



City & Guilds Level 3 Diploma in Site Carpentry (6706-33)

Version 2.6 (January 2025)

Qualification Handbook

Qualification at a glance

Subject area	5.2 Building and Construction
City & Guilds number	6706
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Multiple choice Examination, Practical Demonstration/Assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Assessor guidance, Task manual, smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Diploma in Site Carpentry	6706-33	600/7995/2	583	670

Version and date	Change detail	Section
1.1 Aug 2013	Correct AC 3.4 – Unit 301/701	Units
2.0 January 2014	Entry requirement information added	Centre requirements
2.1 July 2014	Centre staffing amended	Centre requirements
2.2 December 2015	Updated range for LO 1, 3 and 4 in unit 201/601	5. Units
2.3 September 2017	Added GLH and TQT details	Qualification at a Glance, Structure
	Deleted QCF	Appendix
2.4 September 2023	Reformatting and removal of images	Throughout
2.5 March 2024	Update of Quality Assurance Statement	Centre Requirements
2.6 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	All

Contents

Qualification at a glance	2
Contents	4
1 Introduction	6
Structure	7
Total Qualification Time (TQT)	8
2 Centre requirements	9
Approval	9
Resource requirements	10
Quality assurance	10
Learner entry requirements	12
Age restrictions	12
Access arrangements and reasonable adjustments	12
3 Delivering the qualification	13
Initial assessment and induction	13
Inclusion and diversity	13
Sustainability	13
Support materials	14
4 Assessment	15
Assessment of the qualification	15
Assessment strategy	18
Time constraints	18
Test specifications	18
5 Units	26
Structure of the units	26
Guidance for delivery of the units	26
Glossary of terms	26
Unit 201/601 Health, safety and welfare in construction	29
Unit 207 Carry out first fix flooring and roofing	35
Unit 209 Carry out second fixing operations	42
Unit 301/701 Principles of organising, planning and pricing construction work	49
Unit 306 Carry out first fix roofing and stairs	53
City & Guilds Level 3 Diploma in Site Carpentry (6706-33)	4

Unit 307	Carry out second fixing double doors and mouldings	57
Unit 308	Set up and use fixed and transportable machinery	60
Appendix 1	Sources of general information	65

1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is for those individuals who work or want to work as a Site Carpenter in the construction sector.
What does the qualification cover?	This qualification allows candidates to learn, develop and practise the skills required for employment and/or career progression in Site Carpentry. It covers the following skills: <ul style="list-style-type: none">• Carry out first fix flooring and roofing• Carry out second fixing operations• Carry out first fix roofing and stairs• Carry out second fixing double doors and mouldings• Set up and use fixed and transportable machinery
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 3 NVQ Diploma in Wood Occupations
Who did we develop the qualification with?	The units in this qualification are endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Is it part of an apprenticeship framework or initiative?	N/A

Structure

To achieve the City & Guilds Level 3 Diploma in Site Carpentry, learners must achieve: achieve **67** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
Learners must achieve all seven mandatory units.				
A/504/6719	201/601	Health, safety and welfare in construction	7	70
K/504/6618	207	Carry out first fix flooring and roofing	14	115
M/504/6653	209	Carry out second fixing operations	9	80
F/504/7029	301/701	Principles of organising, planning and pricing construction work	7	67
K/504/6764	306	Carry out first fix roofing and stairs	10	84
K/504/6750	307	Carry out second fixing double doors and mouldings	7	57
T/504/6766	308	Set up and use fixed and transportable machinery	13	110

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Site Carpentry	583	670

2 Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

Resource requirements

Physical resources and site agreements

Centres will have well equipped workshops with a comprehensive range of hand and portable power tools that meet current industry standards. All powered equipment should be well maintained and PAT certified. A Bench vice will be available to each candidate. Facilities for grinding and sharpening hand tools will be available. Centres will have special designated areas within Carpentry and Joinery workshop (cubicles or project areas) allowing candidates to practice the requirements of the units and carry out the Practical Assignments. There must also be a fixed or transportable circular saws (rip and crosscut), surface planer and thicknesser (may be combined) morticer and narrow bandsaw. All of which shall have suitable tooling to carry out the unit and assignment tasks, be to industrial standards and comply with current regulations.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification

- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner 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 qualification successfully. Learners are advised to take the Level 1 and Level 2 Diplomas in order to ensure they have the right skills and knowledge for Level 3. Alternatively, the learner should provide evidence of significant industry experience, at the centres discretion.

Age restrictions

This qualification is approved for learners aged 16 or above.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the **[City & Guilds website](#)**

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 qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

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

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessor guidance	www.cityandguilds.com
Task manual	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk

4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete assessments for each mandatory unit.

Assessment types

Unit	Title	Assessment method	Where to obtain assessment materials
201/ 601	Health, safety and welfare in construction	<p>City & Guilds e-volve multiple choice test or on demand externally marked paper.</p> <p>The test covers all of the knowledge in the unit.</p>	Examinations provided on e-volve, or question papers ordered via Walled Garden.
207	Carry out first fix flooring and roofing	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment , covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com
209	Carry out second fixing operations	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment , covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com
301/ 701	Principles of organising, planning and pricing construction work	<p>City & Guilds e-volve multiple choice test or on demand externally marked paper.</p> <p>The test covers all of the knowledge in the unit.</p>	Examinations provided on e-volve, or question papers ordered via Walled Garden.
306	Carry out first fix roofing and stairs	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p>	www.cityandguilds.com

		Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	
307	Carry out second fixing double doors and mouldings	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment , covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com
308	Set up and use fixed and transportable machinery	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment , covering performance outcomes.</p> <p>Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.</p>	www.cityandguilds.com

Assessment strategy

City & Guilds has written the following assessments to use with this qualification:

- live assignments that can be downloaded from the City & Guilds website

Time constraints

The following must be applied to the assessment of this qualification:

Qualification registration is valid for 36 months.

Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test 1: Unit 201/601 Health, safety and welfare in construction

Graded: Pass/Fail

Test: 6706- 601	Duration: 60 minutes		
Unit	Outcome	Number of questions	Percentage %
201	1 Know the health and safety regulations, roles and responsibilities	7	17.5
	2 Know accident and emergency reporting procedures and documentation	5	12.5
	3 Know how to identify hazards in the workplace	7	17.5
	4 Know about health and welfare in the workplace	3	7.5
	5 Know how to handle materials and equipment safely	2	5
	6 Know about access equipment and working at heights	3	7.5
	7 Know how to work with electrical equipment in the workplace	4	10
	8 Know how to use personal protective equipment (PPE)	5	12.5

9 Know the cause of fire and fire emergency procedures	4	10
Total	40	100%

Test 2: Unit 207 Carry out first fix flooring and roofing

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approximately 17/25

Test: 6706- 207	Duration: 40 minutes		
Unit	Outcome	Number of questions	Percentage %
207	1 Know how to construct roofing structures	9	36
	3 Know how to fix verge and eave components	4	16
	5 Know how to lay floor joists	8	32
	7 Know how to fit and fix joist coverings	4	16
Total		25	100%

Test 3: Unit 209 Carry out second fixing operations

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx. 17/25

Test: 6706- 209	Duration: 40 minutes		
Unit	Outcome	Number of questions	Percentage %
209	1 Know how to install doors and ironmongery	6	24
	3 Know how to fix mouldings	7	28
	5 Know how to install service encasements and cladding	5	20
	7 Know how to install kitchen units, worktops and fitments	7	28
Total		25	100%

Test 4: Unit 301/701 Principles of organising, planning and pricing construction work

Graded: Pass/Fail

Test: 6709-701	Duration: 60 minutes		
Unit	Outcome	Number of questions	Percentage %
301	1 Understand different types of drawn information in construction	7	17.5
	2 Understand energy efficiency and sustainable materials for construction	8	20
	3 Understand how to estimate quantities and price work for construction	10	25
	4 Understand how to plan work activities for construction	6	15
	5 Understand how to communicate effectively in the workplace	9	22.5
Total		40	100%

Test 5: Unit 306 Carry out first fix roofing and stairs

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx. 13/20

Test: 6706- 306	Duration: 30 minutes		
Unit	Outcome	Number of questions	Percentage %
306	1 Understand how to construct a traditional cut roof	15	75
	3 Understand how to fix a flight of stairs with a quarter turn	5	25
Total		20	100%

Test 6: Unit 307 Carry out second fixing double doors and mouldings

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx. 12/18

Test: 6706- 307		Duration: 30 minutes	
Unit	Outcome	Number of questions	Percentage %
307	1 Understand how to install double doors and ironmongery	6	33
	3 Understand how to install curved and raking mouldings	12	67
Total		18	100%

Test 7: Unit 308 Set up and use fixed and transportable machinery

Graded: Pass/Fail

Pass mark: the pass mark for this examination is set at approx. 18/25

Test: 6706- 308		Duration: 40 minutes	
Unit	Outcome	Number of questions	Percentage %
308	1 Understand how to inspect and maintain fixed and transportable machinery	13	52
	3 Understand how to use fixed and transportable machinery efficiently and safely	12	48
Total		25	100%

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Unit accreditation number
- title
- level
- credit value
- guided learning hours (GLH)
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria
- range statements

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Glossary of terms

Term	Definition
Approved Document K	Section of the Building Regulations that covers protection from falling.
Balustrade	Collective name for the complete assembly of handrails, baserails, newels, spindles, infill and newel caps.
Close couple roof	This roof incorporates a main tie which is secured to the feet of each rafter and spans the width of the building.

Term	Definition
Closed stair strings	A staircase in which the ends of the treads are routed or housed so that they are not visible outside the stair.
Collared roof	A collar roof incorporates a horizontal roof member positioned approximately two thirds of the distance down from the ridge to the wall plate line.
Cut stair string	A string with the upper part of the string cut away to follow the shape of the treads
Draw-bore pins	Holes are drilled through a mortise and tenon about 3mm out of line so that a tapered steel pin (Draw-bore pins) are driven through the holes draws the joint together.
Elliptical arch	An arch having the shape of half an ellipse; in its construction, the ellipse is often approximated by three adjoining circular arcs.
French doors	Two adjoining doors that have glass panes from top to bottom and are hinged at opposite sides of a doorway so that they open in the middle
Geometrical stairs	A geometrical stairway is a winding stairway and is so designed that the tread at the line of travel of all steps is the same width. Commonly known (incorrectly) as a "spiral" staircase. A curved stair of regular shape, eg circular or elliptical in plan.
Gothic arch	A Gothic arch is a sharp-pointed arch, formed of two arc segments
Hammer headed key joint	Is used where there is no straight member to form the tenon. Two mortise sockets are formed one in each piece and a separate tenon piece called a key is formed to fit. For example a door with a shaped head.
Hammer headed tenon	Is used to join a curved member to a straight member such as a curved head member to a jamb.
Handrail bolts	A metal rod with threads and a nut at each end; used to bolt together two surfaces in a butt joint.
Jack rafters	Jack rafters are the short rafters that run from the hip or valley rafter to the wall

Term	Definition
	plate. It is these rafters that form the lower portion of a hip or a valley.
Joiners dogs	A small "staple" shaped device, designed to straddle a joint, and pull the joint tightly together during the glue up process, also called a 'Pinch Dog'.
Kerfed	Saw cuts to one side of a piece of wood and bending it towards that side, a convenient way curving the risers of a bullnose step
Mortice latch/rebate kit	Allows a mortise lock to be fitted to double doors that have been rebated at their meeting stiles.
Purlins	A purlin is a strong large, sectioned timber member which is fixed to the common rafters midway between the ridge and the wall plate and runs parallel to the wall and the ridge.
Raking mouldings	An inclined moulding with horizontal returns
Sprocketed eaves	A wedge-shaped piece of wood nailed to the top of the rafters to reduce the pitch of the roof at the eaves.
Trammel	A lath or batten used to mark out a circular or curve by being pivoted at one end.
Trimmer	These are used to construct a well suitable for the opening of the staircase. The top step fits over a trimmer joist.
Vapour barrier	Is often used to refer to any material for damp proofing, typically a plastic or foil sheet
Wall string	The string of a staircase that is fixed flush with a wall.
Winder tread	Tread with a greater run on one side than the other. Used on circular, spiral or winder staircases.
Wreathed stair string	A curved string or handrail.

UAN	A/504/6719
Level:	2
Credit value	7
GLH:	70
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work

Learning outcome

The learner will:

1. know the health and safety regulations, roles and responsibilities

Assessment criteria

The learner can:

- 1.1 identify **health and safety legislation** relevant to and used in the construction environment
- 1.2 state **employer and employee responsibilities** under the Health and Safety at Work Act (HASWA)
- 1.3 state **roles and responsibilities** of the Health and Safety Executive (HSE)
- 1.4 identify **organisations** providing relevant health and safety information
- 1.5 state the importance of holding on-site safety inductions and toolbox talks.

Range

Health and safety legislation

Health and Safety at Work Act, Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Construction, Design and Management (CDM) regulations , Provision and Use of Work Equipment Regulations (PUWER), manual handling operations Regulations, Personal Protective Equipment (PPE) at Work Regulations, Work at Height Regulations, Control of Noise at Work Regulations, Control of Vibration at Work Regulations , Electricity at Work Regulations, Lifting operations and Lifting Equipment Regulations (LOLER)

Employer responsibilities

Safe working environment, adequate staff training, health and safety information, site inductions, toolbox talks, risk assessment, supervision, PPE, reporting hazards, accidents and near misses, sections 2 to 9 of Health and Safety at Work Act, CDM reg's, construction phase plans, welfare, display public liability Insurance and health and safety law poster.

