

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

September 2017 Version 1.1



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
Fast track	Available
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 NVQ Diploma in Interior Systems (Construction) - Partitioning	124	370	6567-01	600/7856/X
Level 2 NVQ Diploma in Interior Systems (Construction) – Dry Lining Fixing	244	730	6567-02	600/7856/X
Level 2 NVQ Diploma in Interior Systems (Construction) – Access Flooring	501	1500	6567-03	600/7856/X
Level 2 NVQ Diploma in Interior Systems (Construction) – Interior Fixer and Sheeter	124	370	6567-04	600/7856/X
Level 2 NVQ Diploma in Interior Systems (Construction) – Protective Component Installation	124	370	6567-05	600/7856/X
Level 2 NVQ Diploma in Interior Systems (Construction) – Acoustic Floor Installation	124	370	6567-06	600/7856/X
Level 2 NVQ Certificate in Interior Systems (Construction) – Ceiling Fixing	61	180	6567-11	600/7994/0

Level 2 NVQ Certificate in Interior Systems (Construction) – Dry Lining Finishing	61	180	6567-12	600/7994/0
Level 2 NVQ Certificate in Interior Systems (Construction) – Cavity Barrier Installation	61	180	6567-13	600/7994/0

Version and date	Change detail	Section
1.1 September 2017	Added TQT and GLH details Deleted QCF	Qualification at a Glance, Structure Appendix



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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: <ul style="list-style-type: none">• Dry lining finishing• Ceiling fixing• Access flooring• Partitioning• Interior fixing and sheeting• Protective component installation• Acoustic floor installation
Are the qualifications part of a framework or initiative?	The Diploma qualification forms the competence based element of the Intermediate Apprenticeship in Construction Specialist (Level 2), pathway 7: Interior Systems.
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. There is not an advanced apprenticeship for interior systems as requirements of the occupational area are covered at this level. However, after gaining work experience there are opportunities to progress into occupational work supervision, management or technical support areas.

Structure

To achieve the **Level 2 NVQ Diploma in Interior Systems (Construction) – Partitioning (6567-01)**, learners must achieve **40** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
L/600/7031	270	Installing proprietary partition systems in the workplace	14
F/503/1171	608	Moving, handling and storing resources in the workplace	5
H/600/7035	683	Removing and relocating proprietary partition systems in the workplace	16

To achieve the **Level 2 NVQ Diploma in Interior Systems (Construction) – Dry Lining Fixing (6567-02)**, learners must achieve **40** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/600/7088	257	Installing dry lining partition systems in the workplace	15
J/600/7092	258	Installing dry linings and encasements in the workplace	15
F/503/1171	608	Moving, handling and storing resources in the workplace	5

To achieve the **Level 2 NVQ Diploma in Interior Systems (Construction) – Access Flooring (6567-03)**, learners must achieve **42** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
M/600/7099	273	Installing raised access flooring systems in the workplace	15
F/503/1171	608	Moving, handling and storing resources in the workplace	5
H/600/7102	684	Removing and relocating raised access flooring systems in the workplace	17

To achieve the **Level 2 NVQ Diploma in Interior Systems (Construction) – Interior Fixer and Sheeter (6567-04)**, learners must achieve **71** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/600/7088	257	Installing dry lining partition systems in the workplace	15
J/600/7092	258	Installing dry linings and encasements in the workplace	15
K/503/3402	259	Installing first fixing components in the workplace	18
F/503/1171	608	Moving, handling and storing resources in the workplace	5
F/600/7107	703	Setting up and using circular saws in the workplace	13

To achieve the **Level 2 NVQ Diploma in Interior Systems (Construction) – Protective Component Installation (6567-05)**, learners must achieve **38** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
T/503/9560	239	Establishing work area protection and safety in the workplace	10
F/503/0120	271	Installing protective components in the workplace	18
F/503/1171	608	Moving, handling and storing resources in the workplace	5

To achieve the **Level 2 NVQ Diploma in Interior Systems (Construction) – Acoustic Floor Installation (6567-06)**, learners must achieve **37** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
T/503/9560	239	Establishing work area protection and safety in the workplace	10
J/503/0121	247	Installing acoustic flooring in the workplace	17
F/503/1171	608	Moving, handling and storing resources in the workplace	5

To achieve the **Level 2 NVQ Certificate in Interior Systems (Construction) – Ceiling Fixing (6567-11)**, learners must achieve **18** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/503/1171	608	Moving, handling and storing resources in the workplace	5
K/600/7022	712	Installing suspended ceiling systems in the workplace	8

To achieve the **Level 2 NVQ Certificate in Interior Systems (Construction) – Dry Lining Finishing (6567-12)**, learners must achieve **20** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/503/1171	608	Moving, handling and storing resources in the workplace	5
K/602/5505	713	Finishing dry lining walls or ceilings in the workplace	10

