Level 2 Technical Certificate in Plastering

(7908-20)

Qualification Handbook Technicals

Qualification at a glance

Industry area	Construction
City & Guilds number	7908-20
Age group	16 – 18 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the *What is this qualification about?* section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
Approvals	This qualification requires full centre and qualification approval.
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Plastering	360	600	7908-20	603/0319/0

Version and date	Change detail	Sections
1.2 April 2017	Minor text clarification under LO 5.4	Unit 206
	'Workmanship' amended to 'Quality of work'	Throughout
	Page numbers updated	Throughout
1.3 May 2017	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement
		5. Assessment
		5. Assessment – exam Specification
		7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Branding Changes	City and Guilds Logo
	Amendment to wording with reference to use of 'moulds' and 'mouldings'	Unit 206

Contents

1 Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Plastering**

Area	Description
OVERVIEW	
Who is the qualification for?	This Level 2 Technical Certificate in Plastering is aimed at you if you are looking to work in the construction industry specifically as a craftsperson in plastering. You will gain an understanding of the skills and knowledge that are important when you are working as a plasterer or progressing to further learning and training in this area. This qualification is suitable if you are16 years old, or over. You don't need any previous experience to start this qualification. Following successful completion of this qualification you will be qualified to work in the construction industry as a plasterer.
What does the qualification cover?	This qualification covers all the main skills and knowledge you will need to progress to further learning and training, or to enter the world of work as a plasterer. It is split into **three** pathways: Solid, Fibrous and Interior systems. It covers a range of skills and knowledge in these areas. You will have a choice of which specialist pathway you study. You will study the following mandatory content: • health, safety and welfare in construction • principles of building construction, information and communication • applying plastering materials to interiors. The topics you will cover for the solid pathway include: • laying floor screed systems • installing direct bond and taping and jointing • applying plastering materials to external backgrounds.

Area	Description
	The topics you will cover for the fibrous pathway include: • producing reverse moulds • constructing running moulds • repairing damaged fibrous plasterwork. The topics you will cover for the interior systems pathway include: • fixing and finishing lining systems • installing metal furring ceiling • fixing metal stud partitioning systems. The units are designed so that you learn the underlying principles and practical skills involved, as well as getting an overview of the principles of construction, building technology and terminology used. Centres and providers where you do your training, work with local employers who will contribute to the knowledge and delivery of this training. The different ways in which centres could support your learning, by working with local and national businesses include: • Structured work-experience or work placements within their business • Your attendance at classes or lectures given by industry experts • Employers input into projects and exercises, or their involvement with setting assessments and examinations • Employers who act as 'expert witnesses' to contribute to the assessment of your work This practical based training is ideal preparation for gaining employment as a craftsperson in plastering or further specialist study.

WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?	Achievement of this qualification demonstrates to an employer that you have the necessary technical skills and knowledge they are looking for when recruiting for a plasterer. This may be working for a house-building company, a property development company, or working as part of a small business repairing and refurbishing buildings.

Area	Description
Why choose this qualification over similar qualifications?	There are no other qualifications within this suite at this level. However, City & Guilds offers different technical certificate qualifications at Level 2 covering the skills and knowledge needed to work in other areas of the construction industry such as bricklaying, site carpentry, architectural joinery, and painting and decorating.
Will the qualification lead to further learning?	This qualification will allow you to progress into employment or onto the Level 3 Advanced Technical Diploma in Plastering (450).This will allow you to enhance the skills and knowledge that you have gained at level two, to progress into higher job roles such as an advanced craft plasterer. This qualification could also lead you to an apprenticeship in construction. There are a number of new and exciting apprenticeships currently being developed in construction, including plastering, so you could progress to be an apprentice working as a plasterer.

WHO SUPPORTS THIS QUALIFICATION?	
Employer/Higher Education Institutions	This qualification is supported by the Federation of Master Builders (FMB) The FMB is the UK's largest trade association in the building industry and was established to protect the interests of small and medium-sized building firms. The FMB supports the above qualification as being important for employment within the industry.

Qualification structure

To achieve the **City & Guilds Level 2 Technical Certificate in Plastering** the teaching programme must cover the content detailed in the structure below. Tutors must teach the **two** mandatory units plus **either three** units from pathway A, **one** unit from pathway B or **three** units from pathway C.

Unit number	Unit title	GLH
Mandatory		
201	Principles of construction	60
202	Internal plastering and fixing sheet materials	120
Pathways		
Pathway A (Solid)		
203	Applying external plain rendering	90
204	Floor screed systems	30
205	Direct bond, taping and jointing	60
Pathway B (Fibrous)		
206	Producing, fixing and finishing plain plaster mouldings to match existing	180
Pathway C (Interior systems)		
207	Installing linings and encasement systems	60
208	Installing metal furring ceiling systems	60
209	Installing metal stud partitioning systems	60
	Total GLH	**360**

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Technical Certificate in Plastering	360	600

Assessment requirements and employer involvement

To achieve the **City & Guilds Level 2 Technical Certificate in Plastering** candidates must successfully complete **both** mandatory assessment components for the chosen pathway.

Pathway A - Solid

Component number	Title
Mandatory	
005 or 505	Level 2 Plastering - Theory exam
006	Level 2 Plastering - Synoptic assignment

Pathway B - Fibrous

Component number	Title
Mandatory	
005 or 505	Level 2 Plastering - Theory exam
008	Level 2 Plastering - Synoptic assignment

Pathway C – Interior Systems

Component number	Title
Mandatory	
005 or 505	Level 2 Plastering - Theory exam
010	Level 2 Plastering - Synoptic assignment

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement	
Component number	Title
Mandatory	
820	Employer involvement

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

Resource requirements

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

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:
- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *"What is this qualification about?"* section are met when registering on this qualification.

Age restrictions

These qualifications are approved for learners aged 16-18, 19+.

