

Level 2 NVQ Diploma in Plastering (Construction) (6573)

September 2017 Version 1.1



Qualification at a glance

Subject area	Plastering (Construction)
City & Guilds number	6573
Age group approved	16-18,19+
Assessment	Portfolio of evidence
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 NVQ Diploma in Plastering (Construction) – Solid – Basic	124	370	6573-01	600/7861/3
Level 2 NVQ Diploma in Plastering (Construction) – Solid – Full	124	370	6573-02	600/7861/3
Level 2 NVQ Diploma in Plastering (Construction) – Fibrous – Basic	124	370	6573-03	600/7861/3
Level 2 NVQ Diploma in Plastering (Construction) – Fibrous – Full	124	370	6573-04	600/7861/3

Date and version No.	Change detail	Section
September 2017 V1.1	Added GLH and TQT details	Qualification at a Glance, Structure
	Deleted QCF	Appendix



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1 Introduction

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

Area	Description
Who are the qualifications for?	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 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.
What opportunities for progression are there?	It allows learners to progress into employment or onto a Level 3 NVQ Diploma in Plastering. 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. After gaining work experience in the chosen occupational area there are also opportunities to progress into occupational work supervision, management or technical support areas.

Structure

To achieve the **Level 2 NVQ Diploma in Plastering (Construction) – Solid – Basic (6573-01)**, learners must achieve **39** credits in total. **28** credits must come from the mandatory units plus a minimum of **11** credits from the optional units.

Level 2 NVQ Diploma in Plastering (Construction) – Solid – Basic

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
A/600/7686	203	Applying finishing plaster to background surfaces in the workplace	18
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/503/1171	608	Moving, handling and storing resources in the workplace	5
Optional			
T/600/7699	205	Applying projection plaster and maintaining equipment in the workplace	16
H/600/7696	253	Installing direct bond dry linings in the workplace	15
Y/600/7713	264	Installing mechanically fixed plasterboard in the workplace	14
K/600/6565	322	Laying sand and cement screeds to levels and/or falls in the workplace	11
D/600/7695	713	Producing external solid render finishes in the workplace	22
R/600/7693	715	Producing internal solid plastering finishes in the workplace	22

To achieve the **Level 2 NVQ Diploma in Plastering (Construction) – Solid – Full (6573-02)**, learners must achieve **79** credits in total. **54** credits must come from the mandatory units plus a minimum of **25** credits from the optional units.

Level 2 NVQ Diploma in Plastering (Construction) – Solid – Full

Mandatory			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/503/1171	608	Moving, handling and storing resources in the workplace	5
D/600/7695	713	Producing external solid render finishes in the workplace	22
R/600/7693	715	Producing internal solid plastering finishes in the workplace	22
Optional			
A/600/7686	203	Applying finishing plaster to background surfaces in the workplace	18
T/600/7699	205	Applying projection plaster and maintaining equipment in the workplace	16
H/600/7696	253	Installing direct bond dry linings in the workplace	15
Y/600/7713	264	Installing mechanically fixed plasterboard in the workplace	14
K/600/6565	322	Laying sand and cement screeds to levels and/or falls in the workplace	11

To achieve the **Level 2 NVQ Diploma in Plastering (Construction) – Fibrous – Basic (6573-03)**, learners must achieve **37** credits from the mandatory units.

Level 2 NVQ Diploma in Plastering (Construction) – Fibrous – Basic

Mandatory			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/503/1171	608	Moving, handling and storing resources in the workplace	5
K/600/7859	613	Positioning and securing fibrous plaster components in the workplace	13
T/600/7864	692	Repairing fibrous plaster components in the workplace	14

To achieve the **Level 2 NVQ Diploma in Plastering (Construction) – Fibrous – Full (6573-04)**, learners must achieve **54** credits from the mandatory units.

Level 2 NVQ Diploma in Plastering (Construction) – Fibrous – Full

Mandatory			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/503/1171	608	Moving, handling and storing resources in the workplace	5
K/600/7859	613	Positioning and securing fibrous plaster components in the workplace	13
T/600/7864	692	Repairing fibrous plaster components in the workplace	14
J/600/7867	714	Producing fibrous plaster components in the workplace	17

Learners may achieve further credits from the Elective group. However any credits achieved from the Elective group **will not** count towards the qualification.