To achieve the **Level 2 NVQ Certificate in Interior Systems (Construction) – Cavity Barrier Installation (6567-13)**, learners must achieve **26** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/503/1171	608	Moving, handling and storing resources in the workplace	5
J/600/7027	714	Preparing and installing protection barriers in the workplace	16

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
Level 2 NVQ Diploma in Interior Systems (Construction) - Partitioning	124	370
Level 2 NVQ Diploma in Interior Systems (Construction) – Dry Lining Fixing	244	730
Level 2 NVQ Diploma in Interior Systems (Construction) – Access Flooring	501	1500
Level 2 NVQ Diploma in Interior Systems (Construction) – Interior Fixer and Sheeter	124	370
Level 2 NVQ Diploma in Interior Systems (Construction) – Protective Component Installation	124	370
Level 2 NVQ Diploma in Interior Systems (Construction) – Acoustic Floor Installation	124	370

Level 2 NVQ Certificate in Interior Systems (Construction) – Ceiling Fixing	61	180
Level 2 NVQ Certificate in Interior Systems (Construction) – Dry Lining Finishing	61	180
Level 2 NVQ Certificate in Interior Systems (Construction) – Cavity Barrier Installation	61	180



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.ccityandguilds/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 and 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 and 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. The focus should be on assessing activities generated by the whole work experience requirements could be met across the qualification to make the most efficient use of evidence.



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning 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

UAN:	A/503/1170
Level:	1
Credit value:	2
GLH:	7
Relationship to NOS:	This unit is linked to NOS COSVR641 Conform to general workplace health, safety and welfare.
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• collective protective measures• personal protective equipment (PPE)• respiratory protective equipment (RPE)

<ul style="list-style-type: none"> • local exhaust ventilation (LEV) <p>1.5 state how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>1.6 state which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p> <p>1.7 state why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area</p> <p>1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>2. recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 report any hazards created by changing circumstances within the workplace in accordance with organisational procedures</p> <p>2.2 list typical hazards associated with the work environment and occupational area in relation to:</p> <ul style="list-style-type: none"> • resources • substances • asbestos • equipment • obstructions • storage • services • work activities <p>2.3 list the current Health and Safety Executive top ten safety risks</p> <p>2.4 list the current Health and Safety Executive top five health risks</p> <p>2.5 state how changing circumstances within the workplace could cause hazards</p> <p>2.6 state the methods used for reporting changed circumstances, hazards and incidents in the workplace.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>3. comply with organisational policies and procedures to contribute to health, safety and welfare.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices</p> <p>3.2 contribute to discussions by offering/providing feedback relating to:</p> <ul style="list-style-type: none"> • health • safety

<ul style="list-style-type: none"> • welfare
3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures
3.4 safely store health and safety control equipment in accordance with given instructions
3.5 dispose of waste and/or consumable items in accordance with legislation
3.6 state the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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:

- the Additional Requirements for Qualifications using the title NVQ in RQFF
- the Construction Skills' 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

UAN:	J/503/1169
Level:	2
Credit value:	3
GLH:	10
Relationship to NOS:	This unit is linked to NOS COSVR642 Conform to productive work practices.
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none"> • individuals • customer and operative • operative and line management • own and other occupations 4.4 describe why it is important to work effectively with: <ul style="list-style-type: none"> • 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 Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' 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 239

Establishing work area protection and safety in the workplace

UAN:	T/503/9560
Level:	2
Credit value:	10
GLH:	33
Relationship to NOS:	This unit is linked to NOS COSVR360 Establish work area protection and safety
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• determining the protection and safety requirements• preparing, providing for and maintaining the protection and safety of the occupational area of work

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when establishing work area protection and safety.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• plans• risk assessments• method statements• specifications• schedules• site inspections• 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

<p>they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • plans • risk assessments • method statements • specifications • schedules • site inspection reports • manufacturers' information • regulations • official guidance associated with protecting work areas.