3   Delivering Technical qualifications

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:
- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand 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.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of Technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for these qualifications:

Description	How to access
Sample assessments	Available on the qualification pages on the City & Guilds Website: **www.cityandguilds.com**
Guidance for delivery	
Guidance on use of marking grids	

4   Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.
[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds Technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.
Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.
As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.
Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities must relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims. To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows[1]:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

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[1] Based on Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 19 performance tables from 2019: technical guidance for awarding organisations, August 2016

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, eg a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.
Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
006, 008, 010	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated**. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives. Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website. Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method. There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have **one** re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification. Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.
005/505	Externally marked exam	The exam is **externally set and externally marked** and can be taken either online through City & Guilds' computer-based testing platform (005), or as a paper based exam (505). The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements

Component numbers	Assessment method	Description and conditions
		for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations** The exam specification shows the coverage of the exam across the qualification content. Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds Technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to respond to a design problem for a newly engineered product or adapting an existing product. This will draw upon the candidates' ability to interpret drawings and client specifications. The candidate will need to incorporate their knowledge of backgrounds and demonstrate their preparation, application and finishing skills. Candidates will demonstrate that they are following Health and Safety regulations at all times, which will draw upon their knowledge of legislation and regulations.

External exam for stretch, challenge and integration

The exam draws from across the mandatory content of the qualification, using:
- **multiple choice questions** to confirm breadth of knowledge and understanding.
- **multiple choice applied knowledge and understanding questions,** giving candidates the opportunity to demonstrate higher level, integrated understanding through application, analysis and evaluation.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Information sources in relation to the tasks, component terminology, tools, equipment, condition of materials, Health and Safety, method statements, risk assessments, calculations and formulas, backgrounds, plastering techniques and processes.	10%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	How to prepare backgrounds; select appropriate materials, tools and equipment; setting out processes and methods; planning correct sequence of work; mixing processes and application methods; interpretation of drawings/specifications; manufacturer information; Health and Safety.	20%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Working safely, planning and setting out, mixing, measuring, application of practical techniques and methods, positioning, fixing, levelling, plumbing, finishing.	40%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Applying knowledge and understanding to the tasks, able to plan activities from information provided. Materials and techniques used appropriately, correct sequence of operations carried out. Safe and clean working practices demonstrated.	20%
AO5 Demonstrates perseverance in achieving high standards and attention to detail	Safe and systematic approach to work and cleanliness. Considerations for following trades. Angles, reveals and soffits are	10%

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
while showing an understanding of wider impact of their actions.	square. Frames, beads and area clean. Cleaning out services. Ceiling, wall and skirting lines are clean. Wall surface area uniform and defect free. Correct waste disposal.	

Exam specification

AO weightings per exam

Assessment objective	Exam 005 (505) weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	50%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	30%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

The way the exam covers the content of the qualification is laid out in the tables below:

Assessment type: Multiple choice exam*
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

005 (505)	Duration: 2 hours		
Unit	**Unit title**	**Number of marks**	**%**
201	Principles of construction	16	27
202	Internal plastering and fixing sheet materials	32	53
n/a	Applied knowledge and understanding	12	20
	Total	**60**	**100**

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Entry for exams can be made through the City & Guilds Walled Garden.

6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.
City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work[2] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

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[2] For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.
City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7   Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Certificate in Plastering** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundaries for the synoptic assignments in this qualification are:

Synoptic Assignment	Pass Mark (%)
006	43
008	43
010	43

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Solid Pathway

Assessment method	Grade scale	% contribution
Theory exam (005/505)	X/P/M/D	40%
Synoptic assignment (006)	X/P/M/D	60%

Fibrous Pathway

Assessment method	Grade scale	% contribution
Theory exam (005/505)	X/P/M/D	40%
Synoptic assignment (008)	X/P/M/D	60%

Interior systems Pathway

Assessment method	Grade scale	% contribution
Theory exam (005/505)	X/P/M/D	40%
Synoptic assignment (010)	X/P/M/D	60%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Theory exam: 40%	6	12	18
Synoptic assignment: 60%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:
* internal quality assurance
* City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to Section 2: Centre requirements in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
* suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
* completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
* the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:
* facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
* make arrangements to receive, check and keep assessment material secure at all times
* maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
* keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals** page of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments once only. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are (please note that this is not an exhaustive list):
- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

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.

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: **http://www.cityandguilds.com/delivering-our-**

qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, A guide to the special consideration process. This document is available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Unit 201 Principles of construction

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is to introduce learners to the construction industry and to give a wider context to the trade area they are studying, as construction is a vital part of the economy and plays an important role in all our lives. Learners will discover that this sector can be very rewarding and that there are opportunities for career progression.

This unit provides learners with an understanding of the principles of construction, building technology and terminology used. This unit also covers various pieces of legislation, including health and safety, planning and building control.

Learners may be introduced to the unit by asking themselves questions, such as:
- How are materials and components used in construction?
- How are work areas set up and organised through to completion?
- What types of career progression opportunities are available in the construction industry?
- Who needs to communicate throughout a construction project?

Learning outcomes

In this unit, learners will be able to

1   Understand how to work in the construction industry
2   Understand construction information
3   Understand how to set up and secure work areas
4   Know building substructure
5   Know building superstructure

Learning outcome

1   Understand how to work in the construction industry

Topics

1.1   Areas of and personnel involved in construction work
1.2   Roles of team members and career progression
1.3   Communication within construction team

Topic 1.1

Range of construction work:
- new build
- renovation
- maintenance
- restoration
- domestic
- commercial
- industrial.

Organisations that contribute to the construction process:
- building contractors
- manufacturers
- suppliers
- local authorities
- legislative bodies.

Topic 1.2

Members of the building team and their roles:
- professional
- craft
- operatives.

Career opportunities that exist in the construction industry:
- progression routes
- continuing professional development (CPD)/qualifications.

Topic 1.3

Key personnel involved in day to day communication:
- site managers
- supervisors
- fellow operatives
- clients.

Additional parties involved in wider communication:
- architects
- Health and Safety Executive
- local authorities
- local residents
- registered building control
- Construction (Design and Management) (CDM) co-ordinator
- environmental bodies
- other trade areas.

Methods of communication:
- written
- verbal.

Learning outcome

2   Understand construction information

Topics

2.1   Building controls and regulations
2.2   Types and uses of construction information
2.3   Technical drawings used in the construction industry
2.4   Health and safety legislation

Topic 2.1

The controls and regulations that support the construction process:
- planning permission
- building regulations
- health and safety law
- quality and standards.

An in-depth knowledge of building regulations is **not** a requirement at this stage.

Topic 2.2

Construction information used to manage, support and organise projects:
- specifications
- drawings
- schedules
- bill of quantities
- programme of works
- Building Information Modelling (BIM).

Topic 2.3

Methods of drawing:
- hand
- Computer Aided Design (CAD).

Drawing skills are **not** essential at this stage.

Types of drawing:
- orthographic projection
- isometric projection.

Drawing information:
- scale
- symbols and hatchings.