Employee responsibilities

Working safely, working in partnership with the employer, reporting hazards, accidents and near misses, following organisational procedures as per Sections 2 to 9 of Health and Safety at Work Act.

Roles and responsibilities:

Enforcement (including fees for intervention), legislation and advice, inspection, investigation e.g. site investigations.

Organisations

Health and Safety Executive (HSE) website, Institute of Occupational Safety and Health, British Safety Council, 'manufacturer', ROSPA.

Learning outcome

The learner will:

2. know accident and emergency reporting procedures and documentation

Assessment criteria

The learner can:

- 2.1 state legislation used for reporting accidents
- 2.2 state major **types of emergencies** that could occur in the workplace
- 2.3 identify reportable injuries, diseases and dangerous occurrences as per RIDDOR
- 2.4 state main types of **records** used in the event of an accident, emergency and near miss and reasons for reporting them
- 2.5 identify **authorised personnel** involved in dealing with accident and emergency situations
- 2.6 state **actions** to take when discovering an accident.

Range**Types of emergencies**

Fires, security incidents, gas leaks.

Records:

Accident book, first aid records, organisational records and documentation.

Authorised personnel

First aiders, supervisors/managers, health and safety executive, emergency services, safety officer.

Actions

Area made safe, call for help, emergency services.

Learning outcome

The learner will:

3. know how to identify hazards in the workplace

Assessment criteria

The learner can:

- 3.1 state the importance of **good housekeeping**
- 3.2 state reasons for risk assessments and method statements
- 3.3 identify **types of hazards** in the workplace
- 3.4 state the importance of the correct storage of combustibles and chemicals on site
- 3.5 identify different **signs and safety notices** used in the workplace.

Range**Good housekeeping:**

Cleanliness, tidiness, use of skips and chutes, segregation of materials, clear access to fire escapes, clear access to fire extinguishers.

Types of hazards:

Fires, slips, trips and falls, hazardous substances (relating to inhalation, absorption, exposure, ingestion, cross-contamination), electrical, asbestos, manual handling, plant and vehicle movement, adverse weather.

Signs and safety notices:

Prohibition, mandatory, warning, safe condition, supplementary.

Learning outcome

The learner will:

4. know about health and welfare in the workplace

Assessment criteria

The learner can:

- 4.1 identify requirements for welfare facilities in the workplace as per Construction Design Management (CDM)
- 4.2 state health effects of noise and **precautions** that can be taken
- 4.3 state **risks** associated with drugs, alcohol and medication which could affect performance in the workplace.

Range**Precautions**

Reducing noise at source, PPE, isolation, exposure time.

Risks

Reduced risk perception, loss of concentration, balance problems, absenteeism and reduced productivity.

Learning outcome

The learner will:

5. know how to handle materials and equipment safely

Assessment criteria

The learner can:

- 5.1 identify legislation relating to safe handling of materials and equipment
- 5.2 state procedures for safe lifting and manual handling activities in accordance with guidance and legislation
- 5.3 state the importance of using **lifting aids** when handling materials and equipment.

Range**Lifting aids**

Wheelbarrow, sack barrow, mechanical lifting aids, pallet truck.

Learning outcome

The learner will:

6. know about access equipment and working at heights

Assessment criteria

The learner can:

- 6.1 identify legislation relating to working at heights
- 6.2 identify types of **access equipment**
- 6.3 state **safe methods** of use for **access equipment**
- 6.4 identify **dangers** of working at height.

Range**Access equipment:**

Stepladders, ladders (pole, extension), trestles, hop-ups, proprietary scaffolding, podium, stilts

Safe methods

Regular inspection, check for broken, damaged or missing components, responsible use, consideration of adverse weather conditions, good housekeeping

Dangers

Falling tools, falling equipment, falling materials, persons falling from height (injuries to themselves and others).

Learning outcome

The learner will:

7. know how to work with electrical equipment in the workplace

Assessment criteria

The learner can:

- 7.1 state **precautions** to take to avoid risks to self and others when working with electrical equipment
 7.2 state **dangers** of using electrical equipment
 7.3 identify **voltages** and voltage colour coding that are used in the workplace
 7.4 state **methods** of storing electrical equipment.

Range**Precautions**

Check leads, check plugs, use of cable hangers, check tools and equipment, current valid PAT certificate

Dangers:

Burns, electrocution, fire.

Voltages

Battery powered, 110/115 volts, 230/240 volts and 415 volts.

Methods

Components present, equipment cleaned, checked for damage, stored in a clean and secure location.

Learning outcome

The learner will:

8. know how to use Personal Protective Equipment (PPE)

Assessment criteria

The learner can:

- 8.1 state the legislation governing use of Personal Protective Equipment (PPE)
 8.2 state **types of PPE** used in the workplace
 8.3 state the importance of PPE
 8.4 state why it is important to store, maintain and use PPE correctly
 8.5 state the importance of checking and reporting damaged PPE.

Range**PPE:**

Head protection, eye protection, ear protection, face/dust masks, breathing apparatus, high visibility clothing, safety footwear, gloves, sun protection, barrier cream, waterproofs, knee pads, overalls/disposable clothing

Learning outcome

The learner will:

9.know the cause of fire and fire emergency procedures

Assessment criteria

The learner can:

9.1 state **elements** essential to creating a fire

9.2 identify methods of fire prevention

9.3 state actions to be taken on discovering a fire

9.4 state **types of fire extinguishers** and their uses.

Range**Elements**

Oxygen, fuel, heat.

Types of fire extinguishers:

Water, foam, CO2, dry powder.

Unit 207

Carry out first fix flooring and roofing

UAN	K/504/6618
Level:	2
Credit value	14
GLH:	115
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	<p>The aim of this unit is to provide the learner with the knowledge and skills to carry out first fix flooring and roofing work, in accordance with the current health and safety and Building Regulations in both new building projects and refurbishment works.</p> <p>The knowledge acquired by the learner will enable them to distinguish and identify flooring and roofing work, the associated components and materials, and its uses in carpentry and joinery.</p> <p>The skills developed by the learner will include:</p> <ul style="list-style-type: none">• the use of woodworking hand tools and powered hand tools• their associated practical uses in flooring and roofing work to including erecting roofing structures, verge and eaves and installing floor joists.

