



## **Level 3 NVQ Diploma in Wood Occupations (Construction)**

### **Qualification Specification**

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## Introduction

The aim of the Level 3 NVQ Diploma in Wood Occupations (Construction) qualification is to recognise the knowledge, skills and competence of individuals who specialise in a wood-based occupation in the construction industry.

The awarding body for this qualification is ProQual Awarding Body ([www.proqualab.com](http://www.proqualab.com)) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual); It is also endorsed by the sector body for construction - CITB.

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

## Qualification Profile

Qualification title	<b>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction)</b>
Ofqual qualification number	603/0670/1
Level	Level 3
Total Qualification Time	980-1460 hours, 327-488 guided learning hours
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	24/10/16
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

To achieve the qualification candidates must complete the Mandatory/Optional units in one of the Pathways:

- Pathway 1: Site Carpentry
- Pathway 2: Architectural Joinery
- Pathway 3: Wheelwrighting
- Pathway 4: Shopfitting Site Work
- Pathway 5: Shopfitting Bench Work
- Pathway 6: Structural Post and Beam Carpentry
- Pathway 7: Timber Frame Erection

### Pathway 1 – Site Carpentry

Mandatory Units – complete all units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/503/2772</b>	Confirming work activities and resources for an occupational area in the workplace	3	209v2
<b>M/503/2915</b>	Developing and maintaining good occupational working relationships in the workplace	5	210v2
<b>R/503/2924</b>	Confirming the occupational method of work in the workplace	3	211v2
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	2	641
<b>R/615/2815</b>	Installing bespoke first fixing components in the workplace	3	09Bv2
<b>Y/615/2816</b>	Installing bespoke second fixing components in the workplace	3	10Bv2
<b>D/615/2817</b>	Setting up and using transportable cutting and shaping machines in the workplace	2	628v2
Optional Units – complete TWO units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>H/615/2818</b>	Erecting structural carcassing components in the workplace	2	11v2
<b>K/615/2819</b>	Maintaining non-structural or structural components in the workplace	3	25v3
<b>D/615/2820</b>	Erecting complex roof structure carcassing components in the workplace	3	631

## Pathway 2 - Architectural Joinery

<b>Mandatory Units – complete all units</b>			<b><i>CITB references provided for information only</i></b>
<b>Unit Ref.</b>	<b>Title</b>	<b>Level</b>	<b><i>CITB Internal Unit Ref.</i></b>
<b>A/503/2772</b>	Confirming work activities and resources for an occupational area in the workplace	3	209v2
<b>M/503/2915</b>	Developing and maintaining good occupational working relationships in the workplace	5	210v2
<b>R/503/2924</b>	Confirming the occupational method of work in the workplace	3	211v2
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	2	641
<b>H/615/2821</b>	Producing setting out details for routine architectural joinery products in the workplace	2	14Av3
<b>K/615/2822</b>	Marking out from setting out details for routine architectural joinery products in the workplace	2	15Av3
<b>M/615/2823</b>	Manufacturing routine architectural joinery products in the workplace	2	16Av4
<b>T/615/2824</b>	Manufacturing bespoke architectural joinery products in the workplace	3	632Av2
<b>Optional Units – complete ONE unit</b>			<b><i>CITB references provided for information only</i></b>
<b>Unit Ref.</b>	<b>Title</b>	<b>Level</b>	<b><i>CITB Internal Unit Ref.</i></b>
<b>M/615/2840</b>	Producing CAD setting out details in the workplace	3	28v2
<b>T/615/2841</b>	Setting up and using fixed machinery in the workplace	3	633
<b>A/615/2842</b>	Producing setting out details for bespoke architectural joinery products in the workplace	3	634Av2

### Pathway 3 - Wheelwrighting

Mandatory Units – complete all units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/503/2772</b>	Confirming work activities and resources for an occupational area in the workplace	3	209v2
<b>M/503/2915</b>	Developing and maintaining good occupational working relationships in the workplace	5	210v2
<b>R/503/2924</b>	Confirming the occupational method of work in the workplace	3	211v2
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	2	641
<b>F/615/2843</b>	Producing setting out details for routine wheelwrighting products in the workplace	2	14Cv2
<b>J/615/2844</b>	Marking out from setting out details for routine wheelwrighting products in the workplace	2	15Cv2
<b>L/615/2845</b>	Manufacturing routine wheelwrighting products in the workplace	2	16Cv2
<b>R/615/2846</b>	Manufacturing bespoke wheelwrighting products in the workplace	3	632C
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>T/615/2841</b>	Setting up and using fixed machinery in the workplace	3	633
<b>Y/615/2847</b>	Producing setting out details for bespoke wheelwrighting products in the workplace	3	634C

## Pathway 4 – Shopfitting Site Work

Mandatory Units – complete all units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/503/2772</b>	Confirming work activities and resources for an occupational area in the workplace	3	209v2
<b>M/503/2915</b>	Developing and maintaining good occupational working relationships in the workplace	5	210v2
<b>R/503/2924</b>	Confirming the occupational method of work in the workplace	3	211v2
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	2	641
<b>D/615/2848</b>	Installing shopfitting frames and finishings in the workplace	2	20v2
<b>H/615/2849</b>	Installing shopfitting fitments in the workplace	2	21v2
<b>Y/615/2850</b>	Installing shopfronts and finishings in the workplace	2	22v2
<b>T/615/2841</b>	Setting up and using fixed machinery in the workplace	3	633

