

# Level 3 NVQ Diploma in Plastering (Construction) (6573-07/08)

April 2018 Version 1.1



## Qualification at a glance

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

<b>Title and level</b>	<b>GL</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 NVQ Diploma in Plastering (Construction) – Solid	374	910	6573-07	603/3081/8
Level 3 NVQ Diploma in Plastering (Construction) – Fibrous	554	1390	6573-08	603/3081/8

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
v1 March 2018	Units revised in line with current CITB units (2015 v3)	All
v1.1 April 2018	Simulation permitted for workplace evidence of skills for Unit 355 Assessment Criterion 7.3 – to align with CITB units (2018 v4)	Unit 355 – Supporting information



# Contents

<b>1</b>	<b>Introduction</b>	<b>5</b>
	Structure	6
	Total qualification time and guided learning values	7
<b>2</b>	<b>Centre requirements</b>	<b>8</b>
	Approval	8
	Resource requirements	8
	Continuing Professional Development (CPD)	9
	Candidate entry requirements	9
<b>3</b>	<b>Delivering the qualification</b>	<b>10</b>
	Initial assessment and induction	10
	Support materials	10
	Recording documents	10
<b>4</b>	<b>Assessment</b>	<b>11</b>
	Assessment of the qualification	11
	Aspects to be assessed through performance in the workplace	11
<b>5</b>	<b>Units</b>	<b>12</b>
<b>Unit 101</b>	<b>Conforming to general health, safety and welfare in the workplace</b>	<b>13</b>
<b>Unit 254</b>	<b>Installing direct bond dry lining systems in the workplace</b>	<b>18</b>
<b>Unit 265</b>	<b>Installing mechanically fixed plasterboard in the workplace</b>	<b>25</b>
<b>Unit 301</b>	<b>Confirming the occupational method of work in the workplace</b>	<b>32</b>
<b>Unit 302</b>	<b>Confirming work activities and resources for an occupational work area in the workplace</b>	<b>36</b>
<b>Unit 353</b>	<b>Applying solid plaster to complex internal surfaces in the workplace</b>	<b>41</b>
<b>Unit 354</b>	<b>Producing complex external render finishes in the workplace</b>	<b>49</b>
<b>Unit 355</b>	<b>Running in-situ mouldings in the workplace</b>	<b>56</b>
<b>Unit 356</b>	<b>Producing fibrous plaster components in the workplace</b>	<b>64</b>
<b>Unit 357</b>	<b>Producing complex plasterwork moulds in the workplace</b>	<b>72</b>
<b>Unit 358</b>	<b>Installing complex fibrous plaster components in the workplace</b>	<b>79</b>

<b>Unit 359</b>	<b>Repairing complex decorative fibrous plaster components in the workplace</b>	<b>87</b>
<b>Unit 360</b>	<b>Producing granolithic works in the workplace</b>	<b>94</b>
<b>Unit 501</b>	<b>Developing and maintaining good occupational working relationships in the workplace</b>	<b>101</b>
<b>Unit 755</b>	<b>Producing specialised plaster finishes in the workplace</b>	<b>105</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>112</b>



# 1 Introduction

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

<b>Area</b>	<b>Description</b>
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 3 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 Advanced Level Apprenticeship in Construction Specialist (Level 3), Pathway 1: Plastering.
What opportunities for progression are there?	It allows learners to progress into employment or onto a Foundation Degree in Construction Management and Civil Engineering. Plastering has a wide range of opportunities that candidates can be involved with in a structured career path, such as new builds and refurbishments. 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

The **Level 3 NVQ Diploma in Plastering (Construction) (6573)** has two pathways:

- **Level 3 NVQ Diploma in Plastering (Construction) – Solid (6573-07)** – TQT value of 910
- **Level 3 NVQ Diploma in Plastering (Construction) – Fibrous (6573-08)** – TQT value of 1390

To achieve the **Level 3 NVQ Diploma in Plastering (Construction) – Solid (6573-07)**, learners must complete six mandatory units plus one optional unit.

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

City & Guilds unit no.	Unit title	Unit level
<b>Mandatory</b>		
101	Conforming to general health, safety and welfare in the workplace	1
301	Confirming the occupational method of work in the workplace	3
302	Confirming work activities and resources for an occupational work area in the workplace	3
353	Applying solid plaster to complex internal surfaces in the workplace	3
354	Producing complex external render finishes in the workplace	3
501	Developing and maintaining good occupational working relationships in the workplace	5
<b>Optional</b>		
254	Installing direct bond dry lining systems in the workplace	2
265	Installing mechanically fixed plasterboard in the workplace	2
355	Running in-situ mouldings in the workplace	3
<b>Elective</b>		
755	Producing specialised plaster finishes in the workplace	3
360	Producing granolithic works in the workplace	3

To achieve the **Level 3 NVQ Diploma in Plastering (Construction) – Fibrous (6573-08)**, learners must complete nine mandatory units.

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Unit level</b>
<b>Mandatory</b>		
101	Conforming to general health, safety and welfare in the workplace	1
301	Confirming the occupational method of work in the workplace	3
302	Confirming work activities and resources for an occupational work area in the workplace	3
355	Running in-situ mouldings in the workplace	3
356	Producing fibrous plaster components in the workplace	2
357	Producing complex plasterwork moulds in the workplace	3
358	Installing complex fibrous plaster components in the workplace	3
359	Repairing complex decorative fibrous plaster components in the workplace	3
501	Developing and maintaining good occupational working relationships in the workplace	5

### **Total qualification time and guided learning values**

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

TQT and GL values are estimates.