Learning outcome

The learner will:

1. know how to construct roofing structures

Assessment criteria

The learner can:

- 1.1 identify **types** of roofing structures
- 1.2 identify **construction types** of roofing structures
- 1.3 identify **component parts** of roofing structures
- 1.4 explain methods of anchoring the roof in accordance with building regulations
- 1.5 describe the sequence of erecting component parts of **roofing structures**
- 1.6 describe the methods of constructing tank stands
- 1.7 identify **tools** and **fixings** used to erect roofing structures
- 1.8 describe safe methods of using **access equipment**

1.9 describe the importance of following regulations when using access equipment.

Range

Types

Flat, lean to, gable ended, pitched, hipped and valley, cold and warm deck

Construction types

Trussed rafters (fan, fink, king post and attic, girder, mono, diminishing), common rafters.

Component parts

Wall plate, rafters, struts, ceiling joists, binders, firrings, noggins, decking, gable ladders, wall straps, truss clips, bracing, joist hangers ties, chords, purlin.

Roofing structures

Gable ended pitched roof, flat roof.

Tools

Hammers, screwdrivers, chop saw, handsaw, chisels, drill bits, drills, nail guns, spirit level, plumb bob, try squares.

Fixings

Screws, nails and proprietary brackets/hangers.

Access equipment

Proprietary tower, trestles, independent and putlog, proprietary tower scaffold, ladders, platforms/podiums.

Learning outcome

The learner will:

2. be able to construct roofing structures

Assessment criteria

The learner can:

2.1 carry out risk assessment for constructing roofing structures

2.2 select **tools** and **fixings** used to construct roofing structures

2.3 select and use **access equipment** as appropriate for the given task in accordance with current regulations

2.4 erect **roofing structures** to given specifications

2.5 install timber bracing to given **specifications**

2.6 follow current environmental and relevant health and safety **regulations** relevant to constructing roofing structures.

Range

Tools

Hammers, screwdrivers, chop saw, handsaw, chisels, drill bits, drills, nail guns, spirit level, plumb bob, try and roofing square.

Fixings

Screws, nails and proprietary brackets/hangers.

Access equipment

Proprietary tower scaffold, ladders, platforms/podiums.

Roofing structures

Gable ended trussed roof.

Specifications

Working drawings, given instructions.

Regulations

Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, working at height regulations current environmental.

Learning outcome

The learner will:

3. know how to fix verge and eave components

Assessment criteria

The learner can:

3.1 identify **component parts** of verges and eaves

3.2 describe **methods of finishing** gable ends

3.3 describe **methods of finishing** eaves

3.4 identify **tools** used to fix gable and eaves finishes.

Range

Component parts

Fascia, soffit and barge boards, ventilation, tilt fillet, bracketing.

Methods of finishing (AC3.2)

Flush, overhanging verge.

Methods of finishing (AC3.3)

Open, closed, flush and projecting.

Tools

Hammers, screwdrivers, chop saw, handsaw, chisels, drill bits, drills, nail guns, spirit level, plumb bob, try and roofing square, string line.

Learning outcome
The learner will: 4. be able to fix verge and eave components
Assessment criteria
The learner can: 4.1 carry out risk assessment for fixing verge and eave components 4.2 select tools to fix verge and eave components 4.3 select and use access equipment as appropriate for the given task in accordance with current regulations 4.4 construct and fix gable ladders to given specifications 4.5 fix verge and eave components to given specifications 4.6 follow current environmental and relevant health and safety regulations relating to fixing verge and eave components.

Range
Tools Hammers, screwdrivers, chop saw, handsaw, chisels, drill bits, drills, nail guns, spirit level, plumb bob, try and roofing square, string line
Access equipment Proprietary tower scaffold, ladders, platforms/podiums
Specifications Working drawings, given instructions
Components Fascia, soffit and barge boards, ventilation, tilt fillet, bracketing
Regulations Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, working at height regulations current environmental.

Learning outcome
The learner will: 5. know how to lay floor joists
Assessment criteria
The learner can: 5.1 identify flooring components 5.2 identify methods of supporting joists 5.3 describe methods used to form an opening in a floor 5.4 describe methods of tying the floor in accordance with building regulations 5.5 describe types of strutting used in floor construction and their purpose 5.6 identify safe zones in joists for drilling and notching for services 5.7 describe ways of protecting joists from moisture and decay 5.8 identify tools used to lay floor joists.

Range**Components**

Joists (common/bridging, trimming, trimmer, trimmed), strutting, I beams

Supporting

Built in, wall plates and on joist hangers, sleeper walls

Joists

I-beams, pozi joists, stress graded timber joists

Openings

Service access, staircases, chimneys and flues

Tying

Lateral restraint straps, anchor straps

Types of strutting

Solid, herringbone and galvanised steel (proprietary).

Services

Gas, water and waste pipes, electric cables and telecommunications.

Ways

Ventilation, wrapping joist ends, DPC, treated timber.

Tools

Hammers, screwdrivers, chisels, drill bits, drills, spirit level, try squares, straight edge.

Learning outcome

The learner will:

6. be able to lay floor joists

Assessment criteria

The learner can:

6.1 carry out risk assessment for laying floor joists

6.2 select **tools** to lay floor joists to given **specifications**

6.3 lay floor joists to given specifications

6.4 fix **strutting** to given specifications

6.5 trim joists to form a stairwell opening

6.6 follow current environmental and relevant health and safety **regulations** relating to laying floor joists.

Range**Tools**

Hammers, screwdrivers, chisels, drill bits, drills, spirit level, try squares, straight edge

Specifications

Working drawings, given instructions

Strutting

Herringbone

Regulations

Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, working at height regulations current environmental.

Learning outcome

The learner will:

7. know how to fix and fit joist coverings

Assessment criteria

The learner can:

7.1 identify **types of joist coverings**

7.2 describe **methods** of fixing joist coverings

7.3 state the method of fixing joist coverings to access **services**

7.4 identify **tools** for fixing joist coverings.

Range**Types of joist coverings**

Timber (softwood, hardwood, tongued and grooved), manufactured flooring panels

Methods

Gluing, screwing, nailing, face fixing, secret fixing

Services

Gas, water and waste pipes, electric cables and telecommunications

Tools

Hand saws, hammers, tape measure, drills, nail punch, screwdrivers, circular saw.

Learning outcome

The learner will:

8. be able to fit and fix joist coverings

Assessment criteria

The learner can:

- 8.1 carry out risk assessment for fitting and fixing joist coverings
- 8.2 select **tools** to fit and fix joist coverings
- 8.3 fit and fix joist coverings to given **specifications**
- 8.4 follow current environmental and relevant health and safety **regulations** relating to fitting and fixing joist coverings.

Range**Tools**

hand saws, hammers, tape measure, drills, nail punch, screwdrivers

Specifications

Working drawings, given instructions

Regulations

Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), Control of Substances Hazardous to Health' (COSHH), vibration at work regulations, control of noise at work regulations, working at height regulations current environmental.