Topic 2.4

Health and safety guidance used during the construction process:
- Health and Safety at Work Act (HASAWA)
- 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.

An in-depth knowledge of health and safety legislation is **not** a requirement at this stage.

Learning outcome

3   Understand how to set up and secure work areas

Topics

3.1   Planning a site layout
3.2   Site welfare
3.3   Site security

Topic 3.1

Importance of the following areas on planning:
- material deliveries
- material storage

- neighbouring properties
- noise considerations
- parking
- waste management/recycling
- protection to the natural environment
- access/egress
- plant.

Topic 3.2

Areas of welfare that should be considered during site set up:
- toilets
- washing facilities
- storage of personal items
- canteen
- drying room.

Knowledge of site planning (3.1) and welfare (3.2) should be connected for the learner to understand the importance they play.

Topic 3.3

Importance of protecting various work areas in relation to:
- the public
- employees
- materials
- tools and equipment.

Learning outcome

4   Know building substructure

Topics

4.1   Purposes and materials of substructure
4.2   Types of building services

Topic 4.1

Types and purposes of foundations:
- pad
- pile
- raft
- strip.

Characteristics of the following materials used in substructure:
- brick

- block
- steel
- concrete
- Damp Proof Course (DPC)/Damp Proof Membrane (DPM) and membranes
- insulation.

Topic 4.2

Types of services that are used to supply buildings:
- electricity
- gas
- water
- drainage (surface and foul)
- communication networks.

Learning outcome

5   Know building superstructure

Topics

5.1   Wall types and their associated materials
5.2   Floor types and their associated materials
5.3   Roof types and their associated materials
5.4   Types of finishes
5.5   Types of building elements

Topic 5.1

Types of walls and their components:
- solid
- cavity
- timber frame
- partitions.

Types of materials:
- brick
- block
- stone
- timber
- metal stud.

An in depth knowledge of each type of wall and their components is **not** a requirement at this stage.

Topic 5.2

Types of floors:

- solid
- suspended.

Types of materials:
- block/beam
- concrete
- timber
- steel reinforcement
- insulation
- DPM
- screed.

An in depth knowledge of each type of floor and their components is **not** a requirement at this stage.

Topic 5.3

Types of roofs and their components:
- pitched
  - o   traditional hand cut
  - o   trussed
- flat.

Types of materials:
- timber
- lead
- slate
- tile
- felt
- sheet
- other synthetic systems.

An in depth knowledge of each type of roof and their components is **not** a requirement at this stage.

Topic 5.4

Types of internal finishes:
- paint systems
- paper coverings
- plaster
- dry lining
- tiling.

Types of external finishes:
- paint systems
- rendering systems
- coatings
- external wall insulation (EWI)

- cladding.

An in depth knowledge of each type of finish and their components is **not** a requirement at this stage.

Topic 5.5

Building elements:
- first fix
  - partitions
  - external door and window frames
  - internal door lining
  - stairs
  - services
- second fix
  - finishes
  - doors
  - kitchen units
  - sanitary ware.

An in depth knowledge of each type of element and their components is **not** a requirement at this stage.

Guidance for delivery

It is advised that this unit should be one of the last units delivered in this qualification because it relates to much of the content of the other units and it will give learners a holistic understanding of the construction industry. Because this unit has a broad content, tutors should consider utilising the skills and expertise of relevant trade areas to support delivery. Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

This is a knowledge only unit and although the majority of content could be delivered in a classroom environment, it is important that learners can relate this knowledge and understanding to real life working tasks and environments. Reference to this unit should be made when teaching the other practical units that make up this qualification.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, collaborative learning activities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Teaching and learning strategies must help learners to develop a clear and simple understanding of how the construction industry functions. This can be done by examining the industry from a variety of perspectives, breaking the knowledge down into bite-sized pieces and then asking the learners to work out how they fit together to form a united whole. This should be based on real-life case studies.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Sustainability and the environmental impact of the materials used should be considered during teaching delivery.

Unit 202 Internal plastering and fixing sheet materials

Unit level:	Level 2
GLH:	120

What is this unit about?

The purpose of this unit is for learners to have the knowledge, understanding and skills required to prepare and finish internal ceilings and walls within buildings. Learners will use a selection of sheet materials, preformed beads, backing and finishing plasters.   The unit will provide learners with skills and understanding of how to plan, select resources and apply plasters and sheet materials in a safe way to the correct specification. Protection of the work environment must be considered during all stages of the plastering process.

Learners may be introduced to the unit by asking themselves questions, such as:
* What is the difference between modern and traditional plasters?
* What is performance plasterboard?
* What type of backgrounds will I come across in buildings?
* Why are preformed beads used today?

Learning outcomes

In this unit, learners will be able to

1   Plan for internal plastering work
2   Prepare background surfaces for internal plastering
3   Apply plasters and sheet materials

Learning outcome

1   Plan for internal plastering work

Topics

1.1   Information sources used for fixing sheet materials and applying internal plastering work
1.2   Calculate quantities for fixing sheet materials and applying internal plastering work

Topic 1.1

Information sources used to establish types and quantities of materials:
- drawings
- specifications
- schedules
- manufacturer information
- building regulations.

Topic 1.2

Calculations used during planning:
- area
- volume
- linear measurements
- ratios
- allowance for waste (percentages)
- costs
  - o   materials
  - o   labour.

Learning outcome

2   Prepare background surfaces for internal plastering

Topics

2.1   Characteristics of backgrounds
2.2   Uses of tools and equipment
2.3   Prepare surfaces

Topic 2.1

Characteristics of backgrounds to be considered when preparing for internal plastering:
- types

- high suction/low suction
- condition
- strength
- compatibility.

Topic 2.2

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 2.3

Importance and methods of protecting surfaces:
- windows and doors
- floors and walls
- fixtures and fixings.

Methods of preparing solid and over skim surfaces:
- mechanical
  - o   hand
  - o   machine
- chemical
  - o   powder
  - o   liquid.

Methods of preparing old lath/plasterboard surfaces:
- timber joist/stud
- overboarding.

Effects of incorrect disposal of waste:
- dust
- blocking drains
- contamination.

Learning outcome

3   Apply plasters and sheet materials

Topics

3.1   Uses of tools and equipment
3.2   Fix sheet materials
3.3   Mix materials
3.4   Apply plasters

Topic 3.1

Selection and safe uses of tools and equipment:
* hand tools
* power tools
* equipment.