Elective			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
L/600/7871	712	Producing cement castings in the workplace	17

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 NVQ Diploma in Plastering (Construction) – Solid – Basic	124	370
Level 2 NVQ Diploma in Plastering (Construction) – Solid – Full	124	370
Level 2 NVQ Diploma in Plastering (Construction) – Fibrous – Basic	124	370
Level 2 NVQ Diploma in Plastering (Construction) – Fibrous – Full	124	370



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 verifiers

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 Regulated Qualification Framework (RQF), or the Scottish Credit and Qualifications Framework (SCQF):
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - SVQ (SCQF level) Assessing Competence in the Work Environment
 - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

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

Continuing Professional Development (CPD)

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

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates 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 logbook	Available to download from the City & Guilds website

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 verifier, 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 logbook from the City & Guilds website.

Aspects to be assessed through performance in the workplace

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

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

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to 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
- unit accreditation number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101

Conforming to general health, safety and welfare in the workplace

UAN:	A/503/1170
Level:	1
Credit value:	2
GLH:	7
Aim:	This unit is about awareness of relevant current statutory requirements and official guidance, responsibilities, to self and others, relating to workplace health, safety and welfare, 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 statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment 1.4 state why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none">• collective protective measures• personal protective equipment (PPE)• respiratory protective equipment (RPE)• local exhaust ventilation (LEV) 1.5 state how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 1.6 state which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment

- | |
|---|
| <p>1.7 state why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area</p> <p>1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work.</p> |
|---|

Learning outcome
<p>The learner will:</p> <p>2. recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 report any hazards created by changing circumstances within the workplace in accordance with organisational procedures</p> <p>2.2 list typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities</p> <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
<p>The learner will:</p> <p>3. comply with organisational policies and procedures to contribute to health, safety and welfare</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices</p> <p>3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare</p> <p>3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures</p> <p>3.4 safely store health and safety control equipment in accordance with given instructions</p> <p>3.5 dispose of waste and/or consumable items in accordance with legislation</p> <p>3.6 state the organisational policies and procedures for health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback

3.7	state the appropriate types of fire extinguishers relevant to the work
3.8	state how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

Learning outcome	
The learner will:	
4.	work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area
Assessment criteria	
The learner can:	
4.1	demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare
4.2	state how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> • recognising when to stop work in the face of serious and imminent danger to self and/or others • contributing to discussions and providing feedback • reporting changed circumstances and incidents in the workplace • complying with the environmental requirements of the workplace
4.3	give examples of how the behaviour and actions of individuals could affect others within the workplace.

Learning outcome	
The learner will:	
5.	comply with and support all organisational security arrangements and approved procedures
Assessment criteria	
The learner can:	
5.1	provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> • during the working day • on completion of the day's work • for unauthorised personnel (other operatives and the general public) • for theft
5.2	state how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

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 Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Unit 203

Applying finishing plaster to background surfaces in the workplace

UAN:	A/600/7686
Level:	2
Credit value:	18
GLH:	60
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials and equipment• prepare and applying finishing plaster to prepared internal backgrounds.

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

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when applying finishing plaster to background surfaces
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when applying finishing plaster to background surfaces
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when applying finishing plaster to background surfaces. 3.2 explain why and when personal protective equipment (PPE) should be used, relating to applying finishing plaster to background surfaces, and the types, purpose and limitations of each type. 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to apply finishing plaster to background surfaces
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • plasters • hand tools and equipment

4.2	select resources associated with own work in relation to materials, components, fixings, tools and equipment
4.3	state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply finishing plaster to background surfaces.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when applying finishing plaster to background surfaces
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage.
5.2	minimise damage and maintain a clean work space.
5.3	describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
5.4	dispose of waste in accordance with legislation.
5.5	state why the disposal of waste should be carried out in relation to the work.

Learning outcome	
The learner will:	
6.	complete the work within the allocated time when applying finishing plaster to background surfaces
Assessment criteria	
The learner can:	
6.1	demonstrate completion of the work within the allocated time.
6.2	state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times.

