

Level 2 NVQ Diploma in Plastering (Construction) (6573-22/24)

September 2018 Version 1.2



Qualification at a glance

Subject area	Plastering (Construction)
City & Guilds number	6573
Age group approved	16-18,19+
Assessment	Portfolio of evidence
Grading	This qualification is graded as Achieved a Pass and Not Achieved a Pass
Support materials	Centre handbook Candidate logbooks
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GL	TQT	City & Guilds number	Accreditation number
City & Guilds Level 2 NVQ Diploma in Plastering (Construction) – Solid	366	870	6573-22	603/3080/6
City & Guilds Level 2 NVQ Diploma in Plastering (Construction) – Fibrous	258	560	6573-24	603/3080/6

Version and date	Change detail	Section
v1.0 March 2018	Units revised in line with current CITB units (2017 v5)	All
V1.1 September 2018	Added City & Guilds to qualification names	All



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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?	This qualification is ideal for individuals who work as a solid or fibrous plasterer in the construction sector. It provides an opportunity for them to demonstrate their competence in this area and gain a City & Guilds Level 2 NVQ Diploma in Plastering.
What do the qualifications cover?	It covers solid and fibrous plastering. Solid plastering includes applying wet finishes to walls, ceilings and floors to given specifications. Fibrous plastering involves installing fibrous plaster elements. Upon completion, learners show that they have the required skills and knowledge and are competent in this specialist trade area.
Are the qualifications part of a framework or initiative?	This qualification forms the competence based element of the Intermediate Apprenticeship in Construction Specialist (Level 2), pathway 9: Plastering (England only).
What opportunities for progression are there?	<p>It allows learners to progress into employment or onto a City & Guilds Level 3 NVQ Diploma in Plastering.</p> <p>Plastering has a wide range of opportunities that candidates can be involved with in a structured career path, such as new builds and refurbishments. This apprenticeship will enable progression to the Advanced (Level 3) Apprenticeship in Construction Specialist: Plastering (England only).</p> <p>After gaining work experience in the chosen occupational area there are also opportunities to progress into occupational work supervision, management or technical support areas.</p>

Structure

The **City & Guilds Level 2 NVQ Diploma in Plastering (Construction) (6573)** has two pathways:

- **City & Guilds Level 2 NVQ Diploma in Plastering (Construction) – Solid (6573-22)** – TQT value of 870
- **City & Guilds Level 3 NVQ Diploma in Plastering (Construction) – Fibrous (6573-24)** – TQT value of 560

To achieve the **City & Guilds Level 2 NVQ Diploma in Plastering (Construction) – Solid (6573-22)**, learners must complete six mandatory units plus one optional unit.

Learners may elect to take additional units, but these will not count towards the qualification.

City & Guilds unit number	Unit title	Unit level
Mandatory		
101	Conforming to general health, safety and welfare in the workplace	1
218	Conforming to productive working practices in the workplace	2
608	Moving, handling and storing resources in the workplace	2
280	Applying finishing plaster to prepared surfaces in the workplace	2
286	Applying solid render to background surfaces and producing finishes in the workplace	2
287	Producing internal solid plastering finishes in the workplace	2
Optional		
281	Applying projection plaster and render, and maintaining equipment in the workplace	2
282	Installing direct bond dry linings in the workplace	2
283	Installing mechanically fixed plasterboard in the workplace	2
323	Laying sand and cement screeds in the workplace	2
Elective		
285	Producing cement castings in the workplace	2
288	Laying screed floors in the workplace	2

To achieve the **City & Guilds Level 2 NVQ Diploma in Plastering (Construction) – Fibrous (6573-24)**, learners must complete six mandatory units.

Learners may elect to take additional units, but these will not count towards the qualification.

City & Guilds unit number	Unit title	Unit level
Mandatory		
101	Conforming to general health, safety and welfare in the workplace	1
218	Conforming to productive working practices in the workplace	2
608	Moving, handling and storing resources in the workplace	2
289	Positioning and securing fibrous plaster components in the workplace	2
290	Repairing fibrous plaster components in the workplace	2
291	Producing fibrous plaster components in the workplace	2
Elective		
285	Producing cement castings in the workplace	2
288	Laying screed floors in the workplace	2

Total qualification time and guided learning values

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. Guided learning, also expressed in hours, is time spent under the direct supervision of a provider of education or training (including assessment). Guided learning contributes to TQT.

TQT and GL values are estimates.

Title and level	TQT	GL
City & Guilds Level 2 NVQ Diploma in Plastering (Construction) – Solid	870	366
City & Guilds Level 2 NVQ Diploma in Plastering (Construction) – Fibrous	560	258



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 way which:

- best meets the needs and capabilities of their candidates
- 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 candidate to access relevant qualifications covering these skills.

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

Assessors and internal quality assurers

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 candidates' competence. Assessors' experience, knowledge and understanding could 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 a 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 Qualifications and Credit Framework (QCF), 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

These qualifications are approved for 16–18, and 19 + learners. There are no age limits attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

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 these qualifications:

Description	How to access
Candidate logbooks	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 external quality assurer, 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 6573 logbooks (one for each pathway) from the City & Guilds website.

Aspects to be assessed through performance in the workplace

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

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

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to 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 rather than focusing on specific tasks. This would show how evidence 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
- title
- level
- guided learning values (including assessment)
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101

Conforming to general health, safety and welfare in the workplace

Level:	1
GL:	17
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• relevant current statutory requirements and official guidance• responsibilities, to self and others, relating to workplace health, safety and welfare• adopting safe and health working practices• personal behaviour and 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: a. statutory requirements b. 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 1.5 state how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 1.6 state which types of: a. health, safety and welfare legislation b. notices and warning signs are relevant to the occupational area and associated equipment 1.7 state why: a. health, safety and welfare legislation b. notices and warning signs are relevant to the occupational area 1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work.