Topic 3.2

Types and purposes of plasterboards:
* standard boards
* performance boards.

Purposes of using fixings:
* types
* sizes.

Methods of fixing:
* single
* double
* staggered.

Topic 3.3

Methods of traditional and modern undercoats and finishing plasters:
* premixed plasters
* site mixed lime or cement based mortars
* factory batched lime or cement based mortars.

Considerations when mixing:
* mixing area
* storage
* consistency
* contamination
* shelf life
* extraction and ventilation.

Topic 3.4

Methods of installing accessories:
* beads
    o fixing locations
    o lining, squaring and jointing
    o methods of fixing
* reinforcements.

Processes of forming hard angles:
* reveals

- soffits
- returns.

Processes of applying and finishing:
- scratch, float and set
- board and set
- hard angle arris
- cleanliness.

Defects and problem solving in relation to applying plasters and sheet materials:
- defective materials
- poor quality of work.

Guidance for delivery

This unit forms the basis for developing and preparing learners who will progress to other units within each plastering pathway. Therefore, it is recommended that where possible the content of this unit be related to the other units in the learner's pathway. Additionally, it is advisable to relate the unit to both the private and commercial sectors in order to understand why different types of plastering systems are used in the industry today.

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Learners should be given the opportunity to undertake a number of classroom activities to reinforce knowledge and understanding of the topics.

In order for the learner to develop naturally, a number of basic practical sessions should be undertaken to build confidence and improve skills and techniques with productive feedback from the tutor during and at the end of each session. Naturally occurring training activities used to apply plasters and sheet materials will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste. Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner. Employer engagement opportunities for this unit should also be incorporated in order to allow the learner to gain experience.

Unit 203 Applying external plain rendering

Unit level:	Level 2
GLH:	90

What is this unit about?

The purpose of this unit is for learners to have the knowledge, understanding and skills required to prepare, apply and finish external plain rendering.   The unit will provide learners with the skills and understanding of how to plan, select resources and apply external plain rendering in a safe way to the correct specification. Protection of the work environment must be considered during all stages of the plastering process. Learners who have completed this unit can progress onto more complex render finishes.

Learners may be introduced to the unit by asking themselves questions, such as:
- What is the purpose of rendering buildings?
- What types of surfaces can you apply external render to?
- Can you get coloured renders?
- How does weather affect applying external render?

Learning outcomes

In this unit, learners will be able to

1   Plan for external plain rendering
2   Prepare background surfaces for external plain rendering
3   Apply external plain rendering

Learning outcome

1   Plan for external plain rendering

Topics

1.1   Information sources used when mixing and applying plain rendering
1.2   Calculating quantities for applying external plain rendering
1.3   Analyse for external plain rendering

Topic 1.1

Information sources used to establish types and quantities of materials:
- drawings
- specifications
- schedules
- manufacturer information
- building regulations.

Topic 1.2

Calculations used during planning:
- area
- volume
- linear measurements
- ratios
- allowance for waste (percentages)
- costs
    o   materials
    o   labour.

Topic 1.3

Considerations when planning for external plain rendering:
- types of access
- services
- protection of work area.

Learning outcome

2   Prepare background surfaces for external plain rendering

Topics

2.1   Characteristics of backgrounds
2.2   Uses of tools and equipment
2.3   Prepare surfaces

Topic 2.1

Characteristics of backgrounds to be considered when preparing for external plain rendering:
*   types
*   high suction/low suction
*   condition
*   strength
*   compatibility.

Topic 2.2

Selection and safe uses of tools and equipment:
*   hand tools
*   power tools
*   equipment.

Topic 2.3

Methods of preparing solid surfaces:
*   mechanical
    o   hand
    o   machine
*   chemical
    o   powder
    o   liquid.

Importance and methods of protecting surfaces:
*   surrounding areas
*   services
*   windows and doors.

Effects of incorrect disposal of waste:
*   dust
*   blocking drains
*   contamination.

Learning outcome

3   Apply external plain rendering

Topics

3.1   Uses of tools and equipment
3.2   Mix materials
3.3   Apply render

Topic 3.1

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 3.2

Methods of mixing traditional and modern backing and finishing renders:
- premixed renders
- site mixed lime or cement based renders
- factory batched lime or cement based renders.

Considerations when mixing:
- mixing area
- storage
- consistency
- contamination
- shelf life.

Topic 3.3

Methods of forming and installing accessories:
- beads
  - o   fixing locations
  - o   lining, squaring and jointing
  - o   methods of fixing
- reinforcements.

Methods of forming hard angles:
- reveals
- soffits
- returns
- bell casts.

Methods of applying and finishing render:

- scratch/backing coats
- floating coat
- hard angle arris
- cleanliness.

Defects and problem solving in relation to applying external plain rendering:

- defective materials
- poor quality of work.

Guidance for delivery

This unit is based on external plain face rendering, which includes the application of render to plain walls and walls containing door and window openings. It is recommended that where possible the content of this unit be related to the other units in the solid plastering pathway. Additionally, it is advisable to relate the unit to both the private and commercial sectors in order to understand why different types of rendering systems are used in the industry today.

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Learners should be given the opportunity to undertake a number of classroom activities to reinforce knowledge and understanding of the topics.

In order for the learner to develop naturally, a number of basic practical sessions should be undertaken to build confidence and improve skills and techniques with productive feedback from the tutor during and at the end of each session. Naturally occurring training activities used to apply external plain rendering will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste. Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner. Employer engagement opportunities for this unit should also be incorporated in order to allow the learner to gain experience.

Unit 204 Floor screed systems

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to have the knowledge, understanding and skills required to lay floor screed systems to levels and falls. The unit will provide learners with the skills and understanding of how to plan, select resources and finish floor screeds in a safe way to the correct specification. Protection of the work environment must be considered during all stages of the plastering process.

Learners may be introduced to the unit by asking themselves questions, such as:
* What is the difference between modern and traditional floor screed systems?
* How is a floor screed laid and levelled?
* Can you lay a semi-dry floor screed over underfloor heating?
* Why is a solid floor screed mixed semi-dry?

Learning outcomes

In this unit, learners will be able to

1   Plan for laying floor screed systems
2   Prepare surfaces for floor screed systems
3   Lay floor screed systems

Learning outcome

1   Plan for laying floor screed systems

Topics

1.1   Information sources used for laying floor screeds
1.2   Calculate quantities for laying floor screed systems
1.3   Analyse for floor screed systems

Topic 1.1

Information sources used to establish types and quantities of materials:
- drawings
- specifications
- schedules
- manufacturer information
- building regulations.

