level:	2
GLH:	170
Aim:	The aim of this unit is to provide the learner with an awareness of:
	• interpreting information
	• adopting safe and healthy working practices
	• selecting materials, components and equipment
	• installing dry lining partition systems.

Learning outcome
The learner will:
1. Interpret the given information relating to the work and resources when installing dry lining systems.
Assessment criteria
The learner can:
1.1   interpret and extract 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 and current guidance/regulations associated with installing dry lining systems

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing dry lining systems.
Assessment criteria
The learner can:
2.1 describe their responsibilities 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/storage of materials and by manual handling and mechanical lifting.
2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when installing dry lining systems
Assessment criteria
The learner can:
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 dry lining systems.
3.2 demonstrate compliance with given information and relevant legislation when installing dry lining systems in relation to 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 dry lining systems, 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install dry lining systems
Assessment criteria
The learner can:
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: • panels, plasterboards, metal sections, timber battens, fixings, fittings   • 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.
4.5   explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.6   describe any potential hazards associated with the resources and methods of work
4.7   describe how to calculate quantity, length, area and wastage associated with the method/procedure to install dry lining systems.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing dry lining systems.
Assessment criteria
The learner can:
5.1   protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. .
5.2   maintain a clean work space.
5.3   dispose of waste in accordance with current legislation.
5.4   describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
5.5   explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when installing dry lining systems.
Assessment criteria
The learner can:
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 progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install dry lining systems to the required specification.
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when installing dry lining systems: • measuring, marking out, fitting, positioning and securing.
7.2 use and maintain hand tools, portable power tools and ancillary equipment.
7.3 install the following, including fixing deflection heads, forming openings and junctions, and carrying out repairs, to given working instructions • metal stud partitions • metal furring ceilings • framed wall linings • framed and frameless beam and column encasement systems
7.4 Install at least two of the following systems to given working instructions, including fixing deflection heads, forming openings and junctions, and carrying out repairs • twin walls • staggered studs • service shaft partitions • curved walls • walls over three metres high
7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • identify and follow the installation quality requirements • check vertical and horizontal datum • establish the suitability of the existing substrate • identify the location of, and work around, mechanical and electrical services

- ensure the use of an appropriate fixing regime
- fix deflection heads
- install dry lining systems including metal stud partitions, metal furring ceilings, wall linings, framed and frameless beam and column encasement systems
- form openings and junctions
- repair damaged partitions and ceilings
- install twin walls, staggered studs and service shaft partitions
- form and install curved walls
- install walls over three metres high
- recognise and determine when specialist skills and knowledge are required and report accordingly
- work with, around and in close proximity to plant and machinery
- use hand tools, portable power tools and equipment
- work at height
- use access equipment.

7.6 describe the needs of other occupations and how to communicate effectively within a team when installing dry lining systems.

7.7 describe how to maintain the tools and equipment used when installing dry lining systems.

Unit 283 Installing dry lining partition systems in the workplace

Supporting information

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.

Unit 284   Installing plasterboard linings in the workplace

Level:	2
GLH:	130
Aim:	The aim of this unit is to provide the learner with an awareness of:

- interpreting information
- adopting safe and healthy working practices
- selecting materials, components and equipment
- installing plasterboard linings

Learning outcome
The learner will:
1. Interpret the given information relating to the work and resources when installing plasterboard linings..
Assessment criteria
The learner can:
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 and current guidance/regulations associated with installing plasterboard linings