<b>Title and level</b>	<b>TQT</b>	<b>GL</b>
Level 3 NVQ Diploma in Plastering (Construction) – Solid	910	374
Level 3 NVQ Diploma in Plastering (Construction) – Fibrous	1390	554



## 2 Centre requirements

### Approval

The approval process for Construction qualifications is available at our website. Please visit [www.cityandguilds.com/construction](http://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, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

#### Assessors and internal quality assurers

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

This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview.

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



Assessors **must** have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements. Assessors:

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - SVQ (SCQF level) Assessing Competence in the Work Environment
  - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

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

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

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

### **Continuing Professional Development (CPD)**

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

### **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 logbooks	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### 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](http://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 logbooks (one for each pathway) from the City & Guilds website.

### Aspects to be assessed through performance in the workplace

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

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

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

A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence.



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning values (including assessment)
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 101

## Conforming to general health, safety and welfare in the workplace

<b>Level:</b>	1
<b>GL:</b>	17
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none"><li>• relevant current statutory requirements and official guidance</li><li>• responsibilities, to self and others, relating to workplace health, safety and welfare</li><li>• adopting safe and healthy working practices</li><li>• personal behaviour and security in the workplace.</li></ul>

<b>Learning outcome</b>
The learner will: 1. Comply with all workplace health, safety and welfare legislation requirements.
<b>Assessment criteria</b>
The learner can: 1.1 comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area 1.2 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements 1.3 comply with: a. statutory requirements b. safety notices and warning notices displayed within the workplace and/or on equipment 1.4 state why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: • 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: a. health, safety and welfare legislation b. notices and warning signs are relevant to the occupational area and associated equipment 1.7 state why: a. health, safety and welfare legislation b. notices and warning signs are relevant to the occupational area 1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work.

<b>Learning outcome</b>
The learner will: 2. Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
<b>Assessment criteria</b>
The learner can: 2.1 report any hazards created by changing circumstances within the workplace in accordance with organisational procedures

- 2.2 list typical hazards associated with the work environment and occupational area in relation to:
  - a. resources
  - b. substances
  - c. asbestos
  - d. equipment
  - e. obstructions
  - f. storage
  - g. services
  - h. work activities
- 2.3 list the current Health and Safety Executive top ten safety risks
- 2.4 list the current Health and Safety Executive top five health risks
- 2.5 state how changing circumstances within the workplace could cause hazards
- 2.6 state the methods used for reporting changed circumstances, hazards and incidents in the workplace.

### **Learning outcome**

The learner will:

3. Comply with organisational policies and procedures to contribute to health, safety and welfare.

### **Assessment criteria**

The learner can:

- 3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices
- 3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare
- 3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures
- 3.4 safely store health and safety control equipment in accordance with given instructions
- 3.5 dispose of waste and/or consumable items in accordance with legislation
- 3.6 state the organisational policies and procedures for health, safety and welfare, in relation to:
  - a. dealing with accidents and emergencies associated with the work and environment
  - b. methods of receiving or sourcing information
  - c. reporting
  - d. stopping work
  - e. evacuation
  - f. fire risks and safe exit procedures
  - g. consultation and feedback
- 3.7 state the appropriate types of fire extinguishers relevant to the work
- 3.8 state how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

<b>Learning outcome</b>
The learner will: 4. Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.
<b>Assessment criteria</b>
The learner can: 4.1 demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare 4.2 state how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: a. recognising when to stop work in the face of serious and imminent danger to self and/or others b. contributing to discussions and providing feedback c. reporting changed circumstances and incidents in the workplace d. complying with the environmental requirements of the workplace 4.3 give examples of how the behaviour and actions of individuals could affect others within the workplace.

<b>Learning outcome</b>
The learner will: 5. Comply with and support all organisational security arrangements and approved procedures.
<b>Assessment criteria</b>
The learner can: 5.1 provide appropriate support for security arrangements in accordance with approved procedures: a. during the working day b. on completion of the day's work c. for unauthorised personnel (other operatives and the general public) d. for theft 5.2 state how security arrangements are implemented in relation to: a. the workplace b. the general public c. site personnel d. resources.



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

## Supporting information

### **Guidance**

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

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

Workplace evidence of skills cannot be simulated.

## Unit 254

## Installing direct bond dry lining systems in the workplace

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

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

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

- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when installing direct bond dry lining systems.

### **Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Select the required quantity and quality of resources for the methods of work to install direct bond dry lining systems.

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. manufactured proprietary boards
  - b. bonding compounds
  - c. fixings
  - d. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to install direct bond dry lining systems.

**Learning outcome**

The learner will:

5. Minimise the risk of damage to the work and surrounding area when installing direct bond dry lining systems.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. Comply with the given contract information to install direct bond dry lining systems to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when installing direct bond dry lining systems:
  - a. measuring
  - b. marking out
  - c. mixing
  - d. cutting

- e. applying
- f. fitting
- g. finishing
- h. positioning
- i. securing
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 prepare background surfaces, mix bonding compounds and install dry lining systems to given working instructions to include:
  - a. direct bonding to solid backgrounds
  - b. form openings with reveals
  - c. form seals around perimeter and services
  - d. fit around services
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. mix bonding compounds
  - b. install internal dry linings by direct bond to solid backgrounds
  - c. form openings and reveals
  - d. fit around services
  - e. form seals around perimeter and services
  - f. repair direct bond dry internal linings
  - g. maintain ventilation as appropriate
  - h. recognise and determine when specialist skills and knowledge are required and report accordingly
  - i. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - j. use hand tools, portable power tools and ancillary equipment
  - k. work at height
  - l. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to communicate effectively within a team when installing direct bond dry lining systems
- 7.6 describe how to maintain the tools and equipment used when installing direct bond dry lining systems.

## **Unit 254      Installing direct bond dry lining systems in the workplace**

### Supporting information

#### **Guidance**

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

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

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

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

Workplace evidence of skills cannot be simulated.