Learning outcome	
The learner will:	
7.	comply with the given contract information to apply finishing plaster to background surfaces to the required specification
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when applying finishing plaster to background surfaces: <ul style="list-style-type: none"> • applying and finishing
7.2	prepare and apply finishing plasters to prepared backgrounds to contractor's working instructions
7.3	describe how to apply safe work practices, follow procedures,

report problems and establish the authority needed to rectify them, to:

- apply finishing plasters to vertical and horizontal surfaces in new situations
- mix plasters
- prepare backgrounds
- work at height
- use hand tools and equipment

7.4 safely use and store hand tools and ancillary equipment

7.5 state the needs of other occupations and how to communicate within a team when applying finishing plaster to background surfaces

7.6 describe how to maintain the tools and equipment used when applying finishing plaster to background surfaces.

Unit 203 Applying finishing plaster to background surfaces in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying finishing plaster to background surfaces to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 205

Applying projection plaster and maintaining equipment in the workplace

UAN:	T/600/7699
Level:	2
Credit value:	16
GLH:	53
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• loading, operating machinery and applying projection plaster ready for trowelling/finishing• cleaning and maintaining the machine

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

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when applying projection plaster and maintaining equipment
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when applying projection plaster and maintaining equipment
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when applying projection plaster and maintaining equipment 3.2 explain why and when personal protective equipment (PPE) should be used, relating to applying projection plaster and maintaining equipment, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to apply projection plaster and maintain equipment
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • spraying plaster • plastering machine

<ul style="list-style-type: none"> • clean water • hand tools and other associated equipment
4.2 select resources associated with own work in relation to materials, components, tools and equipment
4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4 outline potential hazards associated with the resources and method of work
4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply projection plaster and maintain equipment.

Learning outcome
The learner will:
5. minimise the risk of damage to the work and surrounding area when applying projection plaster and maintaining equipment
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage
5.2 minimise damage and maintain a clean work space
5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4 dispose of waste in accordance with legislation
5.5 state why the disposal of waste should be carried out in relation to the work.

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

Learning outcome
The learner will:
7. comply with the given contract information to apply projection plaster and maintain equipment to the required specification
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when applying projection plaster and maintaining equipment:

- measuring
 - loading
 - applying
- 7.2 load and operate machine and apply plaster to contractor's working instructions for:
- vertical and horizontal surfaces (internal and/or external)
- 7.3 clean plaster machine
- 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- load and operate plastering machine
 - apply plaster to vertical and horizontal surfaces (internal and/or external)
 - clean and maintain plastering machine
 - work at height
 - use hand tools and other associated equipment
- 7.5 safely use and store hand tools, plaster spray equipment and ancillary equipment
- 7.6 state the needs of other occupations and how to communicate within a team when applying projection plaster and maintaining equipment
- 7.7 describe how to maintain the tools and equipment used when applying projection plaster and maintaining equipment.

Unit 205 Applying projection plaster and maintaining equipment in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying projection plaster and maintaining equipment to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 218

Conforming to productive working practices in the workplace

UAN:	J/503/1169
Level:	2
Credit value:	3
GLH:	10
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 line management, colleagues and 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

<p>is planned and carried out productively, in relation to:</p> <ul style="list-style-type: none"> • using resources for own and other’s work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions <p>2.4 describe how to contribute to zero/low carbon work outcomes within the built environment.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>3. maintain relevant records in accordance with the organisational procedures</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 complete relevant documentation according to the occupation as required by the organisation</p> <p>3.2 describe how to complete and maintain documentation in accordance with organisational procedures, in relation to:</p> <ul style="list-style-type: none"> • job cards • worksheets • material/resource lists • time sheets <p>3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>4. maintain good working relationships when conforming to productive working practices</p>
<p>Assessment criteria</p> <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"> • individuals • customer and operative • operative and line management • own and other occupations <p>4.4 describe why it is important to work effectively with line management, colleagues and customers</p> <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 Additional Requirements for Qualifications using the title NVQ in RQF
- 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 253

Installing direct bond dry linings in the workplace

UAN:	H/600/7696
Level:	2
Credit value:	15
GLH:	50
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and installing dry linings by direct bond to internal solid backgrounds

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

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when installing direct bond dry linings
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when installing direct bond dry linings
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing direct bond dry linings 3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing direct bond dry linings, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to install direct bond dry linings
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • manufactured proprietary boards • bonding compounds

<ul style="list-style-type: none"> • jointing materials • hand and/or powered tools and equipment
4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment
4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4 outline potential hazards associated with the resources and method of work
4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install direct bond dry linings.