Learning outcome
The learner will: 2. Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
Assessment criteria
The learner can: 2.1 report any hazards created by changing circumstances within the workplace in accordance with organisational procedures 2.2 list typical hazards associated with the work environment and occupational area in relation to:

<ul style="list-style-type: none"> a. resources b. substances c. asbestos d. equipment e. obstructions f. storage g. services h. 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>

Learning outcome
The learner will:
3. Comply with organisational policies and procedures to contribute to health, safety and welfare.
Assessment criteria
The learner can:
3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices
3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare
3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures
3.4 safely store health and safety control equipment in accordance with given instructions
3.5 dispose of waste and/or consumable items in accordance with legislation
3.6 state the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> a. dealing with accidents and emergencies associated with the work and environment b. methods of receiving or sourcing information c. reporting d. stopping work e. evacuation f. fire risks and safe exit procedures g. 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:
 - a. recognising when to stop work in the face of serious and imminent danger to self and/or others
 - b. contributing to discussions and providing feedback
 - c. reporting changed circumstances and incidents in the workplace
 - d. 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:
 - a. during the working day
 - b. on completion of the day's work
 - c. for unauthorised personnel (other operatives and the general public)
 - d. for theft
- 5.2 state how security arrangements are implemented in relation to:
 - a. the workplace
 - b. the general public
 - c. site personnel
 - d. resources.

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

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Unit 218

Conforming to productive working practices in the workplace

Level:	2
GL:	20
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <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: a. line management b. colleagues c. 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: a. using resources for own and other's work requirements b. allocating appropriate work to employees c. organising the work sequence d. 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: a. job cards b. worksheets c. material/resource lists

<ul style="list-style-type: none"> d. time sheets <p>3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.</p>
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Learning outcome
<p>The learner will:</p> <p>4. Maintain good working relationships when conforming to productive working practices.</p>
Assessment criteria
<p>The learner can:</p> <p>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</p> <p>4.2 apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others</p> <p>4.3 describe how to maintain good working relationships, in relation to:</p> <ul style="list-style-type: none"> a. individuals b. customer and operative c. operative and line management d. own and other occupations <p>4.4 describe why it is important to work effectively with:</p> <ul style="list-style-type: none"> a. line management b. colleagues c. customers <p>4.5 describe how working relationships could have an effect on productive working</p> <p>4.6 describe how to apply principles of equality and diversity when communicating and working with others.</p>

Unit 218

Conforming to productive working practices in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Unit 280

Applying finishing plaster to prepared surfaces in the workplace

Level:	2
GL:	70
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• applying finishing plaster in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when applying finishing plaster to prepared surfaces.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe the different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when applying finishing plaster to prepared surfaces.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

<ul style="list-style-type: none"> a. site b. workplace c. company d. operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>
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Learning outcome
The learner will:
3. Maintain safe and healthy working practices when applying finishing plaster to prepared surfaces.
Assessment criteria
The learner can:
3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying finishing plaster to prepared surfaces
3.2 demonstrate compliance with given information and relevant legislation when applying finishing plaster to prepared surfaces in relation to the following:
<ul style="list-style-type: none"> a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health
3.3 explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to applying finishing plaster to prepared surfaces, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV)
3.4 describe how relevant health and safety control equipment should be used in accordance with given working 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"> a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to apply finishing plaster to prepared surfaces.
Assessment criteria
The learner can:
4.1 select resources associated with own work in relation to:
<ul style="list-style-type: none"> a. materials

	<ul style="list-style-type: none"> b. components c. tools d. ancillary equipment
4.2	<p>describe the:</p> <ul style="list-style-type: none"> a. characteristics b. quality c. uses d. sustainability e. limitations f. defects <p>associated with the resources in relation to:</p> <ul style="list-style-type: none"> a. plaster b. clean water c. hand tools, portable power tools and ancillary equipment.
4.3	<p>describe:</p> <ul style="list-style-type: none"> a. how the resources should be used correctly b. how problems associated with the resources are reported
4.4	<p>explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>
4.5	<p>describe any potential hazards associated with the resources and methods of work</p>
4.6	<p>describe how to calculate:</p> <ul style="list-style-type: none"> a. quantity b. length c. area d. wastage <p>associated with the method/procedure to apply finishing plaster to prepared surfaces.</p>

Learning outcome	
The learner will:	
5. Minimise the risk of damage to the work and surrounding area when applying finishing plaster to prepared surfaces	
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	<p>describe how to protect work from damage and the purpose of protection in relation to:</p> <ul style="list-style-type: none"> a. general workplace activities b. other occupations c. adverse weather conditions
5.5	<p>explain why the disposal of waste should be carried out safely in accordance with:</p> <ul style="list-style-type: none"> a. environmental responsibilities b. organisational procedures c. manufacturers' information

- d. statutory regulations
- e. official guidance.

Learning outcome

The learner will:

- 6. Complete the work within the allocated time when applying finishing plaster to prepared surfaces.

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:
 - a. types of progress charts, timetables and estimated times
 - b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

- 7. Comply with the given contract information to apply finishing plaster to prepared surfaces to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when applying finishing plaster to prepared surfaces:
 - a. checking
 - b. applying
 - c. finishing
- 7.2 use and maintain hand tools, portable power tools and ancillary equipment
- 7.3 check surface, mix and apply finishing plasters to **two** of the following to given working instructions:
 - a. pre-plastered surfaces
 - b. plasterboard
 - c. finished concrete
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. mix plasters
 - b. check surface preparation
 - c. apply finishing plasters to vertical and horizontal surfaces (pre-plastered, plasterboard and finished concrete)
 - d. recognise and determine when specialist skills and knowledge are required and report accordingly
 - e. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - f. use hand tools, portable power tools and ancillary equipment
 - g. work at height
 - h. use access equipment/working platforms

- 7.5 describe the needs of other occupations and how to effectively communicate within a team when applying finishing plaster to prepared surfaces
- 7.6 describe how to maintain the tools and equipment used when applying finishing plaster to prepared surfaces.

Unit 280

Applying finishing plaster to prepared surfaces in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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 applying finishing plaster to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 281

Applying projection plaster and render, and maintaining equipment in the workplace

Level:	2
GL:	63
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• applying projection plaster and render in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when applying projection plaster and render, and maintaining equipment.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when applying projection plaster and render, and maintaining equipment.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment

<ul style="list-style-type: none"> c. personal belongings <p>in relation to:</p> <ul style="list-style-type: none"> a. site b. workplace c. company d. operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>3. Maintain safe and healthy working practices when applying projection plaster and render, and maintaining equipment.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying projection plaster and render, and maintaining equipment</p> <p>3.2 demonstrate compliance with given information and relevant legislation when applying projection plaster and render, and maintaining equipment in relation to the following:</p> <ul style="list-style-type: none"> a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health <p>3.3 explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to applying projection plaster and render, and maintaining equipment, and the types, purpose and limitations of each type the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) <p>3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:</p> <ul style="list-style-type: none"> a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to apply projection plaster and render, and maintain equipment.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. components c. tools d. equipment 4.2 describe the: a. characteristics b. quality c. uses d. sustainability e. limitations f. defects associated with the resources in relation to: a. projection plaster and render b. clean water c. hand tools, plaster and render spray equipment, and associated equipment. 4.3 describe a. how the resources should be used correctly b. 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: a. quantity b. length c. area d. wastage associated with the method/procedure to apply projection plaster and render.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when applying projection plaster and render, and maintaining equipment.
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:
 - a. general workplace activities
 - b. other occupations
 - c. adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
 - a. environmental responsibilities
 - b. organisational procedures
 - c. manufacturers' information
 - d. statutory regulations
 - e. official guidance.