Unit 209

Carry out second fixing operations

UAN	M/504/6653
Level:	2
Credit value	9
GLH:	80
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	<p>The aim of this unit is to provide the learner with the knowledge to carry out second fix carpentry and joinery work in accordance with the current health and safety and Building Regulations in new building projects and refurbishment works.</p> <p>The knowledge acquired by the learner will enable them to distinguish and identify second fix work, the associated components and materials, and its uses in carpentry and joinery.</p> <p>The skills developed by the learner will include:</p> <ul style="list-style-type: none">• the use of woodworking hand tools and powered hand tools• their associated practical uses in carpentry and joinery second fix work including doors and ironmongery, mouldings, service encasements and cladding, kitchen units, worktops and fitments.

Learning outcome

The learner will:

1. know how to install doors and ironmongery

Assessment criteria

The learner can:

- 1.1 describe the **characteristics** of internal, external and fire rated doors
- 1.2 identify **door ironmongery**
- 1.3 explain the importance of working drawings and schedules
- 1.4 identify **tools** used to install doors and fit ironmongery.

Range**Characteristics**

Standard sizes and thicknesses, panelled, glazed, flush (veneered), fire, match boarded, stable.

Door ironmongery

Butts (brass, steel, cast), tee-hinges, tubular latch, mortice latch, door closers, dead locks, rim locks, cylindrical, Euro locks, three/five levers, security bolts, barrel bolts, escutcheons, intumescent strips, weather seals, letter plates, view holes, door protection plates, threshold cill, screws (brass, steel, slot, pozi, Philips), lever /knob handles.

Tools

Cordless drills, square, chisels, saws, hammers, screwdrivers, spirit level, drill bits, electric router, mallets, marking gauges, holding device, jig saw, and electric drill.

Learning outcome

The learner will:

2. be able to install doors and ironmongery

Assessment criteria

The learner can:

- 2.1 carry out risk assessment for installing **doors** and **ironmongery**
- 2.2 prepare doors for hanging
- 2.3 hang doors and fit ironmongery to given **specifications**
- 2.4 follow current environmental and relevant health and safety and fire **regulations** relating to installing doors and ironmongery.

Range**Doors**

Internal, external and fire rated

Door ironmongery

Butts (steel), tee-hinges, tubular latch, mortice latch, door closers, dead locks, rim locks, cylindrical lock, Euro locks, three/five levers, intumescent strips, letter plates, screws (brass, steel, slot, pozi, Philips), lever /knob handles

Specifications

Working drawings, schedules, given instructions

Regulations

Health and Safety at Work act, Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, current environmental.

Learning outcome

The learner will:

3. know how to fix mouldings

Assessment criteria

The learner can:

3.1 describe **methods of transferring datums**

3.2 identify **types** and purpose of **mouldings**

3.3 identify **tools** and materials used to fix mouldings

3.4 describe **methods of jointing** and scribing mouldings

3.5 describe **methods of fixing** mouldings.

Range**Methods of transferring datums**

Using laser, spirit level, straight edge

Types

Picture rail, cornice, skirting board, dado rail, architrave, plinth block, corbels, hardwood, softwood, medium density fibreboard (MDF)

Mouldings

Square, pencil round, torus, bull nose, splayed, ogee

Tools

Saws, hammers, mallets, chisels, screwdrivers, marking gauges, square, combination square, sliding bevel, profile combs, spirit level, laser level, holding devices, cordless drills, drill bits and electric mitre saw, coping saw, block plane, nail punch, scribes; materials – nails, screws, adhesives

Methods of jointing

Mitring (45 degrees, bi-section), heading joints, using hand and power tools

Methods of fixing

Using nails, screws, adhesives.

Learning outcome

The learner will:

4. be able to fix mouldings

Assessment criteria

The learner can:

- 4.1 carry out risk assessment for fixing **mouldings**
- 4.2 transfer datum points
- 4.3 cut, scribe, mitre and fix mouldings to given **specifications**
- 4.4 follow current environmental and relevant health and safety **regulations** relating to installing mouldings
- 4.5 use access equipment in accordance with current legislation.

Range**Mouldings**

Skirting, architrave, dado and picture rail

Specifications

Working drawings, given instructions, schedules, methods of jointing (mitring (45 degrees, bi-section), heading joints, using hand and power tools)

Regulations

Health and Safety at Work act, Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, current environmental.

Learning outcome

The learner will:

5. know how to install service encasements and cladding

Assessment criteria

The learner can:

- 5.1 describe **methods** of encasing **services**
- 5.2 identify types of **cladding**
- 5.3 describe **methods** of fixing cladding
- 5.4 identify **tools** and **fixing materials** used to fix cladding.

Range**Methods (AC 5.1)**

Using timber framed and solid panels, means of access

Services

Pipes, baths

Cladding

Solid, plywood, tongue and groove, horizontal and vertical boarding, plastic, shiplap

Methods (AC 5.3)

Use of brackets, clips, secret nailing, built-up frames, fixing battens

Tools

Saws, hammers, mallets, chisels, screwdrivers, marking gauges, square, spirit level, laser level, holding devices, cordless drills, drill bits and electric mitre saw

Fixing materials

Nails, screws, adhesives, bolts, cover caps, fixing plugs.

Learning outcome

The learner will:

6. be able to install service encasements and cladding

Assessment criteria

The learner can:

6.1 carry out risk assessment for installing service encasements and cladding

6.2 transfer datum points

6.3 fix service encasements and cladding to given **specifications**

6.4 follow current environmental and relevant health and safety **regulations** relating to installing **service encasements** and cladding

6.5 use access equipment in accordance with current legislation.

Range**Specifications**

Working drawings, given instructions

Fix

Plumb, level, secure

Service encasements

Pipe boxing and bath panels

Regulations

Health and Safety at Work act, Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, current environmental.

Learning outcome

The learner will:

7. know how to install kitchen units, worktops and fitments

Assessment criteria

The learner can:

- 7.1 describe the method of assembling wall and floor units
 7.2 describe the **process** of installing wall and floor units
 7.3 describe **methods** of jointing worktops
 7.4 describe the method of forming openings in **worktops** for hobs and sinks
 7.5 describe the method of installing **fitments**
 7.6 describe the purpose of manufacturers' instructions and design schedules
 7.7 describe methods of detecting **services** whilst fitting wall and floor units.

Range**Process**

Position, level, fix (to hollow and solid wall), scribe to wall

Methods

Use of jointing strip, mitre joints, biscuit jointing and connecting bolts, butt and scribe, using sealants

Worktops

Post-formed and solid timber

Fitments

Pelmets, end panels, plinths and cornice to units, handles, drawers, drawer runners, door hinges

Services

Electric, gas and water pipes.