## Pathway 5 – Shopfitting Bench Work

<b>Mandatory Units – complete all units</b>			<b><i>CITB references provided for information only</i></b>
<b>Unit Ref.</b>	<b>Title</b>	<b>Level</b>	<b><i>CITB Internal Unit Ref.</i></b>
<b>A/503/2772</b>	Confirming work activities and resources for an occupational area in the workplace	3	209v2
<b>M/503/2915</b>	Developing and maintaining good occupational working relationships in the workplace	5	210v2
<b>R/503/2924</b>	Confirming the occupational method of work in the workplace	3	211v2
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	2	641
<b>D/615/2851</b>	Producing setting out details for routine shopfitting products in the workplace	2	14Bv2
<b>H/615/2852</b>	Marking out from setting out details for routine shopfitting products in the workplace	2	15Bv2
<b>K/615/2853</b>	Manufacturing routine shopfitting products in the workplace	2	16Bv2
<b>M/615/2854</b>	Manufacturing bespoke shopfitting products in the workplace	3	632B
<b>Optional Units – complete ONE unit</b>			<b><i>CITB references provided for information only</i></b>
<b>Unit Ref.</b>	<b>Title</b>	<b>Level</b>	<b><i>CITB Internal Unit Ref.</i></b>
<b>M/615/2840</b>	Producing CAD setting out details in the workplace	3	28v2
<b>T/615/2855</b>	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace	2	472
<b>T/615/2841</b>	Setting up and using fixed machinery in the workplace	3	633
<b>A/615/2856</b>	Producing setting out details for bespoke shopfitting products in the workplace	3	634B



## Pathway 6 – Structural Post and Beam Carpentry

Mandatory Units – complete all units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/503/2772</b>	Confirming work activities and resources for an occupational area in the workplace	3	209v2
<b>M/503/2915</b>	Developing and maintaining good occupational working relationships in the workplace	5	210v2
<b>R/503/2924</b>	Confirming the occupational method of work in the workplace	3	211v2
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	2	641
<b>F/517/2857</b>	Designing and fabricating structural timber connections in the workplace	3	635
Optional Units – complete TWO units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/615/2840</b>	Producing CAD setting out details in the workplace	3	28v2
<b>A/508/6525</b>	Slinging and hand signalling the movement of suspended loads in the workplace	2	402Av1
<b>T/615/2855</b>	Producing wood and wood-based products using computer numerically controls/numerically controlled (CNC/NC) machinery in the workplace	2	472
<b>J/615/2858</b>	Conserving or restoring heavy timber framework in the workplace	3	554
<b>L/615/2859</b>	Fabricating post and beam components in the workplace	3	636

## Pathway 7 – Timber Frame Erection

Mandatory Units – complete all units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/503/2772</b>	Confirming work activities and resources for an occupational area in the workplace	3	209v2
<b>M/503/2915</b>	Developing and maintaining good occupational working relationships in the workplace	5	210v2
<b>R/503/2924</b>	Confirming the occupational method of work in the workplace	3	211v2
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	2	641
<b>F/615/2860</b>	Co-ordinating and confirming the dimensional control requirements of the work in the workplace	3	218v2
<b>J/615/2861</b>	Erecting timber walls and floors in the workplace	2	289v3
<b>L/615/2862</b>	Erecting timber roof structures in the workplace	2	290v3
<b>A/508/6525</b>	Slinging and hand signalling the movement of suspended loads in the workplace	2	402Av1
<b>D/615/2820</b>	Erecting complex roof structure carcassing components in the workplace	3	631

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

### Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal verifier who are suitably qualified for the specific occupational area. Assessors and internal verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or quality assurance verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment (QCF)
- Award in Assessing Vocationally Related Achievement (QCF)
- Certificate in Assessing Vocational Achievement (QCF)
- Award in the Internal Quality Assurance of Assessment Processes and Practices (QCF)
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices (QCF)

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Assessment

Candidates must demonstrate the level of knowledge described in the unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Assessment guidance is included to assure consistency.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 14.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing the unit achieved with its related credit value, and
- A certificate giving the full qualification title -

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### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

## Learning Outcomes and Assessment Criteria

<b>Title:</b>	Confirming work activities and resources for an occupational work area in the workplace	
<b>Unit Number:</b>	A/503/2772	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Identify work activities, assess required resources and plan the sequence of work.	1.1	Identify work activities, assess required resources and plan the sequence of work.
	1.2	Identify work activities and formulate a plan for their own sequence of work.
	1.3	Explain the types of work relative to the occupational area and how to identify different work activities.
	1.4	Explain methods of assessing the resources needed from a range of available information.
	1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area.
2 Obtain clarification and advice where the resources required are not available.	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.
	2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.
3 Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1	Assess progress of work against project requirements, taking into account external factors relating to: <ul style="list-style-type: none"> <li>– other occupations and /or customers</li> <li>– resources</li> <li>– weather conditions</li> <li>– health and safety requirements.</li> </ul>
	3.2	Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> <li>– contract conditions</li> <li>– contract programme</li> <li>– health and safety requirements of operatives.</li> </ul>
	3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> <li>– other related programmes</li> <li>– special working conditions</li> <li>– weather conditions</li> <li>– other occupations/people</li> <li>– resources</li> <li>– health and safety requirements.</li> </ul>

<b>Title:</b>	Confirming work activities and resources for an occupational work area in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Identify work activities which influence each other and make the best use of the resources available.	4.1	Determine work activities that have an influence on each other.
	4.2	Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> <li>– occupations and/or customers associated with the work</li> <li>– tools, plant and/or ancillary equipment</li> <li>– materials and components.</li> </ul>
	4.3	Explain different methods and sources that can identify which work activities influence each other.
	4.4	Describe how to determine the sequence of work activities and how long each work activity will take.
	4.5	Describe what zero and low carbon requirements are.
	4.6	Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1	Evaluate project progress against the work programme to identify any changed circumstances.
	5.2	Inform line management and/or customers on the type and extent of any required changes to the work programme.
	5.3	Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.
	5.4	Explain how to assess contractual/work effects resulting from alterations to the work programme.
	5.5	Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