Learning outcome
The learner will:
5. minimise the risk of damage to the work and surrounding area when installing direct bond dry linings
Assessment criteria
The learner can:
5.1 protect the work and its surrounding area from damage
5.2 minimise damage and maintain a clean work space
5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4 dispose of waste in accordance with legislation
5.5 state why the disposal of waste should be carried out in relation to the work.

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

Learning outcome
The learner will:
7. comply with the given contract information to install direct bond dry linings to the required specification
Assessment criteria
The learner can:
7.1 demonstrate the following work skills when

- measuring
- marking out
- mixing
- cutting
- applying
- fitting
- finishing
- positioning
- securing

7.2 install to contractor's working instructions:

- direct bonding to solid backgrounds
- forming openings with reveals

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

- install internal dry linings by direct bond to solid backgrounds
- form openings and reveals
- form finished joints
- work at height
- use hand tools, power tools and equipment.

7.4 safely use and store hand tools, portable power tools and ancillary equipment

7.5 state the needs of other occupations and how to communicate within a team when installing direct bond dry linings

7.6 describe how to maintain the tools and equipment used when installing direct bond dry linings.

Unit 253 Installing direct bond dry linings in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 264

Installing mechanically fixed plasterboard in the workplace

UAN:	Y/600/7713
Level:	2
Credit value:	14
GLH:	47
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and mechanically fixing plasterboard to internal backgrounds

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 information from drawings, specifications, schedules and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• regulations.

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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when installing mechanically fixed plasterboard
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing mechanically fixed plasterboard 3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing mechanically fixed plasterboard, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

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
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • manufactured proprietary boards • fixtures and fittings

	<ul style="list-style-type: none"> • jointing materials • hand and/or powered tools and equipment
4.2	select resources associated with own work in relation to materials, components, fixings, tools and equipment
4.3	state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	describe how to calculate quantity, length, area and wastage associated with the method/procedure to install mechanically fix plasterboard.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage
5.2	minimise damage and maintain a clean work space
5.3	describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4	dispose of waste in accordance with legislation
5.5	state why the disposal of waste should be carried out in relation to the work.

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	state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome	
The learner will:	
7.	comply with the given contract information to install mechanically fixed plasterboard to the required specification
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when installing mechanically fixed plasterboard:

- measuring
 - marking out
 - cutting
 - applying
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 install plasterboard to contractor's working instructions by:
- cladding to timber and/or metal
 - forming openings with reveals
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- install and mechanically fix plasterboard dry lining to internal backgrounds
 - form openings with reveals
 - form finished joints
 - work at height
 - use hand tools, power tools and equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to 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.

Unit 264 Installing mechanically fixed plasterboard in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 322

Laying sand and cement screeds to levels and/or falls in the workplace

UAN:	K/600/6565
Level:	3
Credit value:	11
GLH:	37
Aim:	The aim is to provide the learner with the necessary skills and knowledge for: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing materials and laying sand and cement screeds to levels and/or falls

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when laying sand and cement screeds
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• 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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when laying sand and cement screeds
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when laying sand and cement screeds 3.2 explain why and when personal protective equipment (PPE) should be used, relating to laying sand and cement screeds, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

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 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • sands, cements, ready-mixed screeds, timber and screed rails • damp-proof membranes

	<ul style="list-style-type: none"> • materials to accommodate movement • hand and/or powered tools and equipment
4.2	select resources associated with own work in relation to materials, components, tools and equipment
4.3	state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	describe how to calculate quantity, length, area and wastage associated with the method/procedure to 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
5.2	minimise damage and maintain a clean work space
5.3	describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4	dispose of waste in accordance with legislation
5.5	state why the disposal of waste should be carried out in relation to the work.