<p>Learning outcome</p> <p>The learner will:</p> <p>2. know how to comply with relevant legislation and official guidance when establishing work area protection and safety.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling and mechanical lifting <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to:</p> <ul style="list-style-type: none"> • site • workplace • company • operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>3. maintain safe and healthy working practices when establishing work area protection and safety.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation</p>

	and organisational requirements when establishing work area protection and safety
3.2	comply with information relating to specific risks to health when establishing work area protection and safety
3.3	explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV)
3.4	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.5	describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • 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 establish work area protection and safety.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components and fixings • tools and equipment
4.2	describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • safety and security barriers • protection and safety notices • temporary structures • signs and lighting • hand and/or powered tools and equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when establishing work area protection and safety.
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 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with current legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when establishing work area protection and safety.
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: <ul style="list-style-type: none"> • 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 establish work area protection and safety to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when establishing work area protection and safety:
 - measuring
 - setting out
 - positioning
 - assembling
 - constructing
 - securing
 - dismantling
- 7.2 install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following:
 - protection and safety notices
 - safety lighting
- 7.3 safely use:
 - materials
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.4 safely store the materials, tools and equipment used when establishing work area protection and safety
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - plan for the protection and the safety of the work and surrounding environment
 - install, check and maintain the protection and safety equipment
 - dismantle and remove protection and safety equipment
 - install safety notices
 - install lighting systems
 - use hand tools, power tools and equipment
 - work at height
 - use access equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety
- 7.7 describe how to maintain the tools and equipment used when establishing work area protection and safety.

Unit 239 Establishing work area protection and safety in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' 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 following endorsement:

- Own occupational area of work

Plus against one other endorsement:

- (Please contact the unit owner on 0300 456 7186 to obtain the full endorsement list).

Unit 247

Installing acoustic flooring in the workplace

UAN:	J/503/0121
Level:	2
Credit value:	17
GLH:	57
Relationship to NOS:	This unit is linked to NOS COSVR620 Install acoustic flooring
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules

- manufacturers' information
- method statements
- regulations governing buildings.

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 under current legislation and official guidance whilst working:
 - in the workplace
 - below ground level
 - at height
 - in confined spaces
 - 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 reports
- 2.4 state the types of fire extinguishers available when installing acoustic flooring and describe how and when they are used.

Learning outcome

The learner will:

3. maintain safe working practices when installing acoustic flooring.

Assessment criteria

The learner can:

- 3.1 use personal protective equipment (PPE) and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing acoustic flooring
- 3.2 explain why, when and how personal protective equipment (PPE) should be used, relating to installing acoustic flooring, and the types, purpose and limitations of each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages

- injuries
- other task-related hazards.

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
 - 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 and fixing systems
 - humidity testing equipment
 - hand and/or powered tools and equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and method of work
- 4.6 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install 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 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations

<ul style="list-style-type: none"> • adverse weather conditions <p>5.5 explain why the disposal of waste should be carried out safely in accordance with:</p> <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

<p>Learning outcome</p> <p>The learner will:</p> <p>6. complete the work within the allocated time when installing acoustic flooring.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

<p>Learning outcome</p> <p>The learner will:</p> <p>7. comply with the given contract information to install acoustic flooring to the required specification.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>7.1 demonstrate the following work skills when installing acoustic flooring:</p> <ul style="list-style-type: none"> • measuring • marking out • positioning • leveling • fitting • finishing • securing <p>7.2 prepare the area and install acoustic flooring to given working instructions relating to:</p> <ul style="list-style-type: none"> • cradle or support systems • perimeter strips • overlay(s) <p>7.3 safely use and store:</p> <ul style="list-style-type: none"> • materials • hand tools • portable power tools • ancillary equipment

- 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- assess installation area for level
 - identify sequence of installation with other operations
 - identify substrate type
 - identify datum and set out
 - check for humidity
 - determine the effects of humidity on acoustic flooring components
 - lay cradles or support system
 - make adjustments for height and level
 - install insulation
 - install perimeter strips
 - install overlay
 - use levelling tools and equipment
 - use hand tools, 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 247 Installing acoustic flooring in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' 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 257

Installing dry lining partition systems in the workplace

UAN:	F/600/7088
Level:	2
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is linked to NOS COSVR129 Install dry lining partition systems
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing, installing and repairing proprietary dry lining partition and ceiling systems

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when installing dry lining partition systems.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when installing dry lining partition systems.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • 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: <ul style="list-style-type: none"> • site • workplace • company • operative 2.3 state 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 dry lining partition systems.
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing dry lining partition systems 3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing dry lining partition systems, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • 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 install dry lining partition systems.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - panels
 - plasterboards
 - metal sections
 - timber battens
 - fixings
 - fittings
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate quantity, length and area associated with the method/procedure to install dry lining partition systems.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing dry lining partition systems.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out safely in accordance with:
 - environmental responsibilities
 - organisational procedure
 - manufacturers' information
 - statutory regulations
 - official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when installing dry lining partition systems.