<b>Title:</b>	Confirming work activities and resources for an occupational work area in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33



<b>Title:</b>	Developing and maintaining good occupational working relationships in the workplace	
<b>Unit Number:</b>	M/503/2915	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.
	1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.
	1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.
	1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1	Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> <li>– appropriate timescales</li> <li>– health and safety requirements</li> <li>– co-ordination of work procedures.</li> </ul>
	2.2	Explain the different methods and techniques used to inform relevant people about work activities.
	2.3	Explain the effects of not informing relevant people with the expected level of urgency.
	2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> <li>– colleagues</li> <li>– employers</li> <li>– customers</li> <li>– contractors</li> <li>– suppliers of products and services</li> <li>– other people affected by the work/project.</li> </ul>

<b>Title:</b>	Developing and maintaining good occupational working relationships in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.
	3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments.
	3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> <li>– progress</li> <li>– results</li> <li>– achievements</li> <li>– occupational problems</li> <li>– occupational opportunities</li> <li>– health and safety requirements</li> <li>– co-ordinated work.</li> </ul>
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.
	4.2	Explain the methods of clarifying alternative proposals with relevant people.
	4.3	Explain the methods of suggesting alternative proposals.
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.
	5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

<b>Title:</b>	Developing and maintaining good occupational working relationships in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	27

<b>Title:</b>	Confirming the occupational method of work in the workplace	
<b>Unit Number:</b>	R/503/2924	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Assess available project data accurately to determine the occupational method of work.	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.
	1.2	Explain how to summarise the following project data: <ul style="list-style-type: none"> <li>– required quantities</li> <li>– specifications</li> <li>– detailed drawings</li> <li>– health and safety requirements</li> <li>– timescales</li> <li>– scope of works.</li> </ul>
	1.3	Explain the different methods of assessing available project data.
	1.4	Explain how to use project data to interpret the work method, In relation to: <ul style="list-style-type: none"> <li>– standard work procedures</li> <li>– sequence of work</li> <li>– organisation of resources (people, equipment, materials)</li> <li>– work techniques</li> <li>– working conditions (health, safety and welfare)</li> <li>– risk assessment.</li> </ul>
2 Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1	Collect and collate additional information from alternative sources to clarify the work to be carried out.
	2.3	Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> <li>– customers or representatives</li> <li>– suppliers</li> <li>– regulatory authorities</li> <li>– manufacturer's literature.</li> </ul>

<b>Title:</b>	Confirming the occupational method of work in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.</p>	3.1	Examine potential work methods to carry out the occupational work activity.
	3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.
	3.3	<p>Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to:</p> <ul style="list-style-type: none"> <li>– health and safety welfare (principles of protection)</li> <li>– fire protection</li> <li>– access and egress</li> <li>– equipment availability</li> <li>– availability of competent workforce</li> <li>– pollution risk</li> <li>– waste and disposal</li> <li>– zero and low carbon outcomes</li> <li>– weather conditions.</li> </ul>
	3.4	<p>Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:</p> <ul style="list-style-type: none"> <li>– conforming to statutory requirements</li> <li>– customer and user needs</li> <li>– contract requirements in terms of time, quantity and quality</li> <li>– environmental considerations.</li> </ul>
	3.5	Explain how different methods of work can achieve zero/low carbon outcomes.
<p>4 Confirm and communicate the selected work method to relevant personnel.</p>	4.1	Confirm the selected occupational work method that meets project, statutory and contractual requirements.
	4.2	Communicate appropriately to relevant people on the selected occupational work method.
	4.3	Describe the different techniques and methods of confirming and communicating work methods to relevant people.
	4.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.

<b>Title:</b>	Confirming the occupational method of work in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	37

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.	
<b>Unit Number:</b>	M/508/6537	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.
	1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.
	1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.
	1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
	2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
2 continued	2.3 List the current Health and Safety Executive top ten safety risks.
	2.4 List the current Health and Safety Executive top five health risks.
	2.5 State how changing circumstances within the workplace could cause hazards.
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
	3.4 Safely store health and safety control equipment in accordance with given instructions.
	3.5 Dispose of waste and/or consumable items in accordance with legislation.
	3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback.</li> </ul>
	3.7 State the appropriate types of fire extinguishers relevant to the work.
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.



<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
	4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace.</li> </ul>
	4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.
5 Comply with and support all organisational security arrangements and approved procedures.	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day's work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft.</li> </ul>
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

<b>Title:</b>	Installing bespoke first fixing components in the workplace	
<b>Unit Number:</b>	R/615/2815	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing bespoke first fixing components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing bespoke first fixing components.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when installing bespoke first fixing components and describe how and when they are used.

<b>Title:</b>	Installing bespoke first fixing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when installing bespoke first fixing components.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing bespoke first fixing components.</p>	
	<p>3.2 Demonstrate compliance with given information and relevant legislation when installing bespoke first fixing components in relation to</p> <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>	
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing bespoke first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to install bespoke first fixing components.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, metals, frames, linings, staircases, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	

<b>Title:</b>	Installing bespoke first fixing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install bespoke first fixing components.
5 Minimise the risk of damage to the work and surrounding area when installing bespoke first fixing components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing bespoke first fixing components.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Installing bespoke first fixing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to install bespoke first fixing components to the required specification.	7.1	Demonstrate the following work skills when installing bespoke first fixing components: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment
	7.3	Install three of the following to given working instructions: <ul style="list-style-type: none"> <li>– bespoke frames (door and/or window)</li> <li>– shaped linings (door and/or hatch)</li> <li>– partitions (with openings and change of direction)</li> <li>– staircases (with turns).</li> </ul>
	7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– prepare and fix bespoke door and window frames, window boards, shaped linings, partitions full or partial height (with openings and change of direction), plasterboard, staircases (with turns)</li> <li>– form joints associated with bespoke first fixing</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing bespoke first fixing components.
	7.6	Describe the methods of sharpening the hand tools used when installing bespoke first fixing components.
	7.7	Describe how to maintain the tools and equipment used when installing bespoke first fixing components.