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	state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome	
The learner will:	
7.	comply with the given contract information to 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:

- measuring
 - marking out
 - cleaning
 - laying
 - compacting
 - finishing
- 7.2 prepare the materials to lay sand and cement floor screeds
- 7.3 lay and finish sand and cement floor screeds, to level and/or to falls, to prepared backgrounds in accordance with contractor's working instructions
- 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- lay and finish sand and cement screeds to level and to falls
 - form drainage outlets and skirtings
 - remove defective sand and cement screeds
 - install dpm
 - prepare screed materials
 - accommodate movement
 - prepare backgrounds to receive screeds
 - work at height
 - use hand tools, power tools and equipment
- 7.5 safely use and store hand tools, portable power tools and ancillary equipment
- 7.6 state the needs of other occupations and how to communicate within a team when laying sand and cement screeds
- 7.7 describe how to maintain the tools and equipment used when laying sand and cement screeds.

Unit 322 Laying sand and cement screeds to levels and/or falls in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of 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

UAN:	F/503/1171
Level:	2
Credit value:	5
GLH:	17
Aim:	<p>The aim of this unit is to provide the learner with the skills and knowledge required to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select aids or equipment to move, handle or store occupational resources• move, handle and store occupational resources to maintain useful condition.

Learning outcome
The learner will: 1. comply with given information when moving, handling and/or storing resources
Assessment criteria
The learner can: 1.1 interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation 1.2 interpret the given information relating to the use and storage of lifting aids and equipment 1.3 describe the different types of technical, product and regulatory information, their source and how they are interpreted 1.4 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.5 describe how to obtain information relating to using and storing lifting aids and equipment.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official

<p>guidance whilst working:</p> <ul style="list-style-type: none"> • in the workplace • in confined spaces • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 explain what the accident reporting procedures are and who is responsible for making the reports</p> <p>2.4 state the appropriate types of fire extinguishers relevant to the work</p> <p>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.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>3. maintain safe working practices when moving, handling and/or storing resources</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>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</p> <p>3.2 use lifting aids safely as appropriate to the work</p> <p>3.3 protect the environment in accordance with safe working practices as appropriate to the work</p> <p>3.4 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) <p>3.5 describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>3.6 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources
Assessment criteria
The learner can: 4.1 select the relevant resources to be moved, handled and/or stored, associated with own work 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> • lifting and handling aids • container(s) • fixing, holding and securing systems 4.3 describe how the resources should be handled and how any problems associated with the resources are reported 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 describe any potential hazards associated with the resources and methods of work

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

Learning outcome
The learner will: 6. complete the work within the allocated time when moving, handling and/or storing resources
Assessment criteria
The learner can:

- | | |
|-----|---|
| 6.1 | demonstrate completion of the work within the allocated time |
| 6.2 | state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme. |

Learning outcome

The learner will:

- | | |
|----|---|
| 7. | comply with the given occupational resource information to move, handle and/or store resources to the required guidance |
|----|---|

Assessment criteria

The learner can:

- | | |
|-----|---|
| 7.1 | demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> • moving • positioning • storing • securing and/or using lifting aids • kinetic lifting techniques |
| 7.2 | move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> • sheet material • loose material • bagged or wrapped material • fragile material • tools and equipment • components • liquids |
| 7.3 | describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources |
| 7.4 | describe the needs of other occupations when moving, handling and/or storing resources. |

Unit 608 Moving, handling and storing resources in the workplace

Supporting information

Guidance

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

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the 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 613

Positioning and securing fibrous plaster components in the workplace

UAN:	K/600/7859
Level:	2
Credit value:	13
GLH:	43
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• positioning fibrous plaster components

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 information from drawings, specifications, schedules and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• 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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports

Learning outcome
The learner will: 3. maintain safe working practices when positioning and securing fibrous plaster components
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when positioning and securing fibrous plaster components 3.2 explain why and when personal protective equipment (PPE) should be used, relating to positioning and securing fibrous plaster components, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards

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 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • casting plasters • reinforcing materials

<ul style="list-style-type: none"> • timber and fixings • hand and/or powered tools and equipment
4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment
4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4 outline potential hazards associated with the resources and method of work
4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to 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
5.2 minimise damage and maintain a clean work space
5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4 dispose of waste in accordance with legislation
5.5 state why the disposal of waste should be carried out in relation to the work.