Learning outcome

The learner will:

- 6. Complete the work within the allocated time when applying projection plaster and render, and maintaining equipment.

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:
 - a. types of progress charts, timetables and estimated times
 - b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

- 7. Comply with the given contract information to apply projection plaster and render, and maintain equipment to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when applying projection plaster and render, and maintaining equipment:
 - a. measuring
 - b. loading
 - c. applying.
- 7.2 use and maintain hand tools, plaster and render spray equipment (diesel or electric) and associated equipment
- 7.3 prepare load and operate equipment and apply plaster to vertical and horizontal surfaces and/or render (internal and/or external) to given working instructions
- 7.4 clean and maintain plaster/render equipment
- 7.5 describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. prepare, load and operate plastering and render equipment

- b. apply plaster and render to vertical and horizontal surfaces (internal and/or external)
 - c. clean and maintain plastering and rendering equipment
 - d. recognise and determine when specialist skills and knowledge are required and report accordingly
 - e. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - f. use hand tools, plaster and render spray equipment and associated equipment
 - g. work at height
 - h. use access equipment/working platforms.
- 7.6 describe the needs of other occupations and how to communicate effectively within a team when applying projection plaster and render, and maintaining equipment
- 7.7 describe how to maintain the tools, plaster and render spray equipment and associated equipment used when applying projection plaster and render.

Unit 281

Applying projection plaster and render, and maintaining equipment in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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 applying projection plaster and render, and maintaining equipment to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 282

Installing direct bond dry lining systems in the workplace

Level:	2
GL:	47
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• installing direct bond dry lining systems in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing direct bond dry lining systems.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe the different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when installing direct bond dry lining systems.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting. 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

<ul style="list-style-type: none"> a. site b. workplace c. company d. operative. <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>

Learning outcome
The learner will: 3. Maintain safe and healthy working practices when installing direct bond dry lining systems.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing direct bond dry lining systems 3.2 demonstrate compliance with given information and relevant legislation when in relation to the following: <ul style="list-style-type: none"> a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health 3.3 explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to installing direct bond dry lining systems, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how relevant health and safety control equipment should be used in accordance with given working 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"> a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install direct bond dry lining systems.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: <ul style="list-style-type: none"> a. materials

	<ul style="list-style-type: none"> b. components c. fixings d. tools e. equipment
4.2	<p>describe the:</p> <ul style="list-style-type: none"> a. characteristics b. quality c. uses d. sustainability e. limitations f. defects <p>associated with the resources in relation to:</p> <ul style="list-style-type: none"> a. manufactured proprietary boards b. bonding compounds c. fixings d. hand tools, portable power tools and ancillary 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	<p>describe how to calculate:</p> <ul style="list-style-type: none"> a. quantity b. length c. area d. wastage <p>associated with the method/procedure to install direct bond dry lining systems.</p>

Learning outcome	
The learner will:	
5.	Minimise the risk of damage to the work and surrounding area when installing direct bond dry lining systems.
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
5.2	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"> a. general workplace activities b. other occupations c. 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"> a. environmental responsibilities b. organisational procedures

- c. manufacturers' information
- d. statutory regulations
- e. official guidance.

Learning outcome

The learner will:

- 6. Complete the work within the allocated time when installing direct bond dry lining systems.

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - a. types of progress charts, timetables and estimated times
 - b. 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 direct bond dry lining systems to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing direct bond dry lining systems:
 - a. measuring
 - b. marking out
 - c. mixing
 - d. cutting
 - e. applying
 - f. fitting
 - g. finishing
 - h. positioning
 - i. securing
- 7.2 use and maintain hand tools, portable power tools and ancillary equipment
- 7.3 prepare background surfaces, mix bonding compounds and install dry lining systems to given working instructions to include:
 - a. direct bonding to solid backgrounds
 - b. form openings with reveals
 - c. form seals around perimeter and services
 - d. fit around services
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. mixing bonding compounds
 - b. install internal dry linings by direct bond to solid backgrounds
 - c. form openings and reveals

- d. fit around services
 - e. form seals around perimeter and services
 - f. repair direct bond dry internal linings
 - g. maintain ventilation as appropriate
 - h. recognise and determine when specialist skills and knowledge are required and report accordingly
 - i. understand specific requirements for structures or special interest, traditional build (pre 1919) and historical significance
 - j. use hand tools, portable power tools and ancillary equipment
 - k. work at height
 - l. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when installing direct bond dry lining systems
- 7.6 describe how to maintain the tools and equipment used when installing direct bond dry lining systems.

Unit 282 Installing direct bond dry lining systems in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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 direct bond dry lining systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Level:	2
GL:	40
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• installing mechanically fixed plasterboard in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing mechanically fixed plasterboard.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when installing mechanically fixed plasterboard.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting. 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

- a. site
 - b. workplace
 - c. company
 - d. operative.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. Maintain safe and healthy working practices when installing mechanically fixed plasterboard.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing mechanically fixed plasterboard 3.2 demonstrate compliance with given information and relevant legislation when installing mechanically fixed plasterboard in relation to the following: <ul style="list-style-type: none"> a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health 3.3 explain why and when health and safety control equipment identified by principles of prevention should be used, relating to installing mechanically fixed plasterboard, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install mechanically fixed plasterboard.
Assessment criteria

<p>The learner can:</p> <p>4.1 select resources associated with own work in relation to:</p> <ul style="list-style-type: none"> a. materials b. components c. fixings d. tools e. equipment <p>4.2 describe the:</p> <ul style="list-style-type: none"> a. characteristics b. quality c. uses d. sustainability e. limitations f. defects <p>associated with the resources in relation to:</p> <ul style="list-style-type: none"> a. manufactured proprietary boards b. fittings and fixings c. hand tools, portable power tools and ancillary equipment <p>4.3 describe:</p> <ul style="list-style-type: none"> a. how the resources should be used correctly b. how problems associated with the resources are reported <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work</p> <p>4.6 describe how to calculate:</p> <ul style="list-style-type: none"> a. quantity b. length c. area d. wastage <p>associated with the method/procedure to install mechanically fixed plasterboard.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>5. Minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 dispose of waste in accordance with current legislation</p> <p>5.4 describe how to protect work from damage and the purpose of protection in relation to:</p> <ul style="list-style-type: none"> a. general workplace activities b. other occupations c. adverse weather conditions

- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
- a. environmental responsibilities
 - b. organisational procedures
 - c. manufacturers' information
 - d. statutory regulations
 - e. official guidance.