Topic 1.2

Calculations used during planning:
- area
- volume
- linear measurements
- ratios
- allowance for waste (percentages)
- costs
    o   materials
    o   labour.

Topic 1.3

Considerations when planning to lay floor screed systems:
- existing floor levels
- new floor levels
- thickness of screeds
- type of screeds
- reinforcements
- thermal performance
- protection of work area and finished floor.

Learning outcome

2   Prepare surfaces for floor screed systems

Topics

2.1 Floor screed surfaces
2.2 Floor screed systems
2.3 Uses of tools and equipment
2.4 Prepare surfaces

Topic 2.1

Types of surfaces to prepare:
* concrete
* rigid insulation
* block and beam.

Topic 2.2

Types of floor screed systems:
* un-bonded
* bonded
* monolithic
* separate
* under floor liquid.

Topic 2.3

Selection and safe uses of tools and equipment:
* hand tools
* power tools
* equipment.

Topic 2.4

Importance and methods of protecting surfaces:
* access and door linings
* gullies and outlets.

Methods of preparing surfaces for floor screed systems:
* mechanical key
  o hacking laitance
  o scabbling smooth surfaces
  o brushing newly laid concrete surface
* chemical
  o primers
  o cement grout
  o bonding agents
  o bitumen.

Effects of incorrect disposal of waste:
- dust
- blocking drains
- contamination.

Learning outcome

3   Lay floor screed systems

Topics

3.1   Uses of tools and equipment
3.2   Mix materials
3.3   Lay floor screed systems

Topic 3.1

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 3.2

Methods of mixing traditional and modern materials for floor screed systems:
- on site mechanical and hand/pump
- factory batched.

Types and purposes of reinforcements for the mix:
- fibres
- stainless steel mesh.

Considerations when mixing:
- mixing area
- consistency.

Topic 3.3

Methods of setting out, laying and finishing floor screed systems:
- setting out from datums
    o   transferring datums
    o   setting levels
    o   setting falls to outlets
    o   expansion strips
    o   levelling gauges
- methods of laying floors systems

- o timber dots
- o timber battens
- o free hand perimeter screeds
- o day work joints
- methods of finishing
  - o consolidated
  - o ruled
  - o floated
  - o troweled
  - o cured.

Defects and problem solving in relation to laying floor screed systems:
- considerations for patch work
- making good to defective floor surfaces
  - o prepare
  - o key
  - o replace
  - o finish.

Guidance for delivery

This unit is based on various types of floor screed systems, including bonded, unbonded, separate and floating floor systems. It is recommended that where possible the content of this unit be related to the other units in the solid plastering pathway. Additionally, it is advisable to relate the unit to both the private and commercial sectors in order to understand why different types of floor screed systems are used in the industry today.

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Learners should be given the opportunity to undertake a number of classroom activities to reinforce knowledge and understanding of the topics.

In order for the learner to develop naturally, a number of basic practical sessions should be undertaken to build confidence and improve skills and techniques with productive feedback from the tutor during and at the end of each session. Naturally occurring training activities used to lay floor screed systems will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste. Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner. Employer engagement opportunities for this unit should also be incorporated in order to allow the learner to gain experience.

Unit 205 Direct bond, taping and jointing

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to have the knowledge, understanding and skills required to install wall boards using direct bond. Learners will also learn how to tape and joint surfaces. The unit will provide learners with skills and understanding of how to plan, select resources, install direct bond and apply jointing materials in a safe way to the correct specification. Protection of the work environment must be considered during all stages of the plastering process.

Learners may be introduced to the unit by asking themselves questions, such as:
- Can direct bond surfaces receive plaster finish or taping and jointing?
- What is the benefit of direct bond over solid plastering application?
- Will direct bond increase performance levels of old and new walls?
- Why are window cills and door linings wider when using direct bond?
- Can plasterboard surfaces receive paint and wallpaper finishes?

Learning outcomes

In this unit, learners will be able to

1   Plan for installing direct bond
2   Install wall boards
3   Select and apply jointing materials

Learning outcome

1   Plan for installing direct bond

Topics

1.1   Information sources used for installing direct bond
1.2   Calculate quantities for installing direct bond
1.3   Analyse for direct bond
1.4   Types of backgrounds
1.5   Uses of tools and equipment

Topic 1.1

Information sources used to establish types and quantities of materials:
- drawings
- specifications
- schedules
- manufacturer information
- building regulations.

Topic 1.2

Calculations used during planning:
- area
- volume
- linear measurements
- ratios
- allowance for waste (percentages)
- costs
  - materials
  - labour.

Topic 1.3

Considerations when planning to install direct bond:
- width of internal door linings
- window and door profile depths
- services
- preparing party walls
- thermal performance
- protection of work area.

Topic 1.4

Types of backgrounds used with direct bond:
- solid masonry

- solid painted
- parge coated.

Topic 1.5

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Learning outcome

2   Install wall boards

Topics

2.1   Uses of tools and equipment
2.2   Set out and mix materials
2.3   Install wall boards

Topic 2.1

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 2.2

Purposes, types and sizes of plasterboards:
- standard boards
- performance boards.

Purposes and types of fixings:
- dry wall premixed compound
- mastic adhesive fixing
- foam fixing
- mechanical fixing

Methods of setting out:
- plain walls
- window walls
- soffits
- reveals
- returns
- stairwell walls.

Considerations when mixing:

- mixing area
- storage
- consistency
- contamination
- shelf life
- extraction and ventilation.

Topic 2.3

Methods of preparing for direct bond:

- sound proofing party walls
- checking evenness and straightness of backgrounds
- applying perimeter seals to avoid air movement between adjoining rooms and floors lifts/levels.

Methods of installing direct bond:

- setting out and marking for vertical wall boards
- positioning of dabs
- plumbing
- levelling
- squaring.

Effects of incorrect disposal of waste:

- dust
- blocking drains
- contamination.

Learning outcome

3   Select and apply jointing materials

Topics

3.1   Uses of tools and equipment
3.2   Mix, apply and finish

Topic 3.1

Selection and safe uses of tools and equipment:

- hand tools
- power tools
- equipment.

Topic 3.2

Methods of taping and finishing joints:
- straight
- internal
- external
- fixing points
- sanding
- priming and sealing.