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 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. comply with the given contract information to 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:

- measuring
 - marking out
 - fitting
 - positioning
 - securing
 - finishing
- 7.2 install fibrous plasterwork to contractor's working instructions:
- cornice mouldings
 - dado mouldings
 - panel mouldings
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- install fibrous plaster cornice, dado and panel mouldings
 - form and reinforce joints
 - form internal and external returns and stop ends
 - work at height
 - use hand tools, power tools and equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate 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 613 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 Additional Requirements for Qualifications using the title NVQ in RQF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs..

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of 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 692

Repairing fibrous plaster components in the workplace

UAN:	T/600/7864
Level:	2
Credit value:	14
GLH:	47
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• repairing existing fibrous plaster cornice, dado and panel mouldings

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 information from drawings, specifications, schedules and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• 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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when repairing fibrous plaster components
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when repairing fibrous plaster components 3.2 explain why and when personal protective equipment (PPE) should be used, relating to repairing fibrous plaster components, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

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 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • casting plasters • reinforcing material

<ul style="list-style-type: none"> • timber and fixings • hand and/or powered tools and equipment.
4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment
4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4 outline potential hazards associated with the resources and method of work
4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair fibrous plaster components.

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

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 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will:
7. comply with the given contract information to 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:

- measuring
 - marking out
 - removing
 - replicating
 - fitting
 - positioning
 - securing
 - finishing
- 7.2 repair existing fibrous plasterwork to contractor's working instructions:
- cornice mouldings
 - dado mouldings
 - panel mouldings
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- repair fibrous plaster cornice, dado and panel mouldings
 - replicate mouldings
 - form and reinforce joints
 - form internal and external returns and stop ends
 - work at height
 - use hand tools, power tools and equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when repairing fibrous plaster components
- 7.6 describe how to maintain the tools and equipment used when repairing fibrous plaster components.

Unit 692 Repairing fibrous plaster components in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of repairing fibrous plaster components to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 712

Producing cement castings in the workplace

UAN:	L/600/7871
Level:	2
Credit value:	17
GLH:	57
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and producing cement casting components

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 information from drawings, specifications, schedules and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• 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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when producing cement castings
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing cement castings 3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing cement castings, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards

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 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • aggregates, sands and cement • reinforcing material

<ul style="list-style-type: none"> • moulds • fixings • release agents and additives • hand and/or powered tools and equipment <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce cement castings.</p>

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

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 state the purpose of the work programme and explain why deadlines should be kept in relation to:
<ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when producing cement castings:
 - measuring
 - marking out
 - fitting
 - positioning
 - gauging
 - mixing
 - casting
 - finishing
- 7.2 produce cement castings to contactor's working instructions from moulds
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - prepare moulds and reinforcement
 - mix, place and compact material to make castings
 - remove and cure castings
 - work at height
 - use hand tools, power tools and equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when producing cement castings
- 7.6 describe how to maintain the tools and equipment used when producing cement castings

Unit 712 Producing cement castings in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 713

Producing external solid render finishes in the workplace

UAN:	D/600/7695
Level:	2
Credit value:	22
GLH:	73
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials and equipment• preparing materials and applying render to external backgrounds

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

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when producing external solid render finishes
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when producing external solid render finishes
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing external solid render finishes 3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing external solid render finishes, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to produce external solid render finishes
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • renders, sands, limes, cement and additives • bellcasts and beads

	<ul style="list-style-type: none"> • expanded metal lath (EML) • hand and/or powered tools and equipment
4.2	select resources associated with own work in relation to materials, tools and equipment
4.3	state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce external solid render finishes.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when producing external solid render finishes
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage
5.2	minimise damage and maintain a clean work space
5.3	describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4	dispose of waste in accordance with legislation
5.5	state why the disposal of waste should be carried out in relation to the work.