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing plasterboard linings.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting. 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices installing plasterboard linings.
Assessment criteria
The learner can:
3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing plasterboard linings. 3.2 Demonstrate compliance with given information and relevant legislation when installing plasterboard linings in relation to the following: • 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 plasterboard linings, 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install plasterboard linings.
Assessment criteria
The learner can:
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: • wallboards, thermal boards, glass reinforced gypsum board, bonding compounds, fixings, fittings • 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.
4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources.
4.6 describe potential hazards associated with the resources and methods of work.
4.7 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install plasterboard linings.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing plasterboard linings.
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2 maintain a clean work space.
5.3 dispose of waste in accordance with current legislation.
5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when installing plasterboard linings.
Assessment criteria
The learner can:
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 progress charts, timetables and estimated times
• organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install plasterboard linings to the required specification.
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when installing plasterboard linings:
• measuring, marking out, fitting, finishing, positioning and securing.
7.2 use and maintain hand tools, portable power tools and ancillary equipment.
7.3 install plasterboard linings to one of following, including forming openings and carrying out repairs, to given working instructions:
• to timber and/or metal (tacking)
• to solid backgrounds by direct bonding (dot and dab).
7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
• identify and follow the installation quality requirements
• check vertical and horizontal datum
• establish the suitability of the existing substrate
• ensure the use of an appropriate fixing regime
• identify the location of, and work around, mechanical and electrical services
• install and repair plasterboard linings to timber and metal (tacking) and by direct bonding to solid backgrounds (dot and dab)
• form openings
• recognise and determine when specialist skills and knowledge are required and report accordingly
• work with, around and in close proximity to plant and machinery
• use hand tools, portable power tools and equipment
• work at height

City & Guilds Level 2 NVQ Certificate/Diploma in Interior Systems (Construction) (6567)

- use access equipment.

| 7.5 | describe the needs of other occupations and how to communicate effectively within a team when installing plasterboard linings. |
| 7.6 | describe how to maintain the tools and equipment used when installing plasterboard linings. |

Unit 284 Installing plasterboard linings in the workplace

Supporting information

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 and given below.

One of the following endorsements are required for this unit:
- to timber and/or metal (tacking)
- to solid backgrounds by direct bonding (dot and dab)

Unit 285   Installing, removing and relocating raised access flooring systems in the workplace

Level:	2
GLH:	160
Aim:	The aim of this unit is to provide the learner with an awareness of:

- interpreting information
- adopting safe and healthy working practices
- selecting materials, components and equipment
- installing, removing and relocating raised access flooring systems

Learning outcome
The learner will:
1. Interpret the given information relating to the work and resources when installing, removing and relocating raised access flooring systems.
Assessment criteria
The learner can:
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 and current guidance/regulations associated with installing, removing and relocating raised access flooring systems

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing, removing and relocating raised access flooring systems.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting.
2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe and healthy working practices when installing, removing and relocating raised access flooring systems.
Assessment criteria
The learner can:
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, removing and relocating raised access flooring systems.
3.2 demonstrate compliance with given information and relevant legislation when installing, removing and relocating raised access flooring systems in relation to 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, removing and relocating raised access flooring systems, 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install, remove and relocate raised access flooring systems.
Assessment criteria
The learner can:
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:
• flooring system components, skirting, perimeter strips, timber, timber-based sheet material, fire barriers, fixings, fittings
• adhesives, sealants, floorcoverings
• 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.
4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources.
4.6 describe potential hazards associated with the resources and methods of work.
4.7 describe how to calculate quantity, length, area and wastage associated with the method/procedure to Describe how to confirm that the resources and materials conform to the specification.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing, removing and relocating raised access flooring systems.
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2 maintain a clean work space.
5.3 dispose of waste in accordance with current legislation.
5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Minimise the risk of damage to the work and surrounding area when installing, removing and relocating raised access flooring systems.
Assessment criteria
The learner can:
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 progress charts, timetables and estimated times   • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install, remove and relocate raised access flooring systems to the required specification.
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when installing, removing and relocating raised access flooring systems: • measuring, marking out, removing, fitting, finishing, positioning and securing.
7.2 use and maintain hand tools, portable power tools and ancillary equipment.
7.3 install, remove and relocate the following to given working instructions: • proprietary raised access flooring systems (including fire barriers, ramps, steps, handrails)   • mouldings.
7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • identify and follow the installation quality requirements   • establish the suitability of the existing substrate   • check vertical and horizontal datum   • prepare the background surface (apply sealants, damp-course membranes, tanking and bunding)   • carry out any repairs and modifications   • identify the location of, and work around, mechanical and electrical services   • ensure the use of an appropriate fixing regime   • form openings for grilles and outlet boxes to raised access flooring systems   • install raised access flooring systems with fire barriers, ramps, steps and handrails   • remove and reinstall raised access flooring systems with fire barriers, ramps and steps, handrails and re-form openings for