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:
 - 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 partition systems to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing dry lining partition systems:
 - measuring
 - marking out
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 install one of the following to contractor's working instructions:
 - metal stud partitions
 - metal furring ceilings(including forming openings, junctions and repairs)
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - install metal stud, proprietary dry lining systems
 - install metal furring ceilings
 - form openings and junctions
 - repair damaged partitions and ceilings
 - use hand tools, power tools and equipment
 - use access equipment
- 7.4 safely use and store:
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when installing dry lining partition systems
- 7.6 describe how to maintain the tools and equipment used when installing dry lining partition systems

Unit 257 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 Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing dry lining partition systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- Metal stud partitions
- Metal furring ceilings.

Unit 258

Installing dry linings and encasements in the workplace

UAN:	J/600/7092
Level:	2
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is linked to NOS COSVR130 Install dry linings and encasements
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing, installing and repairing proprietary dry lining internal linings and column and beam encasements

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when installing dry linings and encasements.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when installing dry linings and encasements.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • 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: <ul style="list-style-type: none"> • site • workplace • company • operative 2.3 state 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 dry linings and encasements.
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing dry linings and encasements 3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing dry linings and encasements, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • 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 install dry linings and encasements.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - wallboards
 - thermal boards
 - glass reinforced gypsum board
 - metal firrings
 - timber battens
 - bonding compounds
 - fixings
 - fittings
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate quantity, length and area associated with the method/procedure to install dry linings and encasements.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing dry linings and encasements.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when installing dry linings and encasements.

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:
 - 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 linings and encasements to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing dry linings and encasements:
 - measuring
 - marking out
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 install any three of the following to contractor's working instructions:
 - cladding to timber
 - cladding to metal firrings
 - direct bonding to solid backgrounds
 - framed and frameless beam and column encasement systems (including forming openings and repairs as appropriate)
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - install and repair dry internal linings for cladding to timber, cladding to metal firrings, direct bonding to solid backgrounds
 - form openings
 - install and repair framed and frameless beam and column encasements
 - use hand tools, power tools and equipment
 - use access equipment
- 7.4 safely use and store:
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when installing dry linings and encasements
- 7.6 describe how to maintain the tools and equipment used when installing dry linings and encasements.

Unit 258 Installing dry linings and encasements in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing dry linings and encasements to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- Cladding to timber
- Cladding to metal firrings
- Direct bonding
- Framed and frameless encasements.

Unit 259

Installing first fixing components in the workplace

UAN:	K/503/3402
Level:	2
Credit value:	18
GLH:	60
Relationship to NOS:	This unit is linked to NOS COSVR09 Install first fixing components
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and carrying out first fixing

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when installing first fixing components.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules

- method statements
- risk assessments
- manufacturers' information
- regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when installing first fixing components.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - at height
 - below ground level
 - in confined spaces
 - 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 reports
- 2.4 state the types of fire extinguishers available when installing first fixing components and describe how and when they are used.

Learning outcome

The learner will:

3. maintain safe working practices when installing first fixing components.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment/working platforms (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing first fixing components
- 3.2 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - collective protective measures

	<ul style="list-style-type: none"> • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV)
3.3	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.4	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • 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 install first fixing components.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment
4.2	describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • timber • manufactured sheet material • metals • frames • linings • staircases • adhesives • sealants • fixings and associated ancillary items • hand and/or powered tools and equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and method of work
4.6	describe how to calculate quantity, length, area and wastage associated with the method/procedure to install first fixing components.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing first fixing components.

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 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - 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 installing first fixing components.

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:
 - 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 first fixing components to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing first fixing components:
 - measuring
 - marking out
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 install four of the following to given working instructions:
 - frames (door and/or window)
 - linings (door and/or hatch)
 - floor joist coverings (or flat roof decking)
 - partitions (straight)
 - staircases (straight)
- 7.3 safely use and handle materials
- 7.4 safely use:
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 safely store the materials, tools and equipment used when installing first fixing components
- 7.6 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - prepare and fix standard door and window frames, window boards, linings, flooring/decking, partitions full or partial height (straight), plasterboard, staircases (straight)
 - form joints associated with first fixing
 - use hand tools, power tools and equipment
 - work at height
 - use access equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when installing first fixing components
- 7.8 describe the methods of sharpening the hand tools used when installing first fixing components
- 7.9 describe how to maintain the tools and equipment used when installing first fixing components.

Unit 259 **Installing first fixing components in the workplace**

Supporting information

Assessment guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' 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 270

Installing proprietary partition systems in the workplace

UAN:	L/600/7031
Level:	2
Credit value:	14
GLH:	47
Relationship to NOS:	This unit is linked to NOS COSVR127 Install proprietary partition systems
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and installing either relocatable or operable proprietary partitioning systems

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when installing proprietary partition systems.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when installing proprietary partition systems.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • 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: <ul style="list-style-type: none"> • site • workplace • company • operative 2.3 state 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 proprietary partition systems.
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing proprietary partition systems 3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing proprietary partition systems, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • 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 install proprietary partition systems.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - panels
 - framing sections/track
 - glass
 - doors
 - ironmongery
 - wall coverings
 - fixings
 - fittings
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate quantity, length and area associated with the method/procedure to install proprietary partition systems.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing proprietary partition systems.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when installing proprietary partition systems.