Learning outcome

The learner will:

8. be able to install kitchen units, worktops and fitments

Assessment criteria

The learner can:

- 8.1 carry out risk assessment for installing kitchen units, worktops and fitments
 8.2 assemble wall and floor units using appropriate **tools** and **fixings** according to the manufacturers' instructions
 8.3 install wall and floor units to the given design schedule
8.4 install post-formed worktops using appropriate **tools** to given **specifications**
 8.5 form openings in worktops for hobs and sinks using appropriate **tools** to given **specifications**
 8.6 install **fitments** using appropriate **tools** to given **specifications**
 8.7 follow current environmental and relevant health and safety **regulations** relating to installing wall, floor units and fitments
 8.8 use access equipment in accordance with current legislation.

Range**Assemble wall and floor units**

Rigid units (fitting doors, handles, shelves and plinths) and self-assembly

Tools (AC 8.2)

Cordless drills, set square, chisels, saws, hammers, screwdrivers, spirit and laser level, drill bits, mallets, holding devices, and electric hammer/SDS drill, G/F clamps, quick release clamps

Fixings (AC 8.2)

Connecting bolts, screws, adhesives, sealants

Install

Butt and scribe, jointing strip

Tools (AC 8.4, 8.5, 8.6)

Circular saw, cordless drills, set square, chisels, saws, hammers, screwdrivers, spirit level, drill bits, electric router, mallets, marking gauges, holding device, and electric hammer/SDS drill, worktop jointing jig, biscuit jointer, jig saw, chop saw

Fitments

Pelmets, end panels, plinths and cornice to units, handles, drawers, drawer runners, door hinges

Specifications

Working drawings, given instructions

Regulations

Health and Safety at Work act, Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations current environmental, manual handling.

Unit 301/701

Principles of organising, planning and pricing construction work

UAN	F/504/7029
Level:	3
Credit value	7
GLH:	67
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	<p>The aim of this unit is to provide the learner with the knowledge of building methods and construction technology in relation to:</p> <ul style="list-style-type: none">• understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings.• organise the building process and communicate the design to work colleagues and others.

Learning outcome

The learner will:

13. understand different types of drawn information in construction

Assessment criteria

The learner can:

9.1 compare advantages and disadvantages of computer-aided design (CAD) programs to traditional drawing methods

9.2 explain **information** required to produce orthographic projection drawings

9.3 explain the process and purpose of producing a schedule from a drawing

9.4 explain the **benefits** of isometric projection drawings

9.5 explain **information** required to produce isometric projection drawings.

Range

Information (AC1.2)

Room dimensions, heights, width, sizes, heights and positions of walls, doors and window specifications, building regulations

Benefits

Pictorial view of an object, assembly or design.

Helps the client, customer, supplier or non-technical person understand how the finished product will look or what is required.

Information (AC1.5)

Isometric axis, positioning and required view of the object, lines or surfaces relative to isometric axis. Object dimensions and scale.

Learning outcome

The learner will:

13. understand energy efficiency and sustainable materials for construction

Assessment criteria

The learner can:

10.1 evaluate the uses of thermally insulated **materials**

10.2 describe **construction methods** used to insulate against heat loss and gain

10.3 compare thermal values of **wall construction**

10.4 explain the purpose of an Energy Performance Certificate (EPC)

10.5 describe **sustainable materials** and their use in construction.

Range**Materials**

Polyisocyanurate (PIR), expanded polystyrene (EP) fibre glass, sheep wool, mineral wool, double glazed units, multi-foil insulation.

Construction methods

location of insulation, selection of materials, compliance with Building Regulations

Wall construction

Cavity, solid and timber frame

Sustainable materials

Locally sourced, managed timber (FSC), recycled materials.

Learning outcome

The learner will:

13. understand how to estimate quantities and price work for construction

Assessment criteria

The learner can:

11.1 describe how to estimate quantities of construction materials

11.2 describe **information required** to prepare a materials list using a schedule

11.3 explain the purpose of preferred suppliers lists when ordering materials

11.4 explain the purpose of the Bill of quantities

- 11.5 explain the purpose of the tendering process
- 11.6 explain the difference between quoting and estimating
- 11.7 calculate waste percentages for a construction task
- 11.8 describe the **information required** to prepare a quote.

Range

information required (AC3.2)

Quantity, quality, colour, dimensions, location, installation details

Information required (AC3.8)

Labour, operational costs, VAT, material cost

Learning outcome

The learner will:

- 13. understand how to plan work activities for construction

Assessment criteria

The learner can:

- 12.1 outline the benefits of **planning** the sequence of material and labour requirements
- 12.2 outline advantages and disadvantages of purchasing or hiring plant and equipment
- 12.3 identify **planning methods**
- 12.4 identify information required to produce a GANTT chart for a building project.

Range

Planning

Programmes of work, stock systems, critical path analysis, lead times, schedules, Gantt chart.

Planning methods

GANTT chart, critical path analysis.

Learning outcome

The learner will:

13. understand how to communicate effectively in the workplace

Assessment criteria

The learner can:

13.1 explain the purpose of **site documentation**

13.2 identify information to create an agenda for a meeting

13.3 explain information required to prepare a toolbox talk and site induction

13.4 explain the purpose of a site survey and the information required to prepare a **defects** list

13.5 describe information required to prepare written communications to resolve **problems.**

Range**Site documentation**

Organisation chart, method statement, risk assessment, manufacturers' technical information, delivery notes, variation orders, permits to work, diaries, minutes, memos.

Defects

Poor standard of work, poor quality of materials, damaged materials, human error

Problems:

Delivery, materials, quality, human resources.

Unit 306

Carry out first fix roofing and stairs

UAN	K/504/6764
Level:	3
Credit value	10
GLH:	84
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	<p>The aim of this unit is to provide the learner with the skills to erect traditional cut roof and stairs with turns components in accordance with the current Health and Safety and Building Regulations in new building projects and refurbishment works.</p> <p>The skills developed by the learner will include:</p> <ul style="list-style-type: none">• the uses of woodworking hand tools and powered hand tools and their associated practical uses• to provide the learner with the skills to erect traditional cut roof and stairs with turns components including rafter roofs, construction of verge and eaves finishings, forming dormer windows.

Learning outcome

The learner will:

1. understand how to construct a traditional cut roof

Assessment criteria

The learner can:

- 1.1 describe different types of **roof construction**
- 1.2 state the **information** required to calculate the length and angle of rafters
- 1.3 explain the **methods** of determining **rafter** lengths
- 1.4 explain the **methods** of determining **angles of rafter cuts**
- 1.5 describe the **components** used to construct a traditional cut roof
- 1.6 describe the procedures for forming **openings** in roofs
- 1.7 describe construction **detail** of a dormer
- 1.8 describe the **method of finishing** eaves.