Learning outcome

The learner will:

6. Complete the work within the allocated time when installing mechanically fixed plasterboard.

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:
- a. types of progress charts, timetables and estimated times
 - b. 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 mechanically fixed plasterboard to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing mechanically fixed plasterboard:
- a. measuring
 - b. marking out
 - c. cutting
 - d. applying
 - e. fitting
 - f. fixing
 - g. finishing
 - h. positioning
 - i. securing.
- 7.2 use and maintain hand tools, portable power tools and ancillary equipment
- 7.3 prepare backgrounds and install plasterboard to given working instructions relating to the following:
- a. clad to timber and/or metal
 - b. form openings with and without reveals
 - c. fit around services
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- a. identify appropriate standard, performance and uses of the plasterboard
 - b. install and mechanically fix plasterboard to timber and metal internal backgrounds
 - c. form openings with and without reveals
 - d. fit around services
 - e. repair damaged boarded areas
 - f. recognise and determine when specialist skills and knowledge are required and report accordingly
 - g. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - h. use hand tools, portable power tools and ancillary equipment
 - i. work at height
 - j. use access equipment/working platforms.
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when installing mechanically fixed plasterboard
- 7.6 describe how to maintain the tools and equipment used when installing mechanically fixed plasterboard.

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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 mechanically fixed plasterboard to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Level:	2
GL:	80
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• producing cement castings in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when producing cement castings.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when producing cement castings.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

<ul style="list-style-type: none"> a. site b. workplace c. company d. operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>
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Learning outcome
The learner will: 3. Maintain safe and healthy working practices when producing cement castings.
Assessment criteria
The learner can: 3.1 use health and safety equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing cement castings 3.2 demonstrate compliance with given information and relevant legislation when producing cement castings in relation to the following: <ul style="list-style-type: none"> a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing cement castings, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> a. fires b. spillage c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to produce cement castings.
Assessment criteria
The learner can:

4.1	select resources associated with own work in relation to:
	<ul style="list-style-type: none"> a. materials b. components c. fixings d. tools e. equipment
4.2	describe the:
	<ul style="list-style-type: none"> a. characteristics b. quality c. uses d. sustainability e. limitations f. defects
	associated with the resources in relation to:
	<ul style="list-style-type: none"> a. mould compounds, aggregates, cement, lime, casting plasters and specialised casting materials b. reinforcing material c. timber, zinc and fixings d. additives and release agent e. hot and cold pour f. clean water g. hand tools, portable power tools, vibrating table and ancillary equipment
4.3	describe:
	<ul style="list-style-type: none"> a. how the resources should be used correctly b. 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:
	<ul style="list-style-type: none"> a. quantity b. length c. area d. wastage
	associated with the method/procedure to produce cement castings.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when producing cement castings.
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:
 - a. general workplace activities
 - b. other occupations
 - c. adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
 - a. environmental responsibilities
 - b. organisational procedures
 - c. manufacturers' information
 - d. statutory regulations
 - e. official guidance.

Learning outcome

The learner will:

- 6. Complete the work within the allocated time when producing cement castings.

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:
 - a. types of progress charts, timetables and estimated times
 - b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

- 7. Comply with the given contract information to produce cement castings to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when producing cement castings:
 - a. measuring
 - b. marking out
 - c. gauging
 - d. mixing
 - e. casting a running finish
- 7.2 use and maintain hand tools, portable power tools, vibrating table and ancillary equipment
- 7.3 construct models and running moulds
- 7.4 prepare bench, install reinforcements and produce cement castings to given working instructions from the following:
 - a. running straight and radial moulds
 - b. flood moulds, case moulds and casts
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- a. construct models and running moulds
 - b. prepare bench
 - c. install reinforcement
 - d. produce running straight and radial moulds
 - e. produce mouldings using flood, case moulds and casts
 - f. prepare mould compounds, aggregates, cement, lime, casting plasters and specialised casting materials
 - g. mix, place and compact material to make castings
 - h. remove and cure castings
 - i. recognise and determine when specialist skills and knowledge are required and report accordingly
 - j. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - k. use hand tools, portable power tools, vibrating table and ancillary equipment
 - l. work at height
 - m. use access equipment/working platforms
- 7.6 describe the needs of other occupations and how to communicate effectively within a team when producing cement castings
- 7.7 describe how to maintain the tools and equipment used when producing cement castings.

Unit 285 Producing cement castings in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must 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 producing cement castings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 286

Applying solid render to background surfaces and producing finishes in the workplace

Level:	2
GL:	105
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• applying solid render to background surfaces and producing finishes in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when applying solid render to background surfaces and producing finishes.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when applying solid render to background surfaces and producing finishes.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment

<ul style="list-style-type: none"> c. personal belongings <p>in relation to:</p> <ul style="list-style-type: none"> a. site b. workplace c. company d. operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>3. Maintain safe and healthy working practices when applying solid render to background surfaces and producing finishes.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying solid render to background surfaces and producing finishes</p> <p>3.2 demonstrate compliance with given information and relevant legislation when applying solid render to background surfaces and producing finishes in relation to the following:</p> <ul style="list-style-type: none"> a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health <p>3.3 explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to applying solid render to background surfaces and producing finishes and the types, purpose and limitations of each type, the work situation and general work environment in relation to:</p> <ul style="list-style-type: none"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) <p>3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:</p> <ul style="list-style-type: none"> a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to apply solid render to background surfaces and produce finishes.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. tools c. equipment 4.2 describe the: a. characteristics b. quality c. uses d. sustainability e. limitations f. defects associated with the resources in relation to: a. render, sand, lime, cement and additives beads, trims, and fibre/paper tapes b. bellcasts and beads, expanded metal lath (EML) c. dash, rough-cast (harling, wet dash), proprietary pre-cast finish, synthetic and non-synthetic renders d. reinforcement, stress patches, sealants, fixings and fittings e. hand tools, portable power tools and ancillary equipment 4.3 describe: a. how the resources should be used correctly b. 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: a. quantity b. length c. area d. wastage associated with the method/procedure to apply external solid render to background surfaces and produce finishes.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when applying solid render to background surfaces and producing finishes.
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"> a. general workplace activities b. other occupations c. 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"> a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome	
The learner will:	
6.	Complete the work within the allocated time when applying solid render to background surfaces and producing finishes.
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"> a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome	
The learner will:	
7.	Comply with the given contract information to apply solid render to background surfaces and produce finishes to the required specification.
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when producing finishes: <ul style="list-style-type: none"> a. measuring b. marking out c. mixing d. applying e. finishing
7.2	use and maintain hand tools, portable power tools and ancillary equipment
7.3	apply: <ul style="list-style-type: none"> a. base coats b. reinforcing mesh

- c. stress patches
- 7.4 prepare background surfaces, mix and apply solid render to bellcasts, internal and external angles, walls, reveals and soffits and to **one** of the following background surfaces to given working instructions:
 - a. brick
 - b. block
 - c. concrete
 - d. rubble stone masonry
 - e. external insulation
 - f. expanded metal lath (EML)
- 7.5 produce a plain-faced finish coat to external walls and/or external insulation plus **one** of the following finishes to given working instructions:
 - a. dash
 - b. rough-cast (harling, wet dash)
 - c. synthetic or non-synthetic renders
 - d. proprietary pre-cast
- 7.6 describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. carry out pre-installation checks to include structural integrity, dampness, vents, services (gas, electric, water, media cables)
 - b. mix render to the required strength for background surfaces and supporting fixtures
 - c. prepare backgrounds surfaces
 - d. recognise the procedures to check flues and combustion air ventilation
 - e. understand the implications of existing guarantees and warranties
 - f. apply base coats, reinforcing mesh and stress patches
 - g. apply multiple coat renders to external walls
 - h. form internal and external angles, reveals, expansion joints and bellcasts
 - i. position, secure and apply renders to expanded metal lath (EML)
 - j. apply, dash, plain faced coat, rough-cast (harling, wet-dash), synthetic and non-synthetic renders, proprietary pre-cast finishes and sealants to external surfaces and external insulation including door and window reveals
 - k. complete post installation checks: compliance with specifications, resistance to water penetration, anchorage/fixing, vents, services (gas, electric, water, media cables)
 - l. recognise and determine when specialist skills and knowledge are required and report accordingly
 - m. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - n. use hand tools, portable power tools and ancillary equipment
 - o. work at height

p. use access equipment/working platforms

7.7 describe the needs of other occupations and how to effectively communicate within a team when applying solid render to background surfaces and producing finishes

7.8 describe how to maintain the tools and equipment used when applying solid render to background surfaces and producing finishes.

Unit 286

Applying solid render to background surfaces and producing finishes in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must 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 applying solid render to background surfaces and producing finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 287

Producing internal solid plastering finishes in the workplace

Level:	2
GL:	87
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• producing internal solid plastering finishes in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when producing internal solid plastering finishes.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe the different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when producing internal solid plastering finishes.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

- a. site
 - b. workplace
 - c. company
 - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. Maintain safe and healthy working practices when producing internal solid plastering finishes.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing internal solid plastering finishes 3.2 demonstrate compliance with given information and relevant legislation when producing internal solid plastering finishes in relation to the following: a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health 3.3 explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to producing internal solid plastering finishes, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to produce internal solid plastering finishes.
Assessment criteria

<p>The learner can:</p> <p>4.1 select resources associated with own work in relation to:</p> <ol style="list-style-type: none"> a. materials b. components c. tools d. ancillary equipment <p>4.2 describe the:</p> <ol style="list-style-type: none"> a. characteristics b. quality c. uses d. sustainability e. limitations f. defects <p>associated with the resources in relation to:</p> <ol style="list-style-type: none"> a. backing coat and finishing plasters, sand, lime, cement and additives b. beads, trims, and fibre/paper tapes c. manufactured boards d. hand tools, portable power tools and ancillary equipment <p>4.3 describe:</p> <ol style="list-style-type: none"> a. how the resources should be used correctly b. how problems associated with the resources are reported <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work</p> <p>4.6 describe how to calculate:</p> <ol style="list-style-type: none"> a. quantity b. length c. area d. wastage <p>associated with the method/procedure to produce internal solid plastering finishes.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>5. Minimise the risk of damage to the work and surrounding area when producing internal solid plastering finishes.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 dispose of waste in accordance with current legislation</p> <p>5.4 describe how to protect work from damage and the purpose of protection in relation to:</p> <ol style="list-style-type: none"> a. general workplace activities b. other occupations c. adverse weather conditions

- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
- a. environmental responsibilities
 - b. organisational procedures
 - c. manufacturers' information
 - d. statutory regulations
 - e. official guidance.

Learning outcome

The learner will:

6. Complete the work within the allocated time when producing internal solid plastering finishes.

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:
- a. types of progress charts, timetables and estimated times
 - b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. Comply with the given contract information to produce internal solid plastering finishes to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when producing internal solid plastering finishes:
- a. measuring
 - b. marking out
 - c. preparing
 - d. mixing
 - e. applying
 - f. finishing
- 7.2 use and maintain hand tools, portable power tools and ancillary equipment
- 7.3 prepare background surfaces, mix and apply internal plasters to given working instructions to the following:
- a. one-coat work
 - b. two-coat work
 - c. 90° internal and external angle
 - d. reveals, cills and soffits (door and/or windows)
 - e. walls and ceilings
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. mix plasters
 - b. prepare background surfaces

- c. install expanded metal lath (EML) and timber lath
 - d. apply and finish one- and two-coat plasterwork to internal solid backgrounds, EML, timber lath backgrounds, and manufactured boards to walls and ceilings
 - e. form internal and external angles, reveals and expansion joints
 - f. recognise and determine when specialist skills and knowledge are required and report accordingly
 - g. understand specific requirements for structures of special interest, traditional build (pre-1919) and historical significance
 - h. use hand tools, portable power tools, and ancillary equipment
 - i. work at height
 - j. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when producing internal solid plastering finishes
- 7.6 describe how to maintain the tools and equipment used when producing internal solid plastering finishes.