<b>Title:</b>	Installing bespoke first fixing components in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

<b>Title:</b>	Installing bespoke second fixing components in the workplace	
<b>Unit Number:</b>	Y/615/2816	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing bespoke second fixing components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing bespoke second fixing components.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when installing second fixing components and describe how and when they are used.



<b>Title:</b>	Installing bespoke second fixing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when installing bespoke second fixing components.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing bespoke second fixing components.</p>	
	<p>3.2 Demonstrate compliance with given information and relevant legislation when installing bespoke second fixing components in relation to</p> <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>	
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing bespoke second fixing components, and the types, purpose and limitations of each type the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to install bespoke second fixing components.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, timber boarding, plastics, metals, doors, mouldings, ironmongery, wall and floor units/fitments, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	

<b>Title:</b>	Installing bespoke second fixing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install bespoke second fixing components.
5 Minimise the risk of damage to the work and surrounding area when installing bespoke second fixing components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing bespoke second fixing components.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Installing bespoke second fixing components in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Comply with the given contract information and the required specification to install bespoke second fixing components.	7.1 Demonstrate the following work skills when installing bespoke second fixing components: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment
	7.3 Install to given working instructions side hung doors (double or pairs), ironmongery (in pair or sets) and mouldings (detailed architrave, skirting) plus at least one of the following <ul style="list-style-type: none"> <li>- accessible service encasement</li> <li>– bespoke wall and floor units/fitments</li> <li>– panelling</li> <li>– stair components (balustrades, handrails, spindles with turns).</li> </ul>
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– prepare and fix internal and external side hung doors (double or pairs), fire resisting and non-fire resisting doors, door closers, ironmongery (in pairs or sets), detailed architraves, skirting, dado rails, picture rails, internal and external panelling, accessible service encasements, bespoke wall and floor units/fitments and stair components (with turns)</li> <li>– form joints associated with bespoke second fixing</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing bespoke second fixing components.
	7.6 Describe the methods of sharpening the hand tools used when installing bespoke second fixing components.
	7.7 Describe how to maintain the tools and equipment used when installing bespoke second fixing components.

<b>Title:</b>	Installing bespoke second fixing components in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	83

<b>Title:</b>	Setting up and using transportable cutting and shaping machines in the workplace	
<b>Unit Number:</b>	D/615/2817	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when setting up and using transportable cutting and shaping machines.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations associated with operating machines.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when setting up and using transportable cutting and shaping machines.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when setting up and using transportable cutting and shaping machines and describe how and when they are used.

<b>Title:</b>	Setting up and using transportable cutting and shaping machines in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when setting up and using transportable cutting and shaping machines.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when setting up and using transportable cutting and shaping machines.
	3.2	Demonstrate compliance with given information and relevant legislation when setting up and using transportable cutting and shaping machines in relation to <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools, equipment and ancillaries</li> <li>– specific risks to health</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting up and using transportable cutting and shaping machines, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to set up and use transportable cutting and shaping machines.	4.1	Select resources associated with own work in relation to materials, components and fixings, tools, equipment and accessories.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– accessories</li> <li>– tools and equipment.</li> </ul>

<b>Title:</b>	Setting up and using transportable cutting and shaping machines in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to set up and use transportable cutting and shaping machines.
5 Minimise the risk of damage to the work and surrounding area when setting up and using transportable cutting and shaping machines.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when setting up and using transportable cutting and shaping machines.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Setting up and using transportable cutting and shaping machines in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to set up and use transportable cutting and shaping machines to the required specification.	7.1 Demonstrate the following work skills when setting up and using transportable cutting and shaping machines: – measuring, marking out, fitting, fixing, positioning, securing and operating.	
	7.2 Use and maintain tools, accessories and ancillary equipment.	
	7.3 Set up and use three of the following powered cutting machines to given working instructions: – saw (three from the following: circular, chop, mitre, bench, jig, reciprocating, alligator or scroll) – drill – planer – biscuit jointer – disc cutter.	
	7.3 Set up and use two of the following powered shaping machines to given working instructions: – planer – sander (orbital, belt, disc) – router – laminate trimmer	
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – check powered transportable cutting and shaping machines (fuel and electric mains/battery) for serviceability – check voltage requirements, safety cut offs and circuit breakers – set up machines in preparation for use – fix and secure work – select and ensure safety guards are in place in accordance with machine instructions – select accessories for the machine and the work – identify maintenance requirements for accessories.	



<b>Title:</b>	Setting up and using transportable cutting and shaping machines in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– cut and shape materials to agreed tolerances</li> <li>– change saw blades: circular, chop, mitre, bench, jig, reciprocating, alligator and scroll</li> <li>– change accessories: drill bits, router bits, discs, planner blades, abrasives.</li> <li>– use templates, profiles and jigs</li> <li>– operate fixed machines</li> <li>– use tools, accessories and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when setting up and using powered transportable cutting and shaping machines.
	7.7	Describe how to maintain the tools, accessories and ancillary equipment used when setting up and using transportable cutting and shaping machines.