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:
 - 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 proprietary partition systems to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing proprietary partition systems:
 - measuring
 - marking out
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 Install one of the following partitioning systems to contractor's working instructions:
 - relocatable partitioning systems, including doors, trims/mouldings, junctions

or

 - operable partitioning systems, including folding and sliding systems, trims/mouldings
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - use hand tools, power tools and equipment
 - use access equipment

plus either

 - install non-ferrous metal relocatable partition systems
 - hang doors
 - fix mouldings and trims
 - apply wall coverings
 - install glazing

or

 - install folding and sliding operable partition systems
 - fix mouldings, trims and doors
- 7.4 safely use and store:
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when installing proprietary partition systems
- 7.6 describe how to maintain the tools and equipment used when installing proprietary partition systems.

Unit 270 Installing proprietary partition systems in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing proprietary partition systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- Relocatable partitions
- Operable partitions.

Unit 271

Installing protective components in the workplace

UAN:	F/503/0120
Level:	2
Credit value:	18
GLH:	60
Relationship to NOS:	This unit is linked to NOS COSVR619 Install protective components
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and installing protective components

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when installing protective components.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules

- manufacturers' information
- method statements
- regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when installing protective components.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - below ground level
 - at height
 - in confined spaces
 - 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 reports
- 2.4 state the types of fire extinguishers available when installing protective components and describe how and when they are used.

Learning outcome

The learner will:

3. maintain safe working practices when installing protective components.

Assessment criteria

The learner can:

- 3.1 use personal protective equipment (PPE) and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing protective components
- 3.2 explain why, and when and how personal protective equipment (PPE) should be used, relating to installing protective components, and the types, purpose and limitations of each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages

- injuries
- other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to install protective components.

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
 - protective components and fixings
 - adhesives
 - hand and/or powered tools and equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and method of work
- 4.6 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install protective components.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing protective components.

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 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - 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 installing protective components.

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:
 - 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 protective components to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing protective components:
 - measuring
 - marking out
 - leveling
 - aligning
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 prepare the area and install seven of the following protective components to given working instructions:
 - handrails, combi or grab rails
 - wall protection
 - corner protection
 - bedhead protection and/or bed locators
 - impact protection
 - sheet protection
 - door/frame protection
 - bump rails/parking fenders
 - barriers
 - kickplates
 - bollards or wheeled bollards
 - solar shading
 - explosive venting
 - entrance flooring
 - expansion joint covers
 - stair nosing and side trims
- 7.3 safely use and store:
 - materials
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - confirm area to secure components
 - identify substrate types
 - identify sequence of installation with other operations
 - confirm type of installation and components

- identify datum and set out
- prepare for the installation of protective components
- prepare adhesives (two packs and sprayed)
- use adhesives
- select, prepare and install protective components
- identify and interpret manufacturers requirements
- liaise with contractors
- protect the public
- use hand tools, 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 protective components

7.6 describe how to maintain the tools and equipment used when installing protective components.

Unit 271 Installing protective components in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' 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 273

Installing raised access flooring systems in the workplace

UAN:	M/600/7099
Level:	2
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is linked to NOS COSVR133 Install raised access flooring systems
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing/installing raised flooring systems with fire barriers, ramps and steps

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when installing raised access flooring systems.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when installing raised access flooring systems.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - 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 state 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 raised access flooring systems.

Assessment criteria

The learner can:

- 3.1 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing raised access flooring systems
- 3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing raised access flooring systems, and the types, purpose and limitations of each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to install raised access flooring systems.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • floor system components • skirting • perimeter strips • timber • timber-based sheet material • fixings • fittings • hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment 4.3 state: <ul style="list-style-type: none"> • how the resources should be used correctly • how problems associated with the resources are reported • how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work 4.5 describe how to calculate quantity, length and area associated with the method/procedure to install raised access flooring systems.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when installing raised access flooring systems.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when installing raised access flooring systems.
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: <ul style="list-style-type: none"> • 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 raised access flooring systems to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing raised access flooring systems: <ul style="list-style-type: none"> • measuring • marking out • fitting • finishing • positioning • securing 7.2 install the following to contractor's working instructions: <ul style="list-style-type: none"> • proprietary raised access flooring systems (including ramps, steps) • mouldings 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • install raised access floor systems with fire barriers, ramps and steps • form openings for grilles and outlet boxes to raised access floor systems • fix plastic and timber skirting • use hand tools, power tools and equipment 7.4 safely use and store: <ul style="list-style-type: none"> • hand tools • portable power tools • ancillary equipment 7.5 state the needs of other occupations and how to communicate within a team when installing raised access flooring systems 7.6 describe how to maintain the tools and equipment used when installing raised access flooring systems.