Unit 287

Producing internal solid plastering finishes in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must 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 producing internal solid plastering finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 288

Laying screed floors in the workplace

Level:	2
GL:	70
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• laying screed floors in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when laying screed floors.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. work instructions g. electronic data h. manufacturers' information i. current regulations.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when laying screed floors.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment

<ul style="list-style-type: none"> c. personal belongings <p>in relation to:</p> <ul style="list-style-type: none"> a. site b. workplace c. company d. operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>3. Maintain safe and healthy working practices when laying screed floors.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying screed floors</p> <p>3.2 demonstrate compliance with given information and relevant legislation when laying screed floors in relation to:</p> <ul style="list-style-type: none"> a. safe handling of materials b. safe use, storage and handling of materials, tools and equipment c. specific risks to health <p>3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to laying screed floors, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) <p>3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:</p> <ul style="list-style-type: none"> a. fires b. spillages c. injuries d. other task-related activities.

<p>Learning outcome</p> <p>The learner will:</p> <p>4. Select the required quantity and quality of resources for the methods of work to lay screed floors.</p>
<p>Assessment criteria</p> <p>The learner can:</p>

- 4.1 select resources associated with own work in relation to:
 - a. materials
 - b. components
 - c. fixings
 - d. tools
 - e. equipment
- 4.2 describe the:
 - a. characteristics
 - b. quality
 - c. uses
 - d. sustainability
 - e. limitations
 - f. defects
 associated with the resources in relation to:
 - a. battens, reinforcement and drainage accessories
 - b. movement and construction joints
 - c. bonding agents, sand, cement, additives, aggregates, colouring agents, membranes
 - d. flowable screeds
 - e. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
 - a. how the resources should be used correctly
 - b. 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:
 - a. quantity
 - b. length
 - c. area
 - d. volume
 - e. wastage
 associated with the method/procedure to lay screed floors.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when laying screed floors.
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"> a. general workplace activities b. other occupations

<ul style="list-style-type: none"> c. 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"> a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

<p>Learning outcome</p> <p>The learner will:</p> <p>6. Complete the work within the allocated time when laying screed floors.</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 describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> a. types of progress charts, timetables and estimated times b. 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 lay screed floors to the required specification.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>7.1 demonstrate the following work skills when laying screed floors:</p> <ul style="list-style-type: none"> a. measuring b. marking out c. locating d. securing e. forming f. fixing g. mixing h. transporting i. laying j. testing k. compacting l. protecting m. curing. <p>7.2 use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 lay screeds to floors and stairs to given working instructions using sand and cementitious screeds or flowable screeds</p> <p>7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> a. set out for line and level

- b. locate and protect cast-in services (heating, water, gas, electric and waste)
 - c. prepare and protect service penetrations
 - d. position and secure reinforcement, spacers and fixings
 - e. form drainage inlets, drainage channels and outlets
 - f. form joints, movement (expansion), anti-crack applicable to bay sizes
 - g. inspect prepared substrate to include cleanliness, testing and application of primers and damp proof membranes (DPM)
 - h. check and monitor ambient conditions
 - i. mix screeds using paddle, spiral and forced action mixer
 - j. transport screed material using mechanical (pumps, bulk bags by lifting equipment) and by hand (shovelled, barrowed)
 - k. work with and around plant and machinery
 - l. test screed mix for consistency
 - m. prepare samples for testing
 - n. lay and compact screed (vibrating screed beam and rollers) to floors, doors and around fixings to specified thickness, level and finish
 - o. monitor and control exposure to vibration
 - p. protect and cure screed
 - q. recognise and determine when specific skills and knowledge are required and report accordingly
 - r. meet agreed quality criteria
 - s. record and report
 - t. use hand tools, portable power tools and ancillary equipment
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when laying screed floors
- 7.6 describe how to maintain the tools and equipment used when laying screed floors.

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must 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 laying screed floors 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

- cementitious screeds
- flowable screeds.

Unit 289

Positioning and securing fibrous plaster components in the workplace

Level:	2
GL:	57
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• positioning and securing fibrous plaster components in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when positioning and securing fibrous plaster components.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when positioning and securing fibrous plaster components.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

<ul style="list-style-type: none"> d. site e. workplace f. company g. operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>
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Learning outcome
The learner will:
3. Maintain safe and healthy working practices when positioning and securing fibrous plaster components.
Assessment criteria
The learner can:
3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when positioning and securing fibrous plaster components
3.2 demonstrate compliance with given information and relevant legislation when positioning and securing fibrous plaster components in relation to the following: <ul style="list-style-type: none"> a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health
3.3 explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to positioning and securing fibrous plaster components, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV)
3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to position and secure fibrous plaster components.
Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to:
 - a. materials
 - b. components
 - c. fixings
 - d. tools
 - e. equipment
- 4.2 describe the:
 - a. characteristics
 - b. quality
 - c. uses
 - d. sustainability
 - e. limitations
 - f. defectsassociated with the resources in relation to:
 - a. casting and fixing plasters
 - b. adhesives
 - c. reinforcing materials
 - d. timber and fixings
 - e. clean water
 - f. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
 - a. how the resources should be used correctly
 - b. 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:
 - a. quantity
 - b. length
 - c. area
 - d. wastageassociated with the method/procedure to position and secure fibrous plaster components.

Learning outcome

The learner will:

5. Minimise the risk of damage to the work and surrounding area when positioning and securing fibrous plaster 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 current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - a. general workplace activities

<ul style="list-style-type: none"> b. other occupations c. 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"> a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome
The learner will:
6. Complete the work within the allocated time when positioning and securing fibrous plaster components.
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"> a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. Comply with the given contract information to position and secure fibrous plaster components to the required specification.
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when positioning and securing fibrous plaster components:
<ul style="list-style-type: none"> a. measuring b. marking out c. cutting d. jointing e. fixing f. positioning g. securing h. finishing
7.2 use and maintain hand tools, portable power tools and ancillary equipment
7.3 prepare backgrounds and install fibrous plasterwork to given working instructions to two of the following:
<ul style="list-style-type: none"> a. plain cornice mouldings b. dado/panel mouldings c. plain-faced casts
7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- a. install fibrous plaster cornice, dado, panel and plain faced (including rebated) mouldings
 - b. identify the differences between mirrored and balanced mitres
 - c. set out to mark positioning of un-mirrored mitres
 - d. identify proprietary methods of fixing
 - e. form and reinforce joints
 - f. form internal and external returns and stop ends
 - g. recognise and determine when specialist skills and knowledge are required and report accordingly
 - h. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - i. use hand tools, portable power tools and ancillary equipment
 - j. work at height
 - k. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to communicate effectively within a team when positioning and securing fibrous plaster components
- 7.6 describe how to maintain the tools and equipment used when positioning and securing fibrous plaster components.