<b>Title:</b>	Setting up and using transportable cutting and shaping machines in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</p> <p><b>Three</b> of the following endorsements required for cutting machines:  Drill  Planer  Biscuit jointer  Disc cutter  Saw – <b>three</b> of the following endorsements required: circular, chop, mitre, bench, jog, reciprocating, alligator or scroll</p> <p>PLUS</p> <p><b>Two</b> of the following endorsements required for powered shaping machines:  Thicknesser  Sander  Router  Laminate trimmer</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	80

<b>Title:</b>	Erecting structural carcassing components in the workplace
<b>Unit Number:</b>	H/615/2818
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when erecting structural carcassing components.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting structural carcassing components.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4 State the types of fire extinguishers available when erecting structural carcassing components and describe how and when they are used.

<b>Title:</b>	Erecting structural carcassing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when erecting structural carcassing components.</p>	<p>3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when with erecting structural carcassing components.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to with erecting structural carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to erect structural carcassing components.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, plastic mouldings, metals, trussed rafters, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect structural carcassing components.</p>	

<b>Title:</b>		Erecting structural carcassing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
5	Minimise the risk of damage to the work and surrounding area when erecting structural carcassing components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when erecting structural carcassing components.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Erecting structural carcassing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to erect structural carcassing components to the required specification.	7.1	Demonstrate the following work skills when erecting structural carcassing components: – measuring, marking out, cutting, fitting, finishing, positioning and securing.
	7.2	Erect one of the following to given working instructions: – inclined roofs with gables – roof verge and eaves finishings – joists (ground, upper or flat roof), including coverings (flat roofs, decks or floors).
	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when erecting structural carcassing components.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix gable roof trussed rafters, cut roofs, ground, upper and flat roof joists – cut, fit and fix coverings and finishings in timber and plastic (flat roofs, verges and eaves, floors, decks) – form joints associated with carcassing – use hand tools, power tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when erecting structural carcassing components.
	7.8	Describe the methods of sharpening the hand tools used when erecting structural carcassing components.
	7.9	Describe how to maintain the tools and equipment used when erecting structural carcassing components.

<b>Title:</b>	Erecting structural carcassing components in the workplace
<b>Additional information about this unit</b>	
Assessment Guidelines	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

<b>Title:</b>	Maintaining non-structural or structural components in the workplace
<b>Unit Number:</b>	K/615/2819
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when maintaining non-structural or structural components.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when maintaining non-structural or structural components.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4 Describe the types of fire extinguishers available when maintaining non-structural or structural components and describe how and when they are used.



<b>Title:</b>	Maintaining non-structural or structural components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when maintaining non-structural or structural components.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural or structural components.</p>	
	<p>3.2 Demonstrate compliance with given information and relevant legislation when maintaining non-structural or structural components in relation to</p> <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> </ul>	
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural or structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to maintain non-structural or structural components.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants, fixings, guttering, ironmongery, downpipes and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	

<b>Title:</b>	Maintaining non-structural or structural components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
	4.5 Describe any potential hazards associated with the resources and method of work.	
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural or structural components.	
5 Minimise the risk of damage to the work and surrounding area when maintaining non-structural or structural components.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.	
	5.2 Minimise damage and maintain a clean work space.	
	5.3 Dispose of waste in accordance with current legislation.	
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.	
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6 Complete the work within the allocated time when maintaining non-structural or structural components.	6.1 Demonstrate completion of the work within the allocated time.	
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7 Comply with the given contract information to maintain non-structural or structural components to the required specification.	7.1 Demonstrate the following work skills when maintaining non-structural or structural components: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, splicing, finishing, positioning and securing.</li> </ul>	
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.	

<b>Title:</b>	Maintaining non-structural or structural components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.3	Repair five of the following components to given working instructions: <ul style="list-style-type: none"> <li>– frames (to include priming the repair)</li> <li>– mouldings (to include priming the repair)</li> <li>– floor joist covering (or flat roof)</li> <li>– door and/or window ironmongery</li> <li>– guttering and downpipes</li> <li>– sash cords</li> <li>– replacement glazing</li> <li>– structural joists (including support)</li> <li>– structural rafters (including support)</li> <li>– fascias, soffits and barge boards</li> </ul>
	7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– replace and splice door and window frames, mouldings and structural timbers, replace sash cords, re-glaze, re-lay brick/blockwork, make good paintwork, plasterwork, brickwork, wall tiling</li> <li>– identify load bearing points</li> <li>– prop and support existing structures</li> <li>– replace frames and mouldings</li> <li>– repair or replace door and window ironmongery</li> <li>– repair and/or replace guttering and downpipes</li> <li>– repair and/or replace fascias, soffits and barge boards</li> <li>– form joints associated with repairs</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural or structural components.
	7.6	Describe the methods of sharpening the hand tools used when maintaining non-structural or structural components.
	7.7	Describe how to maintain the tools and equipment used when maintaining non-structural or structural components.

<b>Title:</b>	Maintaining non-structural or structural components in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	97

<b>Title:</b>	Erecting complex roof structure carcassing components in the workplace
<b>Unit Number:</b>	D/615/2820
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when erecting complex roof structure carcassing components.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting complex roof structure carcassing components.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Explain the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4 State the types of fire extinguishers available when erecting complex roof structure carcassing components and describe how and when they are used.

<b>Title:</b>	Erecting complex roof structure carcassing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when erecting complex roof structure carcassing components.</p>	<p>3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when erecting complex roof structure carcassing components.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting complex roof structure carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to erect complex roof structure carcassing components.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, metals, trussed rafters, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erecting complex roof structure carcassing components.</p>	

<b>Title:</b>	Erecting complex roof structure carcassing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when erecting complex roof structure carcassing components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when erecting complex roof structure carcassing components.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to erect complex roof structure carcassing components to the required specification.	7.1	Demonstrate the following work skills when erecting complex roof structure carcassing components: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Erect two of the following to given working instructions: <ul style="list-style-type: none"> <li>– inclined roofs with hips and/or valleys</li> <li>– roof verge and eaves finishings</li> <li>– dormers.</li> </ul>
	7.3	Determine the specification of cut roof component bevels and lengths.
	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when erecting complex roof structure carcassing components.