## Unit 265

## Installing mechanically fixed plasterboard in the workplace

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

**Learning outcome**

The learner will:

1. Interpret the given information relating to the work and resources when installing mechanically fixed plasterboard.

**Assessment criteria**

The learner can:

- 1.1 interpret and extract relevant information from:
  - a. drawings
  - b. specifications
  - c. schedules
  - d. method statements
  - e. risk assessments
  - f. manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statements
- 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
  - a. drawings
  - b. specifications
  - c. schedules
  - d. method statements
  - e. risk assessments
  - f. manufacturers' information
  - g. current regulations governing buildings.

**Learning outcome**

The learner will:

2. Know how to comply with relevant legislation and official guidance when installing mechanically fixed plasterboard.

**Assessment criteria**

The learner can:

- 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:
  - a. in the workplace
  - b. below ground level
  - c. in confined spaces
  - d. at height
  - e. with tools and equipment
  - f. with materials and substances
  - g. with movement/storage of materials
  - h. by manual handling and mechanical lifting

- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when installing mechanically fixed plasterboard.

### **Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Select the required quantity and quality of resources for the methods of work to install mechanically fixed plasterboard

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. manufactured proprietary boards
  - b. fittings and fixings
  - c. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources.
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to install mechanically fixed 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 in accordance with safe working practices and organisational procedures
- 5.2 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
  - a. general workplace activities
  - b. other occupations
  - c. adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
  - a. environmental responsibilities
  - b. organisational procedures
  - c. manufacturers' information
  - d. statutory regulations
  - e. official guidance.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. Comply with the given contract information to install mechanically fixed plasterboard to the required specification.

## Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing mechanically fixed plasterboard:
  - a. measuring
  - b. marking out
  - c. cutting
  - d. applying
  - e. fitting
  - f. fixing
  - g. finishing
  - h. positioning
  - i. securing
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 prepare backgrounds and install plasterboard to given working instructions relating to:
  - a. clad to timber and/or metal
  - b. form openings with and without reveals
  - c. fit around services
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them to:
  - a. identify appropriate standard, performance and uses of the plasterboard
  - b. install and mechanically fix plasterboard to timber and metal internal backgrounds
  - c. form openings with and without reveals
  - d. fit around services
  - e. repair damaged board areas
  - f. recognise and determine when specialist skills and knowledge are required and report accordingly
  - g. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - h. use hand tools, portable power tools and ancillary equipment
  - i. work at height
  - j. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to communicate effectively 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 265**      **Installing mechanically fixed plasterboard in the workplace**

### Supporting information

#### **Guidance**

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

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 301

## Confirming the occupational method of work in the workplace

<b>Level:</b>	3
<b>GL:</b>	47
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• assessing project data to determine occupational work methods</li><li>• obtaining additional information if required</li><li>• identifying appropriate work methods</li><li>• confirming and communicating the methods of work.</li></ul>



**Learning outcome**

The learner will:

1. Assess available project data accurately to determine the occupational method of work.

**Assessment criteria**

The learner can:

- 1.1 interpret and extract relevant information from:
  - a. drawings
  - b. specifications
  - c. schedules
  - d. methods of work
  - e. risk assessments
  - f. programmes of work
  - g. manufacturers' information
- 1.2 explain how to summarise the following project data:
  - a. required quantities
  - b. specifications
  - c. detailed drawings
  - d. health and safety requirements
  - e. timescales
  - f. scope of works
- 1.3 explain the different methods of assessing available project data
- 1.4 explain how to use project data to interpret the work method, in relation to:
  - a. standard work procedures
  - b. sequence of work
  - c. organisation of resources (people, equipment, materials)
  - d. work techniques
  - e. working conditions (health, safety and welfare)
  - f. risk assessment.

**Learning outcome**

The learner will:

2. Obtain additional information from alternative sources in cases where the available project data is insufficient.

**Assessment criteria**

The learner can:

- 2.1 collect and collate additional information from alternative sources to clarify the work to be carried out
- 2.2 explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient:
  - a. customers or representatives
  - b. suppliers
  - c. regulatory authorities
  - d. manufacturers' literature.

<b>Learning outcome</b>
The learner will: 3. Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.
<b>Assessment criteria</b>
The learner can: 3.1 examine potential work methods to carry out the occupational work activity 3.2 determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria 3.3 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: a. health and safety welfare (principles of protection) b. fire protection c. access and egress d. equipment availability e. availability of competent workforce f. pollution risk g. waste and disposal h. zero and low carbon outcomes i. weather conditions 3.4 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: a. conforming to statutory requirements b. customer and user needs c. contract requirements in terms of time, quantity and quality d. environmental considerations 3.5 explain how different methods of work can achieve zero/low carbon outcomes.

<b>Learning outcome</b>
The learner will: 4. Confirm and communicate the selected work method to relevant personnel.
<b>Assessment criteria</b>
The learner can: 4.1 confirm the selected occupational work method that meets project, statutory and contractual requirements 4.2 communicate appropriately to relevant people on the selected occupational work method 4.3 describe the different techniques and methods of confirming and communicating work methods to relevant people 4.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.

## **Unit 301      Confirming the occupational method of work in the workplace**

### Supporting information

#### **Guidance**

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

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

Workplace evidence of skills cannot be simulated.

## Unit 302

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

<b>Level:</b>	3
<b>GL:</b>	43
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• identifying work activities and resources</li><li>• obtaining clarification and advice where required</li><li>• evaluating work activities</li><li>• making the best use of resources</li><li>• identifying changed circumstances and justifying alterations to the work programme.</li></ul>

<b>Learning outcome</b>
The learner will: 1. Identify work activities, assess required resources and plan the sequence of work.
<b>Assessment criteria</b>
The learner can: 1.1 identify work activities, assess required resources and plan the sequence of work 1.2 identify work activities and formulate a plan for their own sequence of work 1.3 explain the types of work relative to the occupational area and how to identify different work activities 1.4 explain methods of assessing the resources needed from a range of available information 1.5 explain the required information and the different methods used to prepare a work programme relative to the occupational area.