Unit 273 Installing 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 Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing raised access flooring systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 608

Moving, handling and storing resources in the workplace

UAN:	F/503/1171
Level:	2
Credit value:	5
GLH:	17
Relationship to NOS:	This unit is linked to NOS COSVR643 Move, handle or store resources
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• 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 Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' 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 683

Removing and relocating proprietary partition systems in the workplace

UAN:	H/600/7035
Level:	2
Credit value:	16
GLH:	53
Relationship to NOS:	This unit is linked to NOS COSVR128 Remove and relocate proprietary partition systems
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• carrying out removal and reinstallation of relocatable or operable proprietary partitioning systems

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when removing and relocating proprietary partition systems.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications

- schedules
- manufacturers' information.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when removing and relocating proprietary partition systems.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - 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 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when removing and relocating proprietary partition systems.

Assessment criteria

The learner can:

- 3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when removing and relocating proprietary partition systems
- 3.2 explain why and when personal protective equipment (PPE) should be used, relating to removing and relocating proprietary partition systems, and the types, purpose and limitations of each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to remove and relocate proprietary partition systems.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - panels
 - framing sections/track
 - glass
 - doors
 - ironmongery
 - wall coverings
 - fixings
 - fittings
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate quantity, length and area associated with the method/procedure to remove and relocate proprietary partition systems.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when removing and relocating proprietary partition systems.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when removing and relocating proprietary partition systems.

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:
 - 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 remove and relocate proprietary partition systems to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when removing and relocating proprietary partition systems:
 - measuring
 - marking out
 - removing
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 remove and reinstall one of the following partitioning systems to contractor's working instructions:
 - relocatable partitioning systems, including doors, trims/mouldings, junctions

or

 - operable partitioning systems, including folding and sliding systems, trims/mouldings
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - use hand tools, power tools and equipment
 - use access equipment

plus either

 - remove and reinstall non-ferrous metal relocatable partition systems, hung doors, mouldings and trims, wall coverings and glazing

or

 - remove and reinstall folding and sliding operable partition systems, hung doors, mouldings, trims and doors
- 7.4 safely use and store:
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when removing and relocating proprietary partition systems
- 7.6 describe how to maintain the tools and equipment used when removing and relocating proprietary partition systems.

Unit 683 Removing and relocating proprietary partition systems in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of removing and relocating proprietary partition systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- Relocatable partitions
- Operable partitions.

Unit 684

Removing and relocating raised access flooring systems in the workplace

UAN:	H/600/7102
Level:	2
Credit value:	17
GLH:	57
Relationship to NOS:	This unit is linked to NOS COSVR134 Remove and relocate raised access flooring systems
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• carrying out removal and reinstallation of raised flooring systems with fire barriers, ramps and steps

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when removing and relocating raised access flooring systems.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications

- schedules
- manufacturers' information.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when removing and relocating raised access flooring systems.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - 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 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when removing and relocating raised access flooring systems.

Assessment criteria

The learner can:

- 3.1 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when removing and relocating raised access flooring systems
- 3.2 explain why and when personal protective equipment (PPE) should be used, relating to removing and relocating raised access flooring systems, and the types, purpose and limitations of each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to remove and relocate raised access flooring systems.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - floor system components
 - skirting
 - perimeter strips
 - timber
 - timber-based sheet material
 - fixings
 - fittings
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate quantity, length and area associated with the method/procedure to remove and relocate raised access flooring systems.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when removing and relocating raised access flooring systems.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when 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 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • 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 remove and relocate raised access flooring systems to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when removing and relocating raised access flooring systems:
 - measuring
 - marking out
 - removing
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 remove and reinstall the following to contractor's working instructions:
 - proprietary raised access flooring systems (including ramps, steps)
 - mouldings
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - remove and reinstall raised access floor systems with fire barriers, ramps and steps
 - remove and re-form openings for grilles and outlet boxes to raised access floor systems
 - fix new plastic and timber skirting
 - use hand tools, power tools and equipment
- 7.4 safely use and store:
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when removing and relocating raised access flooring systems
- 7.6 describe how to maintain the tools and equipment used when removing and relocating raised access flooring systems.