<b>Title:</b>	Erecting complex roof structure carcassing components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.7 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– check existing levels and setting out lines</li> <li>– prepare and fix trussed rafters, cut roofs, timber and plastic verge and eaves finishings</li> <li>– apply geometry to determine bevels and lengths for cut, equal and unequal, gabled and hipped roofs, with valleys and dormers</li> <li>– form joints associated with carcassing</li> <li>– make and assemble cut roofs</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>	
	7.8 Describe the needs of other occupations and how to effectively communicate within a team when erecting complex roof structure carcassing components.	
	7.9 Describe how to sharpen hand tools used when erecting complex roof structure carcassing components.	
	7.10 Describe how to maintain the tools and equipment used when erecting complex roof structure carcassing components.	



<b>Title:</b>	Erecting complex roof structure carcassing components in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	87

<b>Title:</b>	Producing setting out details for routine architectural joinery products in the workplace	
<b>Unit Number:</b>	H/615/2821	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing setting out details for routine architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, cutting lists, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for routine architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

<b>Title:</b>	Producing setting out details for routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe and healthy working practices when producing setting out details for routine architectural joinery products.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for routine architectural joinery products.</p>	
	<p>3.2 Demonstrate compliance with given information and relevant legislation when producing setting out details for routine architectural joinery products in relation to</p> <ul style="list-style-type: none"> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>	
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to produce setting out details for routine architectural joinery products.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, paper for rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	

<b>Title:</b>	Producing setting out details for routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for routine architectural joinery products.
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for routine architectural joinery products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when producing setting out details for routine architectural joinery products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Producing setting out details for routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to produce setting out details for routine architectural joinery products to the required specification.	7.1	Demonstrate the following work skills when producing setting out details for routine architectural joinery products: – measuring, marking out and drawing.
	7.2	Use and maintain marking and testing tools and ancillary equipment
	7.3	Produce setting out details and cutting lists for routine architectural joinery products to given working instructions; for two of the following: – doors – windows with opening lights – units and/or fitments (panelling/cladding) – staircases.
	7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and produce cutting lists for routine products – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material.
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for routine architectural joinery products.
	7.6	Describe how to maintain the tools and equipment used when producing setting out details for routine architectural joinery products.

<b>Title:</b>	Producing setting out details for routine architectural joinery products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	47

<b>Title:</b>	Marking out from setting out details for routine architectural joinery products in the workplace	
<b>Unit Number:</b>	K/615/2822	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when marking out from setting out details for routine architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

<b>Title:</b>	Marking out from setting out details for routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe and healthy working practices when marking out from setting out details for routine architectural joinery products.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when marking out from setting out details for routine architectural joinery products.
	3.2	Demonstrate compliance with given information and relevant legislation when marking out from setting out details for routine architectural joinery products <ul style="list-style-type: none"> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to marking out from setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine architectural joinery products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, setting out rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.



<b>Title:</b>	Marking out from setting out details for routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
	4.5 Describe any potential hazards associated with the resources and method of work.	
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to mark out from setting out details for routine architectural joinery products.	
5 Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine architectural joinery products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.	
	5.2 Minimise damage and maintain a clean work space.	
	5.3 Dispose of waste in accordance with current legislation.	
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.	
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6 Complete the work within the allocated time when marking out from setting out details for routine architectural joinery products.	6.1 Demonstrate completion of the work within the allocated time.	
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	

<b>Title:</b>	Marking out from setting out details for routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to mark out from setting out details for routine architectural joinery products to the required specification.	7.1	Demonstrate the following work skills when marking out from setting out details for routine architectural joinery products: – measuring, marking out and drawing.
	7.2	Use and maintain marking and testing tools and ancillary equipment
	7.3	Mark out from setting out rods (template) routine architectural joinery products to given working instructions; two of the following: – doors – windows with opening lights – units and/or fitments (panelling/cladding) – staircases.
	7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mark out from setting out details and cutting lists – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material.
	7.5	Describe the needs of other occupations and how to communicate within a team when marking out from setting out details for routine architectural joinery products.
	7.6	Describe how to maintain the tools and equipment used when marking out from setting out details for routine architectural joinery products.

<b>Title:</b>	Marking out from setting out details for routine architectural joinery products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40

<b>Title:</b>	Manufacturing routine architectural joinery products in the workplace
<b>Unit Number:</b>	M/615/2823
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when manufacturing routine architectural joinery products.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing routine architectural joinery products.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4 Describe the types of fire extinguishers available when manufacturing routine architectural joinery products and describe how and when they are used.

<b>Title:</b>	Manufacturing routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe and healthy working practices when manufacturing routine architectural joinery products.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing routine architectural joinery products.</p>	
	<p>3.2 Demonstrate compliance with given information and relevant legislation when manufacturing routine architectural joinery products in relation to</p> <ul style="list-style-type: none"> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>	
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to manufacture routine architectural joinery products.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metal, fabric, glass, plastic, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	

<b>Title:</b>	Manufacturing routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Continued	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacture routine architectural joinery products.
5 Minimise the risk of damage to the work and surrounding area when manufacturing routine architectural joinery products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when manufacturing routine architectural joinery products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Manufacturing routine architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to manufacture routine architectural joinery products to the required specification.	7.1	Demonstrate the following work skills when manufacturing routine bench/architectural joinery products: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment
	7.3	Fit and assemble to form routine manufactured architectural joinery products to given working instructions; two of the following: – doors – windows with opening lights – units and/or fitments (panelling/cladding) – staircases.
	7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – form joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material.
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine architectural joinery products.
	7.6	Describe the methods of sharpening the hand tools used when manufacturing routine architectural joinery products.
	7.7	Describe how to maintain the tools and equipment used when manufacturing routine architectural joinery products.