Range**Roof construction**

Single, double, hipped, gable, lean to, couple, collared, valley, mansard, gambrel/jerkin, gablet

Information

Run, pitch, span, rise

Methods (1.3, 1.4)

Use of scale drawing, roofing square, ready reckoner

Rafter

Common, jack, cripple, hip and valley rafters and purlins

Angles of rafter cuts

Common rafter (seat and plumb cut), hip rafter (seat and plumb cut), backing bevel, edge cut cripple rafter, edge cut jack rafter, purlin edge and side cut

Components

Rafters (hips, common, cripple, jack), valleys, ridge, gable ladder, soffits, verge, wall plate, restraint straps, purlins, lay boards, valley rafters, fascias and bargeboards, collar ties, ceiling joists, diagonal struts

Openings

Roof lights, dormers, chimney stacks

Detail

Insulation, vapour barriers, studs, breather membrane

Method of finishing

Open, closed, flush, projecting and sprocketed.

Learning outcome

The learner will:

2. be able to construct a traditional cut roof

Assessment criteria

The learner can:

- 2.1 carry out risk assessment for constructing traditional cut roof
- 2.2 calculate **rafter** lengths
- 2.3 calculate **angles of rafter cuts**
- 2.4 cut and fix rafters to given specifications
- 2.5 construct **openings** in roofs to given specifications
- 2.6 construct **eave** finishes
- 2.7 select and use **access equipment** as appropriate for the given task in accordance with current **regulations**
- 2.8 follow current environmental and relevant health and safety **regulations** relevant to constructing traditional cut roof.

Range**Rafter**

Common, jack, cripple, hip and valley rafters and purlins

Angles of rafter cuts

Common rafter (seat and plumb cut), hip rafter (seat and plumb cut), backing bevel, edge cut cripple rafter, edge cut jack rafter, purlin edge and side cut

Openings

Roof lights, dormers, chimney stacks

Eaves

Over-hanging

Access equipment

Proprietary tower scaffold, ladders, platforms/podiums

Regulations

Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), building regulations, vibration at work regulations, control of noise at work regulations, working at height regulations, current environmental.

Learning outcome

The learner will:

3. understand how to fix a flight of stairs with a quarter turn

Assessment criteria

The learner can:

- 3.1 describe **components** used to form a quarter turn staircase and balustrade
- 3.2 explain how to **install** a quarter turn staircase and balustrade
- 3.3 describe the requirements of building **regulations** relating to stairs.

Range**Components**

Treads, strings, risers, handrail, wedges, glue blocks, cappings, nosing, newels and balusters/spindles, joists, decking, apron, winders, draw dowel

Install

Cutting of the strings to ground and first floor level, preparing a landing, assembling winders (tapered steps), fitting top and bottom newels and nosing to trimmer, fixing handrail, balusters/spindles and any shaped bottom step

Regulations

Approved Document K

Learning outcome

The learner will:

4. be able to fix flights of stairs with a quarter turn

Assessment criteria

The learner can:

- 4.1 carry out risk assessment for fixing a **quarter turn flight of stairs**
- 4.2 fix a quarter turn flight of stairs to given specifications
- 4.3 follow current environmental and relevant health and safety **regulations** in relation to fixing a quarter turn straight flight of stairs.

Range**Quarter turn flight of stairs**

Landing, newels, handrails and balustrade, joists, deck, apron, winders (tapered stops)

Regulations

Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), building regulations, vibration at work regulations, control of noise at work regulations, manual handling regulations, working at height regulations, current environmental.

Unit 307

Carry out second fixing double doors and mouldings

UAN	K/504/6750
Level:	3
Credit value	7
GLH:	57
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	<p>The aim of this unit is to provide the learner with the knowledge to carry out second fix carpentry and joinery work in accordance with the current health and safety and Building Regulations in new building projects and refurbishment works.</p> <p>The knowledge acquired by the learner will enable them to distinguish and identify second fix work, the associated components and materials, and its uses in carpentry and joinery.</p> <p>The skills developed by the learner will include:</p> <ul style="list-style-type: none">• the use of woodworking hand tools and powered hand tools• their associated practical uses in carpentry and joinery second fix work including double doors, ironmongery and mouldings.

Learning outcome

The learner will:

1. understand how to install double doors and ironmongery

Assessment criteria

The learner can:

- 1.1 describe **types** of double doors
- 1.2 describe **door ironmongery**
- 1.3 describe the method of fitting double doors.

Range**Types**

Garage, French doors, rebated, sliding, single and double action

Door ironmongery

Butts (brass, steel, cast), tee-hinges, rebated mortice latch/rebate kit, door closers, door selectors, dead locks, Euro locks, three/five levers, security, inset shute bolts, barrel bolts, escutcheons, intumescent strips, weather seals, view holes, door protection plates, threshold cill, screws (brass, steel, slot, pozi, Philips), lever /knob handles, panic bar and pads, floor and transom springs, door closers, selectors, intumescent strips, smoke seals, finger and kicking plate.

Learning outcome

The learner will:

2. be able to install double doors and ironmongery

Assessment criteria

The learner can:

- 2.1 carry out risk assessment for installing double doors and **ironmongery**
- 2.2 prepare double doors for hanging
- 2.3 hang rebated double doors and fit ironmongery to given specifications
- 2.4 follow current environmental and relevant health and safety and fire **regulations** relating to installing double doors and ironmongery.

Range**Door ironmongery**

butts (brass, steel, cast), rebated mortice latch/rebate kit, overhead door closers, door selectors, barrel bolts, lever handles

Regulations

Provision and Use of Work Equipment Regulations (PUWER), personal protective equipment at work (PPE), chemicals or substances hazardous to Health (COSHH), building regulations, vibration at work regulations, control of noise at work regulations current environmental.

Learning outcome

The learner will:

3. understand how to install curved and raking mouldings

Assessment criteria

The learner can:

- 3.1 describe the method of setting out for **curved mouldings**
- 3.2 describe the method of **producing curved mouldings**
- 3.3 describe the method of fitting **curved mouldings**
- 3.4 describe the method of setting out for **raking** mouldings
- 3.5 describe the method of producing **raking** mouldings
- 3.6 describe the method of fitting **raking** mouldings.

Range**Mouldings (AC 3.1-3.3)**

Architrave, skirting, dado

Curved

Semi-circular, elliptical, gothic

Producing (AC 3.2)

Laminated, kerfed, cut from a solid

Raking

Square on plan, rake to level.