<b>Learning outcome</b>
The learner will: 2. Obtain clarification and advice where the resources required are not available.
<b>Assessment criteria</b>
The learner can: 2.1 seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available 2.2 explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.

<b>Learning outcome</b>
The learner will: 3. Evaluate the work activities and the requirements of any significant external factors against the project requirements.
<b>Assessment criteria</b>
The learner can: 3.1 assess progress of work against project requirements, taking into account external factors relating to: a. other occupations and /or customers b. resources c. weather conditions d. health and safety requirements

- 3.2 explain different methods of evaluating work activities against the following project requirements:
  - a. contract conditions
  - b. contract programme
  - c. health and safety requirements of operatives
- 3.3 evaluate the requirements of significant external factors that could affect the progress of work, in relation to:
  - a. other related programmes
  - b. special working conditions
  - c. weather conditions
  - d. other occupations/people
  - e. resources
  - f. health and safety requirements.

<b>Learning outcome</b>
The learner will:
4. Identify work activities which influence each other and make the best use of the resources available.
<b>Assessment criteria</b>
The learner can:
4.1 determine work activities that have an influence on each other
4.2 evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> <li>a. occupations and/or customers associated with the work</li> <li>b. tools, plant and/or ancillary equipment</li> <li>c. materials and components</li> </ul>
4.3 explain different methods and sources that can identify which work activities influence each other
4.4 describe how to determine the sequence of work activities and how long each work activity will take
4.5 describe what zero and low carbon requirements are
4.6 explain how work activities and different ways of using resources can impact on zero and low carbon requirements and make a positive contribution to the environment.

<b>Learning outcome</b>
The learner will:
5. Identify changed circumstances that require alterations to the work programme and justify them to decision makers.
<b>Assessment criteria</b>
The learner can:
5.1 evaluate project progress against the work programme to identify any changed circumstances
5.2 inform line management and/or customers on the type and extent of any required changes to the work programme

- 5.3 explain how to identify possible alterations to the work programme to meet changed circumstances relating to:
  - a. action lists
  - b. method statements
  - c. duration
  - d. schedules and/or
  - e. occupation specific requirements
- 5.4 explain how to assess contractual/work effects resulting from alterations to the work programme
- 5.5 explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

## **Unit 302      Confirming work activities and resources for an occupational work area in the workplace**

### Supporting information

#### **Guidance**

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

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

Workplace evidence of skills cannot be simulated.



## Unit 353

# Applying solid plaster to complex internal surfaces in the workplace

<b>Level:</b>	3
<b>GL:</b>	90
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• complying with relevant legislation and official guidance</li><li>• maintaining safe and healthy working practices</li><li>• selecting the required quantity and quality of resources</li><li>• minimising the risk of damage</li><li>• applying solid plaster to complex internal surfaces in a timely manner and with minimal waste.</li></ul>

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

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

- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when applying solid plaster to complex internal surfaces.

### **Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Select the required quantity and quality of resources for the methods of work to apply solid plaster to complex internal finishes.

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. tools
  - c. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. backing coat and finishing plasters, sand, lime, cement and additives
  - b. beads and trims, scrim and tapes
  - c. expanded metal lath (EML), timber lath
  - d. clean water
  - e. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to apply solid plaster to complex internal surfaces.

**Learning outcome**

The learner will:

5. Minimise the risk of damage to the work and surrounding area when applying solid plaster to complex internal surfaces.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. Complete the work within the allocated time when applying solid plaster to complex internal surfaces.

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. Comply with the given contract information to apply solid plaster to complex internal surfaces to the required specification.

## Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when applying solid plaster to complex internal surfaces:
  - a. plumb
  - b. measuring
  - c. marking out
  - d. mixing
  - e. applying and finishing one-, two- and three-coat plaster
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 prepare background surfaces, mix plaster and apply internal solid plaster to **six** of the following to given work instructions:
  - a. internal and external angles other than 90°
  - b. splayed walls
  - c. round or arched windows
  - d. round or square columns
  - e. attached piers
  - f. beams
  - g. inclined walls and ceilings
  - h. curved surfaces
  - i. lath walls or ceilings
  - j. expanded metal lath (EML)
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. prepare background surfaces
  - b. mix plaster
  - c. apply and finish one-, two- and three-coat plasterwork to splayed walls, round and arched windows, round and square columns, attached piers, beams, inclined walls and ceilings, curved surfaces, lath walls and ceilings and EML to solid and board backgrounds
  - d. form internal and external angles other than 90°, reveals and expansion joints
  - e. recognise and determine when specialist skills and knowledge are required and report accordingly
  - f. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - g. use hand tools, portable power tools and ancillary equipment
  - h. work at height
  - i. use access equipment/working platforms

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

## Unit 353

# Applying solid plaster to complex internal surfaces in the workplace

## Supporting information

### Guidance

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

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

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

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

Workplace evidence of skills cannot be simulated.



## Unit 354

## Producing complex external render finishes in the workplace

<b>Level:</b>	3
<b>GL:</b>	100
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• complying with relevant legislation and official guidance</li><li>• maintaining safe and healthy working practices</li><li>• selecting the required quantity and quality of resources</li><li>• minimising the risk of damage</li><li>• producing complex external render finishes in a timely manner and with minimal waste.</li></ul>

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

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

- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- d. site
  - e. workplace
  - f. company
  - g. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when producing complex external render finishes.