Unit 289 Positioning and securing fibrous plaster components in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must 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 positioning and securing fibrous plaster components to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 290

Repairing fibrous plaster components in the workplace

Level:	2
GL:	70
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• repairing fibrous plaster components in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when repairing fibrous plaster components.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when repairing fibrous plaster components.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

<ul style="list-style-type: none"> a. site b. workplace c. company d. operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>
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Learning outcome
The learner will:
3. Maintain safe and healthy working practices when repairing fibrous plaster components.
Assessment criteria
The learner can:
3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing fibrous plaster components
3.2 demonstrate compliance with given information and relevant legislation when repairing fibrous plaster components in relation to the following:
<ul style="list-style-type: none"> a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health
3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to repairing fibrous plaster components, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV)
3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
<ul style="list-style-type: none"> a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will:
4. Select the required quantity and quality of resources for the methods of work to repair fibrous plaster components.
Assessment criteria
The learner can:
4.1 select resources associated with own work in relation to:

	<ul style="list-style-type: none"> a. materials b. components c. fixings d. tools e. equipment
4.2	<p>describe the:</p> <ul style="list-style-type: none"> a. characteristics b. quality c. uses d. sustainability e. limitations f. defects <p>associated with the resources in relation to:</p> <ul style="list-style-type: none"> a. casting plasters and adhesives b. reinforcing material c. release agents d. timber and fixings e. clean water f. hand tools, portable power tools and ancillary equipment
4.3	<p>describe:</p> <ul style="list-style-type: none"> a. how the resources should be used correctly b. how problems associated with the resources are reported
4.4	<p>explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>
4.5	<p>describe any potential hazards associated with the resources and methods of work</p>
4.6	<p>describe how to calculate:</p> <ul style="list-style-type: none"> a. quantity b. length c. area d. wastage <p>associated with the method/procedure to repair fibrous plaster components.</p>

Learning outcome	
The learner will:	
5. Minimise the risk of damage to the work and surrounding area when repairing fibrous plaster 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 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"> a. general workplace activities b. other occupations c. adverse weather conditions

- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
- a. environmental responsibilities
 - b. organisational procedures
 - c. manufacturers' information
 - d. statutory regulations
 - e. official guidance.

Learning outcome

The learner will:

6. Complete the work within the allocated time when repairing fibrous plaster components.

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:
- a. types of progress charts, timetables and estimated times
 - b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. Comply with the given contract information to repair fibrous plaster components to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when repairing fibrous plaster components:
- a. measuring
 - b. marking out
 - c. cutting
 - d. removing
 - e. replicating
 - f. fixing
 - g. positioning
 - h. securing
 - i. finishing
- 7.2 use and maintain hand tools, portable power tools and ancillary equipment
- 7.3 prepare/repair backgrounds, mix casting plasters and adhesives, and repair the following existing fibrous plasterwork to given working instructions:
- a. plain cornice mouldings
 - b. dado/panel mouldings
 - c. plain-faced casts
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. prepare and repair backgrounds

- b. mix casting plasters and adhesives
 - c. repair fibrous plaster cornice, dado and panel mouldings and plain faced casts
 - d. replicate mouldings using relevant methods and materials (silicone, clay, profile gauge)
 - e. form, repair and reinforce joints
 - f. form internal and external returns and stop ends
 - g. recognise and determine when specialist skills and knowledge are required and report accordingly
 - h. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - i. use hand tools, portable power tools and ancillary equipment
 - j. work at height
 - k. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to communicate effectively within a team when repairing fibrous plaster components
- 7.6 describe how to maintain the tools and equipment used when repairing fibrous plaster components.

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must 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 repairing fibrous plaster components to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 291

Producing fibrous plaster components in the workplace

Level:	2
GL:	67
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• producing fibrous plaster components in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when producing fibrous plaster components.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when producing fibrous plaster components.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

- a. site
 - b. workplace
 - c. company
 - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. Maintain safe and healthy working practices when producing fibrous plaster components.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing fibrous plaster components 3.2 demonstrate compliance with given information and relevant legislation when producing fibrous plaster components in relation to the following: a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing fibrous plaster components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to produce fibrous plaster components.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to:

	<ul style="list-style-type: none"> a. materials b. components c. fixings d. tools e. equipment
4.2	<p>describe the:</p> <ul style="list-style-type: none"> a. characteristics b. quality c. uses d. sustainability e. limitations f. defects <p>associated with the resources in relation to:</p> <ul style="list-style-type: none"> a. casting plasters b. reinforcing material c. timber, zinc and fixings d. hot and cold pour e. sealant, additives, release agents f. clean water g. hand tools, portable power tools and ancillary equipment
4.3	<p>describe:</p> <ul style="list-style-type: none"> a. how the resources should be used correctly b. how problems associated with the resources are reported
4.4	<p>explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>
4.5	<p>describe any potential hazards associated with the resources and methods of work</p>
4.6	<p>describe how to calculate:</p> <ul style="list-style-type: none"> a. quantity b. length c. area d. wastage <p>associated with the method/procedure to produce fibrous plaster components.</p>

Learning outcome	
The learner will:	
5.	Minimise the risk of damage to the work and surrounding area when producing fibrous plaster 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 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"> a. general workplace activities b. other occupations

<ul style="list-style-type: none"> c. 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"> a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

<p>Learning outcome</p> <p>The learner will:</p> <p>6. Complete the work within the allocated time when producing fibrous plaster components.</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 describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> a. types of progress charts, timetables and estimated times b. 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 produce fibrous plaster components to the required specification.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>7.1 demonstrate the following work skills when producing fibrous plaster components:</p> <ul style="list-style-type: none"> a. measuring b. marking out c. cutting d. positioning e. gauging f. mixing g. casting h. running mouldings <p>7.2 use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 construct models and running moulds</p> <p>7.4 prepare bench, install reinforcement and produce plasterwork to given working instructions to form three of the following:</p> <ul style="list-style-type: none"> a. straight and radial moulds b. flood moulds and casts c. reverse (negative) cornice moulds and casts d. plain-faced rebated slabs <p>7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p>