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

Learning outcome	
The learner will:	
7.	comply with the given contract information to produce external solid render finishes to the required specification
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when

- measuring
 - marking out
 - mixing
 - applying
 - finishing
- 7.2 prepare materials and apply render to external backgrounds to contractor's working instructions for:
- brick and/or block and/or concrete surfaces
 - bellcasts
 - internal and external angles
 - reveals
 - walls
 - installation of expanded metal lath (EML)
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- prepare backgrounds
 - apply and finish multiple coat render to external walls
 - form internal and external angles, reveals, expansion joints and bellcasts
 - position and secure expanded metal lath (EML)
 - mix rendering
 - work at height
 - use hand tools, power tools and equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when producing external solid render finishes
- 7.6 describe how to maintain the tools and equipment used when producing external solid render finishes.

Unit 713 Producing external solid render finishes in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing external solid render finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criteria 7.2:

- installation of expanded metal lath (EML).

Unit 714

Producing fibrous plaster components in the workplace

UAN:	J/600/7867
Level:	2
Credit value:	17
GLH:	57
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• producing fibrous plaster components

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 information from drawings, specifications, schedules and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• 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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when producing fibrous plaster components
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing fibrous plaster components 3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing fibrous plaster components, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

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 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • casting plasters • reinforcing material

<ul style="list-style-type: none"> • timber, zinc and fixings • hot and cold pour, and release agents • hand and/or powered tools and equipment <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce fibrous plaster components.</p>
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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
5.2 minimise damage and maintain a clean work space
5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4 dispose of waste in accordance with legislation
5.5 state why the disposal of waste should be carried out in relation to the work.

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

Learning outcome

The learner will:

7. comply with the given contract information to produce fibrous plaster components to the required specification

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when producing fibrous plaster components:
 - measuring
 - marking out
 - fitting
 - positioning
 - gauging
 - mixing
 - casting running finish
- 7.2 produce plasterwork to contractor's working instructions from:
 - running curved/circular moulds
 - flood moulds, clay cases and case moulds
 - positive panel and negative cornice running moulds
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - produce running positive panel and negative cornice moulds
 - produce running curved/circular mouldings
 - produce mouldings using flood, clay case and case moulds
 - prepare mould compounds and casting plasters
 - work at height
 - use hand tools, power tools and equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when producing fibrous plaster components
- 7.6 describe how to maintain the tools and equipment used when producing fibrous plaster components.

Unit 714 Producing fibrous plaster components in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing fibrous plaster components to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 715

Producing internal solid plastering finishes in the workplace

UAN:	R/600/7693
Level:	2
Credit value:	22
GLH:	73
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing background surfaces and producing internal plasterwork finishes

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 information from drawings, specifications, schedules and manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - drawings
 - specifications
 - schedules
 - manufacturers' information
 - 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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when producing internal solid plastering finishes
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing internal solid plastering finishes 3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing internal solid plastering finishes, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

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
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • undercoat and finishing plasters, sands, limes, cement and additives

	<ul style="list-style-type: none"> • beads and trims, scrim and tapes • manufactured boards and expanded metal lath (EML) • hand and/or powered tools and equipment
4.2	select resources associated with own work in relation to materials, tools and equipment
4.3	state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce internal solid plastering finishes.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when producing internal solid plastering finishes
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage
5.2	minimise damage and maintain a clean work space
5.3	describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4	dispose of waste in accordance with legislation
5.5	state why the disposal of waste should be carried out in relation to the work.

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	state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when:
 - measuring
 - marking out
 - preparing
 - mixing
 - applying
 - finishing
- 7.2 prepare materials and apply internal plasterwork to contractor's working instructions:
 - one-coat work (finishing plasters)
 - two-coat work
 - internal and external angle
 - reveals, cills and soffits (door and/or windows)
 - expanded metal lath (EML) strips
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - prepare backgrounds
 - install expanded metal lath (EML)
 - apply and finish one- and two-coat plasterwork to internal solid backgrounds, EML and manufactured board walls and ceilings
 - form internal and external angles, reveals and expansion joints
 - mix plaster
 - work at height
 - use hand tools, power tools and equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to 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 715 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 Additional Requirements for Qualifications using the title NVQ in RQF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs..

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing internal solid plastering finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criteria 7.2:

- expanded metal lath (EML) strips.



Appendix 1 Sources of general information

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

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

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

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

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

The **centre homepage** section of the City & Guilds website also contains useful information 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.

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Useful contacts

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

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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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