### **Assessment criteria**

The learner can:

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

<b>Learning outcome</b>
The learner will: 4. Select the required quantity and quality of resources for the methods of work to produce complex external render finishes
<b>Assessment criteria</b>
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. tools c. equipment 4.2 describe the: a. characteristics b. quality c. uses d. sustainability e. limitations f. defects associated with the resources in relation to: a. render, sand, lime, cement and additives b. clean water c. hand tools, portable power tools and ancillary equipment 4.3 describe: a. how the resources should be used correctly b. how problems associated with the resources are reported 4.4 explain why organisational procedures have been developed and how they are used for the selection of required resources 4.5 describe any potential hazards associated with the resources and method of work 4.6 describe how to calculate: a. quantity b. length c. area d. wastage associated with the method/procedure to produce complex external render finishes.

<b>Learning outcome</b>
The learner will: 5. Minimise the risk of damage to the work and surrounding area when producing complex external render finishes.
<b>Assessment criteria</b>
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space

- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
  - a. general workplace activities
  - b. other occupations
  - c. adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
  - a. environmental responsibilities
  - b. organisational procedures
  - c. manufacturers' information
  - d. statutory regulations
  - e. official guidance.

**Learning outcome**

The learner will:

- 6. Complete the work within the allocated time when producing complex external render finishes.

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

- 7. Comply with the given contract information to produce complex external render finishes to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing complex external render finishes:
  - a. measuring
  - b. marking out
  - c. applying and finishing two- and three-coat render
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment

- 7.3 prepare backgrounds, mix render and produce **four** of the following external render finishes to given working instructions:
- a. tyrolean
  - b. dash
  - c. ashlar joint
  - d. rough cast (harling, wetdash)
  - e. scraped
  - f. textured
  - g. simulated stone
  - h. decorative
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. prepare background surfaces
  - b. mix sand, cement and lime-based external renders
  - c. apply two- and three-coat render to external solid backgrounds and expanded metal lath
  - d. form internal and external angles, reveals and expansion joints
  - e. form tyrolean, dash, ashlar joint, rough cast (harling, wet dash), scraped, textured, simulated stone and decorative render finishes
  - f. recognise and determine when specialist skills and knowledge are required and report accordingly
  - g. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - h. use hand tools, portable power tools and ancillary equipment
  - i. work at height
  - j. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when producing complex external render finishes
- 7.6 describe how to maintain the tools and equipment used when producing complex external render finishes.

## **Unit 354      Producing complex external render finishes in the workplace**

### Supporting information

#### **Guidance**

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

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

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

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

Workplace evidence of skills cannot be simulated

## Unit 355

## Running in-situ mouldings in the workplace

<b>Level:</b>	3
<b>GL:</b>	93
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• complying with relevant legislation and official guidance</li><li>• maintaining safe and healthy working practices</li><li>• selecting the required quantity and quality of resources</li><li>• minimising the risk of damage</li><li>• running in-situ mouldings in a timely manner and with minimal waste.</li></ul>



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

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

- 2.2 describe the organisational security procedures for:
- tools
  - equipment
  - personal belongings
- in relation to:
- site
  - workplace
  - company
  - operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

- Maintain safe and healthy working practices when running in-situ mouldings.

### **Assessment criteria**

The learner can:

- use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when running in-situ mouldings
- demonstrate compliance with given information and relevant legislation when running in-situ mouldings in relation to the following:
  - safe use of access equipment/working platforms
  - safe use, storage and handling of materials, tools and equipment
  - specific risks to health
- explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to running in-situ mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
  - collective protective measures
  - personal protective equipment (PPE)
  - respiratory protective equipment (RPE)
  - local exhaust ventilation (LEV)
- describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
- describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
  - fires
  - spillages
  - injuries
  - other task-related activities.

**Learning outcome**

The learner will:

4. Select the required quantity and quality of resources for the methods of work to run in-situ mouldings.

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. timber, timber-based products. sheet materials, metal laths, sand, cement, lime, plaster
  - b. bonding agents, additives
  - c. clean water
  - d. fixings and fittings
  - e. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and method of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to run in-situ mouldings.

**Learning outcome**

The learner will:

5. Minimise the risk of damage to the work and surrounding area when running in-situ mouldings.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. Complete the work within the allocated time when running in-situ mouldings.

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. Comply with the given contract information to run in-situ mouldings to the required specification.

## Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when running in-situ mouldings:
  - a. measuring
  - b. marking out
  - c. fitting
  - d. applying
  - e. running
  - f. positioning
  - g. securing
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 prepare backgrounds and moulds, gauge and mix materials and run in-situ mouldings, straight and/or curved, to given working instructions for any **one** of the following:
  - a. cornices
  - b. dados
  - c. skirting
  - d. panels
  - e. angles
  - f. arches
- 7.4 form joints, mitres, returns, stop-ends and short breaks
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. produce templates and construct running moulds
  - b. prepare backgrounds, set out and run in-situ straight and curved mouldings of cornices, dados, skirting, angles, panels and arches
  - c. prepare, gauge and mix materials
  - d. form short breaks and returns, short lengths and returns, joints and mitres
  - e. set out and fix running rules in situ, including overlaps
  - f. reproduce shape of existing mould to form template
  - g. core-out moulding
  - h. prevent build-up and gathering-on
  - i. recognise and determine when specialist skills and knowledge are required and report accordingly
  - j. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - k. use hand tools, portable power tools and ancillary equipment
  - l. work at height
  - m. use access equipment/working platforms

- 7.6 describe the needs of other occupations and how to communicate effectively within a team when running in-situ mouldings
- 7.7 describe how to maintain the tools and equipment used when running in-situ mouldings.

# **Unit 355      Running in-situ mouldings in the workplace**

## Supporting information

### **Guidance**

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of running in-situ mouldings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except with regard to Assessment Criterion 7.3.