City & Guilds Level 2 NVQ Certificate/Diploma in Interior Systems (Construction) (6567)

grilles and outlet boxes

- fix plastic and timber skirting
- install floorcoverings to door wells, ramps, steps and upstands
- recognise and determine when specialist skills and knowledge are required and report accordingly
- work with, around and in close proximity to plant and machinery
- use hand tools, portable power tools and equipment
- use access equipment

7.5 describe the needs of other occupations and how to communicate effectively within a team when installing, removing and relocating raised access flooring systems.

7.6 describe how to maintain the tools and equipment used when installing, removing and relocating raised access flooring systems.

Unit 285   Installing, removing and relocating raised access flooring systems in the workplace

Supporting information

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.

Unit 286 Installing acoustic flooring in the workplace

Level:	2
GLH:	160
Aim:	The aim of this unit is to provide the learner with an awareness of:

- interpreting information
- adopting safe and healthy working practices
- selecting materials, components and equipment
- preparing new and existing surfaces and installing acoustic flooring

Learning outcome
The learner will:
1. Interpret the given information relating to the work and resources when installing acoustic flooring.
Assessment criteria
The learner can:
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, and current guidance/regulations associated with installing acoustic flooring.

Learning outcome
The learner will:
2. Know how to comply with relevant legislation and official guidance when installing acoustic flooring.
Assessment criteria
The learner can:
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/storage of materials and by manual handling and mechanical lifting.
2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will:
3. Maintain safe working practices when installing acoustic flooring.
Assessment criteria
The learner can:
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 acoustic flooring.
3.2 demonstrate compliance with given information and relevant legislation when installing acoustic flooring in relation to 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 acoustic flooring, 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.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to install acoustic flooring.
Assessment criteria
The learner can:
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: • cradles or support systems • battens • insulation • overlays, underlays and fixing systems • humidity testing equipment • 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.
4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources.
4.6 describe any potential hazards associated with the resources and methods of work.
4.7 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install acoustic flooring..

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when installing acoustic flooring.
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
5.2 maintain a clean work space.
5.3 dispose of waste in accordance with current legislation.
5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when installing acoustic flooring
Assessment criteria
The learner can:
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 progress charts, timetables and estimated times
• organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to install acoustic flooring to the required specification.
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when installing acoustic flooring:
• measuring, marking out, positioning, levelling, fitting, finishing and securing.
7.2 use and maintain hand tools, portable power tools and ancillary equipment.
7.3 prepare the area and install acoustic flooring to given working instructions relating to:
• cradle or support systems
• perimeter strips
• overlay(s)
• underlay(s)
• quilt insulation
7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
• identify and follow the installation quality requirements
• identify the location of, and work around, mechanical and electrical services
• assess installation area for level
• identify sequence of installation with other operations
• identify substrate type
• identify vertical and horizontal datum and set out
• check humidity is within specified limits
• understand the effects of humidity on acoustic flooring components
• ensure the use of an appropriate fixing regime
• lay cradles or support system

- make adjustments for height and level
- install insulation
- install perimeter strips
- install overlays and underlays
- use levelling tools and equipment
- install acoustic flooring
- recognise and determine when specialist skills and knowledge are required and report accordingly
- work with, around and in close proximity to plant and machinery
- use hand tools, portable power tools and equipment
- work at height
- use access equipment.

7.5 describe the needs of other occupations and how to effectively communicate within a team when installing acoustic flooring.

7.6 describe how to maintain the tools and equipment used when installing acoustic flooring..

Unit 286 Installing acoustic flooring in the workplace

Supporting information

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.

Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate learners on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413