<b>Title:</b>	Manufacturing routine architectural joinery products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	63



<b>Title:</b>	Manufacturing bespoke architectural joinery products in the workplace	
<b>Unit Number:</b>	T/615/2824	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when manufacturing bespoke architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when manufacturing bespoke architectural joinery products and describe how and when they are used.
3 Maintain safe and healthy working practices when manufacturing bespoke architectural joinery products.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing bespoke architectural joinery products.
	3.2	Demonstrate compliance with given information and relevant legislation when <ul style="list-style-type: none"> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>

<b>Title:</b>	Manufacturing bespoke architectural joinery products in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
3 Continued	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing bespoke architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to manufacture bespoke architectural joinery products.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and powered tools and equipment.</li> </ul>
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5 Describe any potential hazards associated with the resources and method of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke architectural joinery products.

Title:	Manufacturing bespoke architectural joinery products in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when manufacturing bespoke architectural joinery products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when manufacturing bespoke architectural joinery products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to manufacture bespoke architectural joinery products to the required specification.	7.1	Demonstrate the following work skills when manufacturing bespoke architectural joinery products: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment
	7.3	Fit and assemble to form bespoke manufactured architectural joinery products to given working instructions, three of the following: <ul style="list-style-type: none"> <li>– door sets</li> <li>– doors</li> <li>– opening windows</li> <li>– units and/or fitments</li> <li>– panelling/cladding</li> <li>– joinery products incorporating any of the following: glass, non-ferrous metal, fabrics, veneers and laminates</li> <li>– staircases (straight and with turns)</li> <li>– handrails and balustrades</li> <li>– joinery products with single curvature features</li> <li>– joinery products with double curvature features.</li> </ul>

Title:	Manufacturing bespoke architectural joinery products in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 continued	7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– fit and assemble bespoke products</li> <li>– produce straight in plan and elevation; door sets, doors, opening windows, units and fitments and panelling/cladding</li> <li>– produce staircases, handrails and balustrades straight and with turns</li> <li>– produce veneers – hand and machine produce products with single and double curvature features</li> <li>– produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.).</li> </ul>
	7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use hand tools, portable power tools and equipment</li> <li>– requisition material.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke architectural joinery products.
	7.7	Describe how to sharpen hand tools used when manufacturing bespoke architectural joinery products.
	7.8	Describe how to maintain the tools and equipment used when manufacturing bespoke architectural joinery products.

<b>Title:</b>	Manufacturing bespoke architectural joinery products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	83

<b>Title:</b>	Producing CAD setting out details in the workplace	
<b>Unit Number:</b>	M/615/2840	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing CAD setting out details.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, component standards and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing CAD setting out details.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when producing CAD setting out details.	3.1	Use visual display unit equipment safely in accordance with legislation when producing CAD setting out details.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing CAD setting out details, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– correct position and type of workstation equipment (anti-glare monitor, mouse arm supports, seat, keyboard).</li> </ul>
	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		Continued/...

<b>Title:</b>		Producing CAD setting out details in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
3	continued	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to produce CAD setting out details.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, non-ferrous metals, plastics, fabrics, glass, ironmongery, fixings and associated ancillary items</li> <li>– computers, setting out programmes.</li> </ul>
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce CAD setting out details.
5	Complete the work within the allocated time when producing CAD setting out details.	5.1	Demonstrate completion of the work within the allocated time.
		5.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Producing CAD setting out details in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
6 Comply with the given contract information to produce CAD setting out details to the required specification.	6.1 Demonstrate the following work skills when producing CAD setting out details: – inputting data using a keyboard, operating a mouse, customising settings, file managing, backing-up information, enhancing features, coding components and multi-layering details.	
	6.2 Produce CAD setting out details, by use of pre-developed programme, to given working instructions for: – products straight in plan and elevation – products with single curvature details.	
	6.3 Produce working drawings to given working instructions.	
	6.4 Produce cutting lists complete with details of materials to given working instructions.	
	6.5 Monitor and validate the accuracy of output of the CAD setting out details.	
	6.6 Safely use and handle materials.	
	6.7 Safely use relevant tools (software) and equipment (hardware).	
	6.8 Safely store the materials, tools and equipment used when producing CAD setting out details.	
	6.9 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out by CAD; products straight in plan and elevation – set out by CAD; products with single curvature details – monitor and validate output – take site and workplace dimensions – produce cutting lists with materials – proportion joints associated with the products to be produced – requisition material – present products on visual display unit equipment – use visual display unit equipment (e.g. anti-glare monitor, mouse arm supports, seat type/position, keyboard position).	
	6.10 Describe the needs of other occupations and how to effectively communicate within a team when producing CAD setting out details.	