Types of materials:
- premixed
- ready mixed
- reinforcements
    - reinforced/paper tape
    - self-adhesive scrim
    - dry wall beads.

Considerations when mixing and finishing:
- mixing area
- consistency
- contamination
- extraction and ventilation.

Defects and problem solving in relation to applying jointing materials:
- defective materials
- poor quality of work
- making good on repairs to direct bond
- making good to taping and jointing surfaces.

Effects of incorrect disposal of waste:
- dust
- blocking drains
- contamination.

Guidance for delivery

This unit is based on fixing dry lining direct bond, which includes setting out, mixing, cutting and fixing wall boards to plain walls and walls with openings and returns. It is recommended that where possible the content of this unit be related to the other units in the solid plastering pathway. Additionally, it is advisable to relate the unit to both the private and commercial sectors in order to understand why different types of wall boards and jointing compounds are used in the industry today.

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Learners should be given the opportunity to undertake a number of classroom activities to reinforce knowledge and understanding of the topics.

In order for the learner to develop naturally, a number of basic practical sessions should be undertaken to build confidence and improve skills and techniques with productive feedback from the tutor during and at the end of each session. Naturally occurring training activities used to install direct bond and apply jointing materials will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste. Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner. Employer engagement opportunities for this unit should also be incorporated in order to allow the learner to gain experience.

Unit 206 Producing, fixing and finishing plain plaster mouldings to match existing

Unit level:	Level 2
GLH:	180

What is this unit about?

The purpose of this unit is for learners to have the knowledge, understanding and skills required to produce and repair plain plaster mouldings. Learners will learn how to use various methods of fibrous plastering, including taking squeezes, constructing running moulds and running reverse mouldings. The unit will provide learners with the skills and understanding of how to plan, select resources and finish plain plaster mouldings in a safe way to the correct specification. Protection of the work environment must be considered during all stages of the plastering process.

Learners may be introduced to the unit by asking themselves questions, such as:
* What are plaster mouldings?
* How are they made?
* What type of plaster is used to produce these mouldings?
* What are the differences between an internal and external mitre?
* Where are cornice mouldings installed?

Learning outcomes

In this unit, learners will be able to

1   Plan to repair damaged plain plaster mouldings
2   Repair damaged plain plaster mouldings
3   Take squeezes and construct running mouldings
4   Produce in situ, run casts and reverse mouldings
5   Fix and finish plaster mouldings

Learning outcome

1   Plan to repair damaged plain plaster mouldings

Topics

1.1   Information sources used when repairing and making good plaster mouldings
1.2   Calculate quantities and costs for repairing and making good plaster mouldings

Topic 1.1

Information sources used to establish types and quantities of materials:
- drawings
- specifications
- schedules
- manufacturer information
- building regulations
- defects report/survey
- site visit/surveying.

Topic 1.2

Calculations used during planning:
- area
- volume
- linear measurements
- ratios
- allowance for waste (percentages)
- costs
  - o   materials
  - o   labour.

Learning outcome

2   Repair damaged plain plaster mouldings

Topics

2.1   Prepare and evaluate backgrounds
2.2   Repair mouldings

Topic 2.1

Considerations when repairing damaged mouldings:
- extent of damage
- methods of repair
- listed buildings
- locations of moulding
- protection of work area.

Types of moulding materials:
- in situ
- fibrous.

Types of backgrounds:
- masonry
- timber laths
- expanded metal lath (EML)
- plaster.

Methods of preparing damaged mouldings:
- securing, consolidating existing moulding
- complete removal of section
- creating a key
- controlling suction.

Topic 2.2

Methods of repairing damaged plain plaster mouldings:
- run in situ
- run cast
- reverse mould and cast.

Learning outcome

3   Take squeezes and construct running moulds

Topics

3.1   Uses of tools and equipment
3.2   Obtain moulding outlines
3.3   Construct running moulds

Topic 3.1

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 3.2

Considerations when taking squeezes and constructing running mouldings:
- cut section of moulding
- thickness of wall and ceiling line
- undercut.

Methods of obtaining outlines:
- single and loose piece plaster squeeze
- removal of section piece
- cut through and mark.

Topic 3.3

Types of running moulds:
- single slipper
- double slipper
- left hand
- right hand.

Considerations for constructing running moulds:
- robustness
- suitability
- strength
- materials
- components.

Learning outcome

4   Produce in situ, run casts and reverse mouldings

Topics

4.1   Set out running rules and backboards
4.2   Run the core
4.3   Run the finish
4.4   Cast from reverse

Topic 4.1

Considerations when fixing running rules:
- types of backgrounds
- fixing points
- types of fixings
- sizes, types and conditions of running rules
- straight/ line able
- correct depth (in situ).

Methods of fixing running rules:
- benches (fibrous)
- walls (in situ).

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 4.2

Considerations when running cores and forming different mouldings:
- thickness of finish
- drying times of materials
- providing adequate keys
- coring out of mitres
- sealing surfaces
- applying release agents
- reinforcements.

Methods of coring out:
- plaster reverse moulds
- run casts
- in situ run work.

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Types of materials:
- traditional
- modern
- reinforcements.

Topic 4.3

Considerations when running the finish:

- drying times of materials
- providing adequate keys
- finishing of mitres
- sealing surfaces
- applying release agents
- reinforcements.

Methods of running the finish:
- plaster reverse moulds
- run casts
- in situ run work.

Types of materials:
- traditional
- modern
- additives
- sealers.

Selection and safe uses of tools and equipment for:
- mixing
- applying
- finishing.

Quality of finished run work:
- bad practice
- good practice.

Topic 4.4

Considerations when casting:
- setting times of materials
- applying release agents
- reinforcements.

Methods of casting:
- firstings and secondings, one gauge
- tools and equipment
- materials
- reinforcements
- additives.

Quality of finished and purposes of storing casts:
- bad practice
- good practice.

Learning outcome

5   Fix and finish plaster mouldings

Topics

5.1   Prepare backgrounds
5.2   Set out for fixing plaster mouldings
5.3   Cut mitres and fix
5.4   Making good

Topic 5.1

Types of backgrounds:
- unsealed plasterwork
- painted plasterwork.

Considerations when preparing to fix and finish plaster mouldings:
- make good damaged surfaces
- types of adhesives
- matching and lining in members
- remove original plasterwork
- provide a key.

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 5.2

Methods of marking out for setting out:
- wall lines
- ceiling lines.