- a. construct models and running moulds
 - b. prepare bench
 - c. install reinforcement
 - d. mix casting plasters and use retarders where appropriate
 - e. produce reverse (negative) cornice moulds and casts
 - f. produce straight and radial moulds
 - g. produce mouldings using flood moulds and casts
 - h. produce plain faced rebated slabs
 - i. prepare mould compounds
 - j. identify different types of casting plasters and retarders, and their appropriate uses
 - k. recognise and determine when specialist skills and knowledge are required and report accordingly
 - l. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - m. use hand tools, portable power tools and ancillary equipment
 - n. work at height
 - o. use access equipment/working platforms
- 7.6 describe the needs of other occupations and how to communicate effectively within a team when producing fibrous plaster components
- 7.7 describe how to maintain the tools and equipment used when producing fibrous plaster components.

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must 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 producing fibrous plaster components to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 323

Laying sand and cement screeds in the workplace

Level:	3
GL:	43
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• laying sand and cement screeds in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when laying sand and cement screeds.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. current regulations governing buildings.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when laying sand and cement screeds.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to:

- a. site
 - b. workplace
 - c. company
 - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. Maintain safe and health working practices when laying sand and cement screeds.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying sand and cement screeds 3.2 demonstrate compliance with given information and relevant legislation when laying sand and cement screeds in relation to the following: a. safe use of access equipment/working platforms b. safe use, storage and handling of materials, tools and equipment c. specific risks to health 3.3 explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to laying sand and cement screeds, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to lay sand and cement screeds.
Assessment criteria
The learner can:

4.1	select resources associated with own work in relation to:
	<ul style="list-style-type: none"> a. materials b. components c. tools d. equipment
4.2	describe the:
	<ul style="list-style-type: none"> a. characteristics b. quality c. uses d. sustainability e. limitations f. defects
	associated with the resources in relation to:
	<ul style="list-style-type: none"> a. sand, cement, ready-mixed screeds b. damp-proof membranes (DPM) c. reinforcement fibre/mesh d. expansion joints e. hand tools, portable power tools and ancillary equipment
4.3	describe:
	<ul style="list-style-type: none"> a. how the resources should be used correctly b. 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:
	<ul style="list-style-type: none"> a. quantity b. length c. area d. wastage
	associated with the method/procedure to lay sand and cement screeds.

Learning outcome
The learner will:
5. Minimise the risk of damage to the work and surrounding area when laying sand and cement screeds.
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"> a. general workplace activities b. other occupations c. adverse weather conditions

- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
- a. environmental responsibilities
 - b. organisational procedures
 - c. manufacturers' information
 - d. statutory regulations
 - e. official guidance.

Learning outcome

The learner will:

6. Complete the work within the allocated time when laying sand and cement screeds.

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:
- a. types of progress charts, timetables and estimated times
 - b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. Comply with the given contract information to lay sand and cement screeds to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when laying sand and cement screeds:
- a. measuring
 - b. marking out
 - c. cleaning
 - d. laying
 - e. compacting
 - f. finishing
- 7.2 use and maintain hand tools, portable power tools and ancillary equipment
- 7.3 prepare surfaces, mix and lay floor screeds to given working instructions relating to the following:
- a. sand and cement screeds
 - b. level and/or to falls
- 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. prepare floor surfaces
 - b. lay and finish sand and cement screeds to level and falls
 - c. fall to drainage outlets and form skirtings
 - d. remove defective and repair sand and cement screeds
 - e. install damp proof membranes (DPM)

- f. prepare screed materials
 - g. accommodate movement
 - h. lay bonded and floating screeds
 - i. accommodate for insulation and underfloor heating
 - j. reinforce screeds (fibres and mesh)
 - k. recognise and determine when specialist skills and knowledge are required and report accordingly
 - l. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - m. use hand tools, portable power tools and ancillary equipment
 - n. work at height
 - o. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when laying sand and cement screeds
- 7.6 describe how to maintain the tools and equipment used when laying sand and cement screeds.

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must 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 laying sand and cement screeds 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

Level:	2
GL:	27
Aim:	<p>The aim of this unit is to provide the learner with the skills and knowledge required for:</p> <ul style="list-style-type: none">• interpreting information• complying with relevant legislation and official guidance• maintaining safe and healthy working practices• selecting the required quantity and quality of resources• minimising the risk of damage• completing work in a timely manner.

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: a. in the workplace b. in confined spaces c. below ground level d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to: a. site b. workplace c. company d. 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 and healthy 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 3.1 use lifting aids safely as appropriate to the work 3.2 protect the environment in accordance with safe working practices as appropriate to the work 3.3 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 3.5 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: a. fires b. spillages c. injuries d. other task-related activities.

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: a. characteristics b. quality c. uses d. sustainability e. limitations f. defects

<p>associated with the occupational resources in relation to:</p> <ol style="list-style-type: none"> a. lifting and handling aids b. container(s) c. fixing, holding and securing systems <p>4.3 describe how the resources should be handled and how any problems associated with the resources are reported</p> <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <ol style="list-style-type: none"> 5. Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.
<p>Assessment criteria</p> <p>The learner can:</p> <ol style="list-style-type: none"> 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 current 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: <ol style="list-style-type: none"> a. general workplace activities b. other occupations c. adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: <ol style="list-style-type: none"> a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

<p>Learning outcome</p> <p>The learner will:</p> <ol style="list-style-type: none"> 6. Complete the work within the allocated time when moving, handling and/or storing resources.
<p>Assessment criteria</p> <p>The learner can:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. progress charts, timetables and estimated times b. 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:
 - a. moving
 - b. positioning
 - c. storing
 - d. securing and/or using lifting aids
 - e. 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:
 - a. sheet material
 - b. loose material
 - c. bagged or wrapped material
 - d. fragile material
 - e. tools and equipment
 - f. components
 - g. liquids
- 7.3 describe how to apply:
 - a. safe work practices
 - b. follow procedures
 - c. report problems and establish the authority needed to rectify themwhen 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

Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.



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 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 on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve 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

*Calls to our 0844 numbers cost 7 pence per minute plus your telephone company's access charge.

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About City & Guilds

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 Land Based Services (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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