Unit 684 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 Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of removing and relocating raised access flooring systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 703

Setting up and using circular saws in the workplace

UAN:	F/600/7107
Level:	2
Credit value:	13
GLH:	43
Relationship to NOS:	This unit is linked to NOS COSVR13 Set up and use circular saws
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• setting up fixed and/or transportable machinery and sawing to size timber and timber-based sheet material and/or non-ferrous metal

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when setting up and using circular saws.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• cutting lists• schedules• manufacturers' information• operating instructions 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications

- schedules cutting lists
- manufacturers' information
- regulations governing the use of machinery to work wood and/or non-ferrous metal.

Learning outcome

The learner will:

2. maintain safe working practices when setting up and using circular saws.

Assessment criteria

The learner can:

- 2.1 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - change saw blades
 - cut material to size
 - operate fixed or transportable circular saws
- 2.2 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when setting up and using circular saws
- 2.3 explain why and when personal protective equipment (PPE) should be used, relating to setting up and using circular saws, and the types, purpose and limitations of each type.

Learning outcome

The learner will:

3. carry out pre-start preparation inspections on power tools and equipment in accordance with approved procedures when setting up and using circular saws.

Assessment criteria

The learner can:

- 3.1 carry out pre-start checks in accordance with:
 - legislation
 - official guidance
 - organisational requirements
- 3.2 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - with tools, machinery and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling and mechanical lifting
- 3.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

4. carry out operations safely using power tools and to achieve the work outcome by setting up and using circular saws.

Assessment criteria

The learner can:

- 4.1 demonstrate the following work skills when setting up and using circular saws:
 - measuring
 - marking out
 - fitting
 - finishing
 - positioning
 - securing
- 4.2 use fixed or transportable circular saws and appropriate safety aids to:
 - change saw blades (portable saws only) appropriate to the material and use
 - cut timber and timber manufactured sheet material and/or non-ferrous metal to size
- 4.3 outline potential hazards associated with the resources and method of work
- 4.4 describe how to calculate quantity, length, area and wastage associated with the method/procedure to set up and use circular saws
- 4.5 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - timber, manufactured sheet material, non-ferrous metal
 - saw blades
 - safety aids (push sticks and jigs etc)
 - hand tools and equipment.

Learning outcome
The learner will: 5. identify problems associated with power tools and equipment which need to be referred to authorised personnel when setting up and using circular saws.
Assessment criteria
The learner can: 5.1 carry out checks in accordance with: <ul style="list-style-type: none"> • manufacturer's/ operator's guidance • legislation and official guidance • organisational requirements 5.2 safely use and store fixed or transportable circular saws and safety aids 5.3 state: <ul style="list-style-type: none"> • how the resources should be used correctly • how problems associated with the resources are reported • how the organisational procedures are used 5.4 describe how to maintain the tools and equipment used when setting up and using circular saws.

Learning outcome
The learner will: 6. minimise the risk of damage to the work and surrounding area when setting up and using circular saws.
Assessment criteria
The learner can: 6.1 minimise damage and maintain a clean work space 6.2 dispose of waste in accordance with legislation 6.3 state why the disposal of waste should be carried out in relation to the work.

Unit 703 Setting up and using circular saws in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of setting up and using circular saws to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criteria 4.2:

- change saw blades (portable saws only).

This unit must be assessed against one of the following endorsements:

- Timber
- Non-ferrous metal.

Unit 712

Installing suspended ceiling systems in the workplace

UAN:	K/600/7022
Level:	2
Credit value:	8
GLH:	27
Relationship to NOS:	This unit is linked to NOS COSVR125 Install suspended ceiling systems
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information.

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 under current legislation and official guidance whilst working:
 - in the workplace
 - 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 state 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 suspended ceiling systems.

Assessment criteria

The learner can:

- 3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing suspended ceiling systems
- 3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing suspended ceiling systems, and the types, purpose and limitations of each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

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 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - tiles
 - grid components
 - hangers
 - battens
 - braces
 - light fittings
 - grilles
 - insulation
 - panels
 - sealants
 - fixings
 - fittings
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate quantity, length and area 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
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

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 state the purpose of the work programme and explain why deadlines should be kept in relation to:
 - types of progress charts, timetables and estimated times
 - organisational procedures for reporting circumstances which will affect the work programme.