Topic 5.3

Methods for marking out for cutting and fixing:
- straight
- internal
- external
- return stop
- complex (eg bay windows)

Methods of fixing:
- mechanical

- chemical.

Quality of work:
- bad practice
- good practice.

Topic 5.4

Considerations when making good:
- controlling of suction
- tools
- materials.

NB - In solid plastering and more generally, finishing is often referred to as 'making good' but in fibrous plastering the term frequently used is 'stopping in', learners should be familiar with both terms.

Quality of work:
- reinforcing joints
- mitres and members sharp
- excess materials removed from mouldings
- wall and ceiling lines clean and free from misses
- correct alignment to internal and external angles.

Guidance for delivery

This unit is based on producing, fixing and finishing plain plaster mouldings to match existing mouldings. It is recommended that where possible the content of this unit be related to the other units in the fibrous plastering pathway. Additionally, it is advisable to relate the unit to both the private and commercial sectors in order to understand why various techniques are used in the fibrous plastering industry today.

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Learners should be given the opportunity to undertake a number of classroom activities to reinforce knowledge and understanding of the topics.

In order for the learner to develop naturally, a number of basic practical sessions should be undertaken to build confidence and improve skills and techniques with productive feedback from the tutor during and at the end of each session. Naturally occurring training activities used to produce, fix and finish plain plaster mouldings will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste. Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner. Employer engagement opportunities for this unit should also be incorporated in order to allow the learner to gain experience.

Unit 207 Installing linings and encasement systems

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to have the knowledge, understanding and skills required to install and finish linings and encasement systems. This unit will include elements of other dry wall systems that are fitted to the interiors of buildings to meet design specifications for construction projects.   The unit will provide learners with the skills and understanding of how to plan, set out and install lining systems in a safe way to the correct specification. Protection of the work environment must be considered during all stages of the dry lining process. Learners who have completed this unit can progress onto installing a broader variety of metal drywall systems that meet more complex design specifications in domestic and commercial settings.

Learners may be introduced to the unit by asking themselves questions, such as:
- What is dry lining?
- What is the purpose of dry lining?
- What skills do I need to be a dry liner?

Learning outcomes

In this unit, learners will be able to

1   Plan for interior linings and encasements
2   Set out lining systems
3   Install lining systems

Learning outcome

1   Plan for interior linings and encasements

Topics

1.1   Design benefits of using lining systems
1.2   Information sources used for installing interior linings and encasements
1.3   Calculate quantities for installing lining systems

Topic 1.1

System benefits:
- thermal properties
- speed of installation
- fire resistant
- sound resistant
- mechanical and electrical services.

Topic 1.2

Information sources used to establish types and quantities of materials:
- drawings
- specifications
- schedules
- manufacturer information
- building regulations
- site instructions (e.g.closing up order of services).

Topic 1.3

Calculations used during planning:
- area
- linear measurements
- allowance for waste (percentages)
- costs
  - materials
  - labour.

Learning outcome

2   Set out lining systems

Topics

2.1   Surface preparation
2.2   Uses of tools and equipment
2.3   Setting out lining systems

Topic 2.1

Methods of preparing surface substrate for lining systems:
- analysis of backgrounds
- types of backgrounds
- condition.

Topic 2.2

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 2.3

Methods of setting out:
- datums
- fixing points, centres and perimeters
- doorways and openings.

Learning outcome

3   Install lining systems

Topics

3.1   Materials used when installing lining systems
3.2   Uses of tools and equipment
3.3   Fix and finish lining systems

Topic 3.1

Types and purposes of materials:
- system components (eg track, studs)
- fixings
- sheet materials
- insulation
- finishing materials.

Topic 3.2

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 3.3

Considerations when installing lining systems:
- background substrate
- thermal insulation
- fire proofing
- sound proofing
- finish.

Methods of fixing and finishing lining systems:
- fix lining systems
  - screwed
  - crimped
  - clipped
- fixing boards
  - staggered/vertical
  - double boarded
- finishing plasterboards
  - plastered
  - taped and jointed (eg hand/mechanical)
  - sprayed
  - primed and sealed.

Defects and problem solving in relation to installing lining systems:
- defective materials
- poor quality of work.

Guidance for delivery

This unit is based on installing and producing linings and encasement systems, which includes solid wall substrate, concrete and steel columns. It is recommended that this unit be delivered before Unit 208 Installing metal furring ceiling systems and Unit 209 Installing metal stud partitioning systems, and where possible the content of these three units be related during delivery. Additionally, it is advisable to relate this unit to both the private and commercial sectors in order to understand why different types of linings and encasement systems are used in different areas in the industry today.

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Learners should be given the opportunity to undertake a number of classroom activities to reinforce knowledge and understanding of the topics.

In order for the learner to develop naturally, a number of basic practical sessions should be undertaken to build confidence and improve skills and techniques with productive feedback from the tutor during and at the end of each session. Naturally occurring training activities used to install linings and encasement systems will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste. Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner. Employer engagement opportunities for this unit should also be incorporated in order to allow the learner to gain experience.

Unit 208 Installing metal furring ceiling systems

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to have the knowledge, understanding and skills required to install and finish metal furring (MF) ceiling systems. This unit will include elements of other dry wall systems that are fitted to the interiors of buildings to meet design specifications for construction projects.

The unit will provide learners with the skills and understanding of how to plan, set out and install ceiling systems in a safe way to the correct specification. Protection of the work environment must be considered during all stages of the dry lining process. Learners who have completed this unit can progress onto installing a broader variety of metal drywall systems that meet more complex design specifications in domestic and commercial settings.

Learners may be introduced to the unit by asking themselves questions, such as:
- What are MF ceiling systems?
- What is the purpose of MF ceiling systems?
- What skills do I need to install them?

Learning outcomes

In this unit, learners will be able to

1   Plan for installing MF ceiling systems
2   Set out MF ceiling systems
3   Install MF ceiling systems

Learning outcome

1   Plan for installing MF ceiling systems

Topics

1.1   Design benefits of using MF ceiling systems
1.2   Information sources used for installing MF ceiling systems
1.3   Calculate quantities for installing MF ceiling systems

Topic 1.1

System benefits:
- thermal properties
- speed of installation
- fire resistant
- sound resistant
- mechanical and electrical services
- access.

Topic 1.2

Information sources used to establish types and quantities of materials:
- drawings
- specifications
- schedules
- manufacturer information
- building regulations
- site instructions (eg closing up order of services).