Learning outcome

The learner will:

4. be able to install curved and raking mouldings

Assessment criteria

The learner can:

4.1 carry out risk assessment for installing **curved** and **raking mouldings**

4.2 set out for **curved mouldings**

4.3 produce curved mouldings

4.4 fit **curved** mouldings

4.5 set out for **raking** mouldings

4.6 produce **raking** mouldings

4.7 fit **raking** mouldings

4.8 follow current environmental and relevant health and safety and fire regulations relating to installing curved and raking mouldings.

Range**Mouldings (AC 4.1-4.3)**

Architrave, skirting, dado

Curved

Semi-circular, elliptical, gothic

Produce (AC 4.3)

Laminated, kerfed, cut from a solid

Raking

Square on plan, rake to level.

Unit 308

Set up and use fixed and transportable machinery

UAN	T/504/6766
Level:	3
Credit value	13
GLH:	110
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	<p>The aim of this unit is to provide the learner with the skills to:</p> <ul style="list-style-type: none">• set up, perform basic maintenance on, and use fixed and transportable machinery• make checks before start-up to ensure efficiency and safety. <p>The skills developed by the learner include the ability to:</p> <ul style="list-style-type: none">• use circular saws, planers, thicknessers, bandsaws, morticers• use associated safety aids• produce joinery components.

Learning outcome

The learner will:

1. understand how to inspect and maintain fixed and transportable machinery

Assessment criteria

The learner can:

- 1.1 describe the **components** of fixed and transportable machinery
- 1.2 interpret **information** relating to fixed and transportable machinery
- 1.3 describe the process of inspecting for **faults** and **maintaining** fixed and transportable machinery
- 1.4 explain the procedures for changing fixed and transportable machinery **tooling** safely
- 1.5 explain **actions** taken upon finding faults to fixed and transportable machinery.

Range

Components

Rip saws: guards, extraction points, fences, riving knife, bed, blade, information plate, mouth and packing piece, on/off button, adjusting mechanisms

Crosscut saws: guards, fence, length stops, bed, retracting and adjusting mechanisms, information plate, blade, on/off button, extraction points,

Surface planer: infeed, outfeed table, fence, guarding, adjustment mechanism, cutter block, information plate, on/off button, extraction points

Thicknesser: infeed, offeed rollers, anti-kickback fingers, pressure bar, cutter block, extraction points, on/off button, adjustment mechanism, feed speed adjustment

Narrow bandsaws: bed, throat, thrust wheel, guides, guards, tracking and tensioning adjustment mechanism, information plate, on/off button, extraction points,

Morticers: bed, cramp, adjustment, depth stop, collar, chuck, collet, lever handle,

Machinery saws (crosscut, rip), surface planer and thicknesser, narrow bandsaws, morticers

Information

Manufacturers' literature, schedules, regulations

Faults

Damage, DIY repair, missing riving knife, badly fitting or missing guards, poor wiring, lack of maintenance, inadequate or

blocked extraction, unsafe work area, inadequate braking, blunt tooling

Maintaining

Grease points, moving parts, tensions, belts, tooling

Tooling

Bandsaw and circular saw blades, knives, mortice chisel and auger bits

Actions

Isolate, record, take the appropriate action, repair if appropriate

Learning outcome

The learner will:

2. be able to inspect and maintain fixed and transportable machinery

Assessment criteria

The learner can:

- 2.1 carry out risk assessment for inspecting and maintaining fixed and transportable **machinery**
- 2.2 inspect machinery and ensure it is in good running order
- 2.3 follow the appropriate **actions** on identification of **faults** in machinery
- 2.4 **maintain** machinery in accordance with manufacturers' instructions and regulations
- 2.5 change **tooling** and adjust **components** on fixed and transportable machinery
- 2.6 follow current environmental and relevant health and safety **regulations** relating to inspecting and maintaining fixed and transportable machinery.

Range

Machinery

Saws (crosscut, rip), surface planer and thicknesser, narrow bandsaws, morticers

Actions

Isolate, record, take the appropriate action, repair if appropriate

Faults

Damage, DIY repair, missing riving knife, badly fitting or missing guards, poor wiring, lack of maintenance, inadequate or blocked extraction, unsafe work area, inadequate braking, blunt or inappropriate tooling

Maintain

Grease points, moving parts, tensions, belts

Tooling

Bandsaw and circular saw blades, knives, mortice chisel and auger bits

Components

Rip saw: guards, riving knife, mouth and packing piece

Crosscut saw: guards

Surface planer: infeed, outfeed table, guarding, cutter block

Thicknesser, cutter block, narrow bandsaws, thrust wheel, guides, guards, tracking and tensioning adjustment mechanism

Morticers: collar, chuck, collet

Regulations

Provision and Use of Work Equipment Regulations (PUWER), approved code of practice (ACoP), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, current environmental.

Learning outcome

The learner will:

3. understand how to use fixed and transportable machinery efficiently and safely

Assessment criteria

The learner can:

3.1 describe fixed and transportable machinery **tooling**

3.2 describe potential **hazards** when using fixed and transportable machinery

3.3 describe methods of using **fixed** and **transportable machinery** safely

3.4 describe **methods** of supporting materials when using fixed and transportable machinery.

Range**Tooling**

Bandsaw and circular saw blades, knives, mortice chisel and auger bits

Hazards

Missing, faulty or incorrectly set guarding, blunt or incorrectly fitted tooling, untidy work environments (dust, off cuts)

Machinery**Fixed**

Saws (crosscut, rip), surface planer and thicknesser, narrow bandsaws, morticers

Transportable

Saws (chop, hand held circular and jigsaw), planer, router, drills, sanders

Methods

Use of the outfeed table, rollers, additional manual support.

Learning outcome

The learner will:

4. be able to use fixed and transportable machinery efficiently and safely

Assessment criteria

The learner can:

4.1 carry out risk assessment for using fixed and transportable machinery

4.2 cut material using a narrow bandsaw

4.3 cut material using a crosscut saw

4.4 cut material using a rip saw

4.5 cut material using a surface planer

4.6 cut material using a thicknesser

4.7 cut material using a morticer

4.8 follow current environmental and relevant health and safety **regulations** relating to using fixed and transportable machinery efficiently and safely.

Range**Cut (4.2)**

Straight, curved, angled

Cut (4.3)

Straight

Cut (4.4)

Straight, bevel, taper using push sticks, jigs (saddle, wedge)

Cut (4.5)

Face side, face edge,

Cut (4.6)

Width, thickness, bevel, taper

Cut (4.7)

Through, stub, haunched mortice

Regulations

Provision and Use of Work Equipment Regulations (PUWER), approved code of practice (ACoP), personal protective equipment at work (PPE), Control of Substances Hazardous to Health (COSHH), vibration at work regulations, control of noise at work regulations, current environmental.

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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds 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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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