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
 - finishing
 - positioning
 - securing
- 7.2 install at least one of the following suspended ceiling systems to contractor's working instructions:
 - standard and proprietary suspended ceilings, including repairs **and/or**
 - specialist proprietary suspended ceilings for ambient temperature controlled and/or passive fire controlled areas
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - install and repair exposed grid, linear and open cell, metal furring/pan grid proprietary suspended ceilings
 - install light fittings and grilles to proprietary suspended ceilings
 - install fire, smoke, sound and thermal cavity barriers
 - use hand tools, power tools and equipment
 - use access equipment**and/or**
 - install, clean and check stability of ambient/temperature controlled suspended ceilings
 - confirm seal of panel joints
 - use hand tools, power tools and equipment
 - use access equipment
- 7.4 safely use and store:
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate 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 712 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 Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing suspended ceiling systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

Unit 713

Finishing dry lining walls or ceilings in the workplace

UAN:	K/602/5505
Level:	2
Credit value:	10
GLH:	33
Relationship to NOS:	This unit is linked to NOS COSVR618 Finish dry lining walls or ceilings
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and carrying out finishing to dry lining of walls or ceilings

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when finishing dry lining walls or ceilings.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from:<ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statements1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ul style="list-style-type: none">• drawings• specifications• schedules

- method statements
- risk assessments
- manufacturers' information.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when finishing dry lining walls or ceilings.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - below ground level
 - at height
 - in confined spaces
 - 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 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when finishing dry lining walls or ceilings.

Assessment criteria

The learner can:

- 3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when finishing dry lining walls or ceilings
- 3.2 explain why, when and how personal protective equipment (PPE) should be used, relating to finishing dry lining walls or ceilings, and the types, purpose and limitations of each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to finish dry lining walls or ceilings.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - tapes
 - scrims
 - angle beads
 - jointing and finishing compounds
 - primers
 - top coats
 - skimming/finishing plasters
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate quantity, length and area associated with the method/procedure to finish dry lining walls or ceilings.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when finishing dry lining walls or ceilings.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state 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 finishing dry lining walls or ceilings.

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:
 - 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 or ceilings to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when finishing dry lining walls or ceilings:
- measuring
 - marking out
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 apply the following to given working instructions:
- tape to vertical and horizontal dry lining edges (hand and/or mechanical methods)
 - form internal and external angles
 - priming/protection/top coat
- and/or**
- plaster finish
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- apply tape to vertical and horizontal dry lining edges, by hand and mechanical methods
 - form internal and external corners
 - apply primers, protection coats, top coats
 - apply plaster finish
 - use hand tools, power tools and equipment
 - work at height
 - use access equipment
- 7.4 safely use and store:
- materials
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when finishing dry lining walls or ceilings
- 7.6 describe how to maintain the tools and equipment used when finishing dry lining walls or ceilings.

Unit 713 Finishing dry lining walls or ceilings in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' 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 one of the following endorsements:

- Hand methods
- Mechanical methods
- Plaster finishes.

Unit 714

Preparing and installing protection barriers in the workplace

UAN:	J/600/7027
Level:	2
Credit value:	16
GLH:	53
Relationship to NOS:	This unit is linked to NOS
Aim:	The aim of this unit is to provide the learner with an awareness of:

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when preparing and installing protection barriers.

Assessment criteria

The learner can:

- 1.1 interpret and extract information from:
 - drawings
 - specifications
 - schedules
 - manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - drawings
 - specifications
 - schedules
 - manufacturers' information.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when preparing and installing protection barriers.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - 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 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when preparing and installing protection barriers.

Assessment criteria

The learner can:

- 3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing and installing protection barriers
- 3.2 explain why and when personal protective equipment (PPE) should be used, relating to preparing and installing protection barriers, and the types, purpose and limitations of each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to prepare and install protection barriers.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • insulation • dampers • sealants • metal sections • fixings • fittings • hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment 4.3 state: <ul style="list-style-type: none"> • how the resources should be used correctly • how problems associated with the resources are reported • how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work 4.5 describe how to calculate quantity, length and area associated with the method/procedure to prepare and install protection barriers.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when preparing and installing protection barriers.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when preparing and installing protection barriers.
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: <ul style="list-style-type: none"> • 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 prepare and install protection barriers to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when preparing and installing protection barriers: <ul style="list-style-type: none"> • measuring • marking out • fitting • finishing • positioning • securing 7.2 prepare and install any two of the following to floor and/or ceiling voids to contractor's working instructions: <ul style="list-style-type: none"> • fire • smoke • sound and thermal protection barriers 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • install fire, smoke, sound and thermal protection barriers to floor and/or ceiling voids • seal trunking and pipes • use hand tools, power tools and equipment • use access equipment 7.4 safely use and store: <ul style="list-style-type: none"> • hand tools • portable power tools • ancillary equipment 7.5 state the needs of other occupations and how to communicate within a team when preparing and installing protection barriers 7.6 describe how to maintain the tools and equipment used when preparing and installing protection barriers.

Unit 714 Preparing and installing protection barriers in the workplace

Supporting information

Assessment guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of when preparing and installing protection barriers to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- Floor voids
- Ceiling voids.



Appendix 1 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

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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