Topic 1.3

Calculations used during planning:
- area
- linear measurements
- allowance for waste (percentages)
- costs
  o   materials
  o   labour.

Learning outcome

2   Set out MF ceiling systems

Topics

2.1   Uses of tools and equipment
2.2   Setting out MF ceiling systems

Topic 2.1

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 2.2

Methods of setting out:
- datums
- location of anchor points and grid
- fixing points, centres and perimeters
- access points and services.

Learning outcome

3   Install MF ceiling systems

Topics

3.1   Materials used when installing MF ceiling systems
3.2   Uses of tools and equipment
3.3   Fix and finish MF ceiling systems

Topic 3.1

Types and purposes of materials:
- system components (eg furrings)
- fixings
- sheet materials
- insulation
- finishing materials.

Topic 3.2

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 3.3

Considerations when installing MF ceiling systems:
- background substrate (increased load)
- services (depth of ceiling)
- thermal insulation
- fire proofing
- sound proofing
- finish.

Methods of fixing and finishing MF ceiling systems:
- fix MF ceiling systems
  - o screwed
  - o clipped
- fixing boards
  - o staggered
  - o double boarded
- finishing plasterboards
  - o plastered
  - o taped and jointed (eg hand/mechanical)
  - o sprayed
  - o primed and sealed.

Defects and problem solving in relation to installing MF ceiling systems:
- defective materials
- poor quality of work.

Guidance for delivery

This unit is based on installing and producing metal furrings to form lined suspended ceilings that can be covered with a range of sheet materials. It is recommended that where possible the content of this unit be related to the other units in the interior systems pathway. Additionally, it is advisable to relate this unit to both the private and commercial sectors in order to understand why different ceiling systems are used in the industry today.

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Learners should be given the opportunity to undertake a number of classroom activities to reinforce knowledge and understanding of the topics.

In order for the learner to develop naturally, a number of basic practical sessions should be undertaken to build confidence and improve skills and techniques with productive feedback from the tutor during and at the end of each session. Naturally occurring training activities used to install MF ceiling systems will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste. Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner. Employer engagement opportunities for this unit should also be incorporated in order to allow the learner to gain experience.

Unit 209 Installing metal stud partitioning systems

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to have the knowledge, understanding and skills required to install and finish metal stud partitioning systems. This unit will include elements of other dry wall systems that are fitted to the interiors of buildings to meet design specifications for construction projects. The unit will provide learners with the skills and understanding of how to plan, set out and install partitioning systems in a safe way to the correct specification. Protection of the work environment must be considered during all stages of the dry lining process. Learners who have completed this unit can progress onto installing a broader variety of metal drywall systems that meet more complex design specifications in domestic and commercial settings.

Learners may be introduced to the unit by asking themselves questions, such as:
- What is a partition?
- What are the benefits of a metal stud partitioning system?
- What skills do I need to install partitioning systems?

Learning outcomes

In this unit, learners will be able to

1   Plan for installing metal stud partitioning systems
2   Set out metal stud partitioning systems
3   Install metal stud partitioning systems

Learning outcome

1   Plan for installing metal stud partitioning systems

Topics

1.1   Design benefits of using metal stud partitioning systems.
1.2   Information sources used for installing metal stud partitioning systems
1.3   Calculate quantities for installing metal stud partitioning systems

Topic 1.1

System benefits:
- speed of installation
- fire resistant
- design flexibility.

Topic 1.2

Information sources used to establish types and quantities of materials:
- drawings
- specifications
- schedules
- manufacturer information
- building regulations
- site instructions (eg closing up order of services).

Topic 1.3

Calculations used during planning:
- area
- linear measurements
- allowance for waste (percentages)
- costs
    o   materials
    o   labour.

Learning outcome

2   Set out metal stud partitioning systems

Topics

2.1   Surface preparation
2.2   Uses of tools and equipment
2.3   Setting out metal stud partitioning systems

Depth

Topic 2.1

Methods of preparing surface backgrounds for metal stud partitioning systems:
- analysis
- types
- condition.

Topic 2.2

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 2.3

Methods of setting out:
- floor and ceiling lines and right angles
- doorways and openings
- fixing points and centres
- services.

Learning outcome

3   Install metal stud partitioning systems

Topics

3.1   Location of installation
3.2   Materials used when installing metal stud partitioning systems
3.3   Uses of tools and equipment
3.4   Fix and finish metal stud partitioning systems

Topic 3.1

Types of partitions:
- dividing walls
- party walls.

Topic 3.2

Types and purposes of materials:
- system components (eg track, studs)
- fixings and sealants
- sheet materials
- insulation
- finishing materials.

Topic 3.3

Selection and safe uses of tools and equipment:
- hand tools
- power tools
- equipment.

Topic 3.4

Considerations when installing metal stud partitioning systems:
- types of fixing required
- services
- thermal insulation
- fire proofing
- sound proofing
- types of linings and doors (increased strength)
- finish.

Methods of fixing and finishing:
- install partitioning systems
    - screwed
    - crimped
- fixing boards
    - single
    - double
    - staggered
- finishing plasterboards
    - plastered
    - taped and jointed (eg hand/mechanical)
    - sprayed
    - primed and sealed.

Defects and problem solving in relation to installing metal stud partitioning systems:

- defective materials
- poor quality of work.

Guidance for delivery

This unit is based on installing and producing metal stud partitions that can be covered with a range of sheet materials. It is recommended that where possible the content of this unit be related to the other units in the interior systems pathway. Additionally, it is advisable to relate this unit to both the private and commercial sectors in order to understand why different metal stud partitioning systems are used in the industry today.

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Learners should be given the opportunity to undertake a number of classroom activities to reinforce knowledge and understanding of the topics.

In order for the learner to develop naturally, a number of basic practical sessions should be undertaken to build confidence and improve skills and techniques with productive feedback from the tutor during and at the end of each session. Naturally occurring training activities used to install metal stud partitioning systems will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste. Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner. Employer engagement opportunities for this unit should also be incorporated in order to allow the learner to gain experience.Guidance for delivery

Appendix 1   Sources of general information

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

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

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

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

* SQA Awarding Body Criteria (2007)
* NVQ Code of Practice (2006)

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

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

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

Centre Guide – Delivering International Qualifications 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.

Specifically, the document includes sections on:
* The centre and qualification approval process and forms
* Assessment, verification and examination roles at the centre
* Registration and certification of candidates

- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Appendix 2   Useful contacts

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

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

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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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