## Unit 356

## Producing fibrous plaster components in the workplace

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



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

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

- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when producing fibrous plaster components.

### **Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Select the required quantity and quality of resources for the methods of work to produce fibrous plaster components.

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. casting plasters
  - b. reinforcing material
  - c. timber, zinc and fixings
  - d. hot and cold pour
  - e. sealant, additives, release agents
  - f. clean water
  - g. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to produce fibrous plaster components.

**Learning outcome**

The learner will:

5. Minimise the risk of damage to the work and surrounding area when producing fibrous plaster components.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. Comply with the given contract information to 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:
  - a. measuring
  - b. marking out
  - c. cutting
  - d. positioning
  - e. gauging
  - f. mixing
  - g. casting
  - h. running mouldings
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 construct models and running moulds
- 7.4 prepare bench, install reinforcement and produce plasterwork to given working instructions to form **three** of the following:
  - a. straight and radial moulds
  - b. flood moulds and casts
  - c. reverse (negative) cornice moulds and casts
  - d. plain-faced rebated slabs
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. construct models and running moulds
  - b. prepare bench
  - c. install reinforcement
  - d. mix casting plasters and use retarders where appropriate
  - e. produce reverse (negative) cornice moulds and casts
  - f. produce straight and radial moulds
  - g. produce mouldings using flood moulds and casts
  - h. produce plain faced rebated slabs
  - i. prepare mould compound
  - j. identify different types of casting plasters and retarders, and their appropriate uses
  - k. recognise and determine when specialist skills and knowledge are required and report accordingly
  - l. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - m. use hand tools, portable power tools and ancillary equipment
  - n. work at height
  - o. use access equipment/working platforms

- 7.6 describe the needs of other occupations and how to communicate effectively within a team when producing fibrous plaster components
- 7.7 describe how to maintain the tools and equipment used when producing fibrous plaster components.

# **Unit 356      Producing fibrous plaster components in the workplace**

## Supporting information

### **Guidance**

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

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 357

## Producing complex plasterwork moulds in the workplace

<b>Level:</b>	3
<b>GL:</b>	103
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• complying with relevant legislation and official guidance</li><li>• maintaining safe and healthy working practices</li><li>• selecting the required quantity and quality of resources</li><li>• minimising the risk of damage</li><li>• producing complex plasterwork moulds in a timely manner and with minimal waste.</li></ul>



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

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

- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when producing complex plasterwork moulds.

### **Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Select the required quantity and quality of resources for the methods of work to produce complex plasterwork moulds

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. casting plasters
  - b. rubber, glass reinforced plastic (GRP), resins, release agents, catalysts, reinforcement
  - c. timber, timber-based sheet material, zinc, steel and fixings
  - d. clean water
  - e. hand tools, portable powered tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to produce complex plasterwork moulds.

**Learning outcome**

The learner will:

5. Minimise the risk of damage to the work and surrounding area when producing complex plasterwork moulds.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. Complete the work within the allocated time when producing complex plasterwork moulds.

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. Comply with the given contract information to produce complex plasterwork moulds to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing complex plasterwork moulds:
  - a. measuring
  - b. marking out
  - c. cutting

- d. positioning
- e. securing
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 prepare bench, set out and produce plasterwork casting and running moulds to given working instructions to cast **three** of the following:
  - a. intricate designs
  - b. patterns and motifs
  - c. arches
  - d. curves and ellipses
  - e. circular areas
  - f. run for cornices, dados, skirtings and panels
- 7.4 produce decorative mouldings
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. prepare bench
  - b. check setting-out and profiles against drawings/instructions/samples
  - c. understand the appropriate uses of rigid, loose piece and flexible casting moulds used to cast for intricate designs, patterns and motifs, arches, curves and ellipses, circular areas and decorative mouldings
  - d. identify the appropriate materials and reinforcements for both rigid and flexible moulds
  - e. understand casting and site installation requirements
  - f. set out and produce running moulds and enrichments for cornices, dados, skirtings and panels
  - g. produce intricate designs, patterns and motifs, curves, domes, vaults/lunettes, arches, circles, ellipses, columns and decorative mouldings
  - h. recognise and determine when specialist skills and knowledge are required and report accordingly
  - i. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - j. use hand tools, portable power tools and ancillary equipment
  - k. work at height
  - l. use access equipment/working platforms
- 7.6 describe the needs of other occupations and how to communicate effectively within a team when producing complex plasterwork moulds
- 7.7 describe how to maintain the tools and equipment used when producing complex plasterwork moulds.

# **Unit 357      Producing complex plasterwork moulds in the workplace**

## Supporting information

### **Guidance**

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- casting moulds
- running moulds.

## Unit 358

# Installing complex fibrous plaster components in the workplace

<b>Level:</b>	3
<b>GL:</b>	77
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• complying with relevant legislation and official guidance</li><li>• maintaining safe and healthy working practices</li><li>• selecting the required quantity and quality of resources</li><li>• minimising the risk of damage</li><li>• installing complex fibrous plaster components in a timely manner and with minimal waste..</li></ul>

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

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



- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when installing complex fibrous plaster components

### **Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Select the required quantity and quality of resources for the methods of work to install complex fibrous plaster components.

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. casting plaster, reinforcing material, timber, gridwork and fixings
  - b. suspension materials
  - c. adhesives
  - d. clean water
  - e. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and method of work
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to install complex fibrous plaster components.

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

<b>Learning outcome</b>
The learner will: 6. Complete the work within the allocated time when installing complex fibrous plaster components.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

<b>Learning outcome</b>
The learner will: 7. Comply with the given contract information to install complex fibrous plaster components to the required specification.

## Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing complex fibrous plaster components:
  - a. measuring
  - b. marking out
  - c. fitting
  - d. positioning
  - e. securing
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 survey to minimise waste
- 7.4 prepare background surfaces, mix casting plasters and install fibrous plaster mouldings to decorative cornices and/or dados and/or panels and to **two** of the following to given working instructions:
  - a. arches or pilasters
  - b. domes
  - c. lunettes
  - d. barrel vaulted or shaped ceilings
  - e. decorative ceilings
  - f. cross vaulted ceilings
  - g. balance mitred mouldings
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. prepare background surfaces
  - b. mix casting plasters and adhesives
  - c. install grid work where necessary
  - d. install fibrous plaster mouldings for decorative cornices, decorative dados, decorative panels, arches, pilasters, domes, lunettes
  - e. install fibrous plaster mouldings for barrel vaulted and shaped ceilings, cross vaulted ceilings, balanced mitred mouldings and decorative ceilings
  - f. secure structure using wire and wad and mechanically fixed methods
  - g. recognise and determine when specialist skills and knowledge are required and report accordingly
  - h. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - i. use hand tools, portable power tools and ancillary equipment
  - j. work at height
  - k. use access equipment/working platforms

- 7.6 describe the needs of other occupations and how to communicate effectively within a team when installing complex fibrous plaster components
- 7.7 describe how to maintain the tools and equipment used when installing complex fibrous plaster components.

## Unit 358

# Installing complex fibrous plaster components in the workplace

## Supporting information

### Guidance

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

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 359

# Repairing complex decorative fibrous plaster components in the workplace

<b>Level:</b>	3
<b>GL:</b>	70
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• complying with relevant legislation and official guidance</li><li>• maintaining safe and healthy working practices</li><li>• selecting the required quantity and quality of resources</li><li>• minimising the risk of damage</li><li>• repairing complex decorative fibrous plaster components in a timely manner and with minimal waste.</li></ul>

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

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



- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when repairing complex decorative fibrous plaster components.

### **Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Select the required quantity and quality of resources for the methods of work to repair complex decorative fibrous plaster components.

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. casting plasters, reinforcing material, timber and fixings
  - b. release agents
  - c. thixotropic rubber
  - d. clean water
  - e. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to repair complex decorative fibrous plaster components.

**Learning outcome**

The learner will:

5. Minimise the risk of damage to the work and surrounding area when repairing complex decorative fibrous plaster components.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when repairing complex decorative fibrous plaster components:
  - a. surveying
  - b. measuring
  - c. marking out
  - d. removing

- e. replicating
- f. fixing
- g. positioning
- h. securing
- i. finishing
- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 prepare background surfaces, mix casting plasters, take thixotropic squeeze (impression) and repair **one** of the following complex decorative fibrous plasterwork components to given working instructions of:
  - a. cornices
  - b. dados
  - c. skirtings
  - d. panels
- 7.4 tie back fibrous plaster components to structure
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. prepare background surfaces
  - b. mix casting plasters
  - c. take impressions, including thixotropic squeezes
  - d. repair complex decorative fibrous plaster components
  - e. tie-back fibrous plaster components to structure
  - f. replicate mouldings
  - g. reinforce around damaged areas
  - h. recognise and determine when specialist skills and knowledge are required and report accordingly
  - i. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - j. use hand tools, portable power tools and ancillary equipment
  - k. work at height
  - l. use access equipment/working platforms
- 7.6 describe the needs of other occupations and how to communicate effectively within a team when repairing complex decorative fibrous plaster components
- 7.7 describe how to maintain the tools and equipment used when repairing complex decorative fibrous plaster components.

## **Unit 359**      **Repairing complex decorative fibrous plaster components in the workplace**

### Supporting information

#### **Guidance**

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

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 360

## Producing granolithic works in the workplace

<b>Level:</b>	3
<b>GL:</b>	60
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• complying with relevant legislation and official guidance</li><li>• maintaining safe and healthy working practices</li><li>• selecting the required quantity and quality of resources</li><li>• minimising the risk of damage</li><li>• producing granolithic works in a timely manner and with minimal waste.</li></ul>

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

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

- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe and healthy working practices when producing granolithic works.

### **Assessment criteria**

The learner can:

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



<b>Learning outcome</b>
The learner will: 4. Select the required quantity and quality of resources for the methods of work to produce granolithic works.
<b>Assessment criteria</b>
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. tools c. equipment 4.2 describe the: a. characteristics b. quality c. uses d. sustainability e. limitations f. defects associated with the resources in relation to: a. granolithic aggregates, granite dust, sands, carborundum, cement and additives b. formwork components c. bonding and release agents d. expansion joints e. clean water f. hand tools, portable power tools and ancillary equipment 4.3 describe: a. how the resources should be used correctly b. how problems associated with the resources are reported 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 describe any potential hazards associated with the resources and methods of work 4.6 describe how to calculate: a. quantity b. length c. area d. wastage associated with the method/procedure to produce granolithic works.

<b>Learning outcome</b>
The learner will: 5. Minimise the risk of damage to the work and surrounding area when producing granolithic works.
<b>Assessment criteria</b>
The learner can:

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

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

<b>Learning outcome</b>
The learner will: 7. Comply with the given contract information to produce granolithic works to the required specification.
<b>Assessment criteria</b>
The learner can: 7.1 demonstrate the following work skills when producing granolithic works: <ul style="list-style-type: none"> <li>a. measuring</li> <li>b. marking out</li> <li>c. mixing</li> <li>d. laying</li> <li>e. compacting</li> <li>f. finishing</li> </ul>

- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 prepare backgrounds/surfaces and produce to given working instructions:
  - a. granolithic beds/floors, level and to falls
  - b. drainage outlets
- 7.4 lay skirtings to given working instructions
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. ensure the stability of the substrate
  - b. prepare backgrounds/surfaces
  - c. lay and finish granolithic beds/floors and topping work, level and to falls
  - d. form skirtings, steps and drainage outlets
  - e. form imitation stonework
  - f. mix granolithic paving/topping material
  - g. recognise and determine when specialist skills and knowledge are required and report accordingly
  - h. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - i. use hand tools, portable power tools and ancillary equipment
  - j. work at height
  - k. use access equipment/work platforms
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when producing granolithic works
- 7.7 describe how to maintain the tools and equipment used when producing granolithic works.

# **Unit 360      Producing granolithic works in the workplace**

## Supporting information

### **Guidance**

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

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 501

# Developing and maintaining good occupational working relationships in the workplace

<b>Level:</b>	5
<b>GL:</b>	37
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• developing and maintaining positive working relationships</li><li>• communicating information effectively</li><li>• giving appropriate advice to colleagues</li><li>• resolving differences of opinion in the workplace.</li></ul>

<b>Learning outcome</b>
The learner will: 1. Develop, maintain and encourage working relationships to promote good will and trust.
<b>Assessment criteria</b>
The learner can: 1.1 give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved 1.2 apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others 1.3 explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people 1.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.

<b>Learning outcome</b>
The learner will: 2. Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.
<b>Assessment criteria</b>
The learner can: 2.1 communicate on the following work activity information to relevant people following organisational procedures: a. appropriate timescales b. health and safety requirements c. co-ordination of work procedures 2.2 explain the different methods and techniques used to inform relevant people about work activities 2.3 explain the effects of not informing relevant people with the expected level of urgency 2.4 explain the different types of work activity related information and to what level of detail the following people would expect to receive: a. colleagues b. employers c. customers d. contractors e. suppliers of products and services f. other people affected by the work/project

<b>Learning outcome</b>
The learner will: 3. Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.
<b>Assessment criteria</b>
The learner can: 3.1 give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome 3.2 explain the techniques of encouraging questions and/or requests for clarification and comments 3.3 explain the different ways of offering advice and help to different people about work activities, in relation to: a. progress b. results c. achievements d. occupational problems e. occupational opportunities f. health and safety requirements g. co-ordinated work.

<b>Learning outcome</b>
The learner will: 4. Clarify proposals with relevant people and discuss alternative suggestions.
<b>Assessment criteria</b>
The learner can: 4.1 engage in regular discussions with relevant people about the occupational work activity and/or other occupations involved 4.2 explain the methods of clarifying alternative proposals with relevant people 4.3 explain the methods of suggesting alternative proposals.

<b>Learning outcome</b>
The learner will: 5. Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.
<b>Assessment criteria</b>
The learner can: 5.1 examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work 5.2 explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

## **Unit 501      Developing and maintaining good occupational working relationships in the workplace**

### Supporting information

#### **Guidance**

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

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

Workplace evidence of skills cannot be simulated.



## Unit 755

## Producing specialised plaster finishes in the workplace

<b>Level:</b>	3
<b>GL:</b>	80
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• complying with relevant legislation and official guidance</li><li>• maintaining safe and healthy working practices</li><li>• selecting the required quantity and quality of resources</li><li>• minimising the risk of damage</li><li>• producing specialised plaster finishes in a timely manner and with minimal waste.</li></ul>

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

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

- 2.2 describe the organisational security procedures for:
- a. tools
  - b. equipment
  - c. personal belongings
- in relation to:
- a. site
  - b. workplace
  - c. company
  - d. operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

### **Learning outcome**

The learner will:

3. Maintain safe working practices when producing specialised plaster finishes.

### **Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. select the required quantity and quality of resources for the methods of work to produce specialised plaster finishes

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - a. stone, aggregate, mosaic, cement, plaster, pigments and pre-cast components
  - b. additives, fixings, bonding agents
  - c. hand tools, portable power tools and ancillary equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to produce specialised plasterer finishes.

**Learning outcome**

The learner will:

5. Minimise the risk of damage to the work and surrounding area when producing specialised plaster finishes.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. Complete the work within the allocated time when producing specialised plaster finishes.

**Assessment criteria**

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
  - a. types of progress charts, timetables and estimated times
  - b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. Comply with the given contract information to produce specialised plasterer finishes to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing specialised plasterer finishes:
  - a. measuring
  - b. marking out
  - c. applying
  - d. finishing

- 7.2 use and maintain:
  - a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.3 inspect and prepare backgrounds, mix materials and produce **one** of the following specialist plaster finishes to given working instructions:
  - a. terrazzo
  - b. mosaic
  - c. scagliola
  - d. polished
  - e. micro cement
- 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. inspect and prepare backgrounds
  - b. mix materials
  - c. prepare and apply plaster to produce terrazzo, mosaic, scagliola, polished and micro cement and polished plaster finishes
  - d. recognise and determine when specialist skills and knowledge are required and report accordingly
  - e. understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - f. use hand tools, portable power tools and ancillary equipment
  - g. work at height
  - h. use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to communicate within a team when producing specialised plaster finishes
- 7.6 describe how to maintain the tools and equipment used when producing specialised plaster finishes.

# **Unit 755      Producing specialised plasterer's surfaces in the workplace**

## Supporting information

### **Guidance**

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- terrazzo
- mosaic
- scagliola
- polished
- micro cement.



## 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](http://www.cityandguilds.com).

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

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

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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

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



## Useful contacts

### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033\*

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### 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](mailto:centresupport@cityandguilds.com)

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### 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](mailto:singlesubjects@cityandguilds.com)

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### 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](mailto:intops@cityandguilds.com)

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### 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](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping,  
Accreditation, Development Skills,  
Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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### Publications

Logbooks, Centre documents,  
Forms, Free literature

T: +44 (0)844 543 0000\*

F: +44 (0)20 7294 2413

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

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

### **City & Guilds Group**

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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