<b>Title:</b>	Producing CAD setting out details in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	100

<b>Title:</b>	Setting up and using fixed machinery in the workplace	
<b>Unit Number:</b>	T/615/2841	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when setting up and using fixed machinery.	1.1	Interpret and extract relevant information from drawings, specifications, method statements, cutting lists, schedules, manufacturers' information and operating instructions.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information and regulations governing the use of machinery to work timber or non-ferrous metal.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when setting up and using fixed machinery.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State the types of fire extinguishers available when setting up and using fixed machinery and describe how and when they are used.
3 Maintain safe working practices when setting up and using fixed machinery.	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when setting up and using fixed machinery.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting up and using fixed machinery, and the types, purpose and limitations of each type the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

<b>Title:</b>		Setting up and using fixed machinery in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
3	continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Carry out pre-start preparation inspections on power tools and equipment in accordance with approved procedures when setting up and using fixed machinery.	4.1	Carry out pre-use checks on power tools and equipment/machinery in accordance with legislation, official guidance and/or organisational requirements.
		4.2	Explain what the accident reporting procedures are and who is responsible for making reports.
5	Understand the required quantity and quality of resources for the methods of work to set up and use fixed machinery.	5.1	Describe the quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– accessories</li> <li>– tools and ancillary equipment.</li> </ul>
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		5.4	Describe any potential hazards associated with the resources and method of operation.
		5.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to set up and use fixed machinery.

<b>Title:</b>		Setting up and using fixed machinery in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
6	Minimise the risk of damage to the work and surrounding area when setting up and using fixed machinery.	6.1	Protect the machine and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		6.2	Minimise damage and maintain a clean work space.
		6.3	Dispose of waste in accordance with legislation.
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7	Complete the work within the allocated time when setting up and using fixed machinery.	7.1	Demonstrate completion of the work within the allocated time.
		7.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
8	Carry out operations using power tools and equipment in accordance with safe working practices to achieve the work outcome when setting up and using fixed machinery.	8.1	Demonstrate the following work skills when setting up and using fixed machinery : <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
		8.2	Set up and operate six of the following machines: <ul style="list-style-type: none"> <li>– circular saw</li> <li>– planer</li> <li>– thicknesser</li> <li>– bandsaw</li> <li>– morticer</li> <li>– tenoner</li> <li>– spindle moulder</li> <li>– drill</li> <li>– grinder</li> <li>– sander.</li> </ul>

<b>Title:</b>	Setting up and using fixed machinery in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 continued	8.3	Safely use and handle materials.
	8.4	Safely use tools, ancillary equipment and safety aids.
	8.5	Safely store the materials, tools and equipment used when setting up and using fixed machinery.
	8.6	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– set up machines: circular saw, planer, thicknesser, bandsaw, morticer, tenoner, spindle moulder, drill, grinder and sander</li> <li>– check the operation of machines</li> <li>– cut material to size and shape</li> <li>– plane materials to size</li> <li>– change sawblades (circular and band), planer knives, morticer tooling, tenoner and spindle moulder cutting blocks.</li> </ul>
	8.7	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– mortice materials</li> <li>– change drills and taps</li> <li>– change discs</li> <li>– cut sections straight and shaped</li> <li>– grind, finish and texture surfaces</li> <li>– drill and tap materials</li> <li>– use tools and equipment.</li> </ul>
	8.8	Describe the needs of other occupations and how to effectively communicate within a team when setting up and using fixed machinery.
	8.9	Describe how to maintain the safety aids, tools and ancillary equipment used when setting up and using fixed machinery.

<b>Title:</b>	Setting up and using fixed machinery in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p><b>Six</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Circular saw</li> <li>Planer</li> <li>Thicknesser</li> <li>Bandsaw</li> <li>Morticer</li> <li>Tenoner</li> <li>Spindle moulder</li> <li>Drill</li> <li>Grinder</li> <li>Sander</li> </ul>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	80

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace	
<b>Unit Number:</b>	A/615/2842	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing setting out details for bespoke architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when producing setting out details for bespoke architectural joinery products and describe how and when they are used.

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe and healthy working practices when producing setting out details for bespoke architectural joinery products.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for bespoke architectural joinery products.
	3.2	Demonstrate compliance with given information and relevant legislation when producing setting out details for bespoke architectural joinery products in relation to <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke architectural joinery products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.



<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
	4.5 Describe any potential hazards associated with the resources and method of work.	
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke architectural joinery products.	
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke architectural joinery products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.	
	5.2 Minimise damage and maintain a clean work space.	
	5.3 Dispose of waste in accordance with current legislation.	
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.	
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6 Complete the work within the allocated time when producing setting out details for bespoke architectural joinery products.	6.1 Demonstrate completion of the work within the allocated time.	
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7 Comply with the given contract information to produce setting out details for bespoke architectural joinery products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for bespoke architectural joinery products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>	
	7.2 Use and maintain marking and testing tools and ancillary equipment	

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	<p>7.3 Produce setting out details, marking out and cutting lists for bespoke architectural joinery products to given working instructions; for three of the following:</p> <ul style="list-style-type: none"> <li>– door sets</li> <li>– doors</li> <li>– sliding sash windows</li> <li>– units and/or fitments</li> <li>– panelling/cladding</li> <li>– staircases (straight and with turns)</li> <li>– handrails and balustrading</li> <li>– joinery products incorporating any of the following: glass, non-ferrous metal, fabrics, veneers, laminates</li> <li>– joinery products with single curvature features</li> <li>– joinery products with double curvature features.</li> </ul>	
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– set out, mark out and produce cutting lists for bespoke products</li> <li>– produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding</li> <li>– produce staircases, handrails and balustrades, straight and with turns</li> <li>– produce products with single and double curvature features by geometrical development relating to the above items</li> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction methods</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>	
	<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke architectural joinery products.</p>	

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.6	Describe how to sharpen hand tools used when producing setting out details for bespoke architectural joinery products.
	7.7	Describe how to maintain the tools and equipment used when producing setting out details for bespoke architectural joinery products.

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

<b>Title:</b>	Producing setting out details for routine wheelwrighting products in the workplace	
<b>Unit Number:</b>	F/615/2843	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing setting out details for routine wheelwrighting products.	1.1	Interpret and extract information from drawings, specifications, cutting lists, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards and current regulations (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for routine wheelwrighting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

<b>Title:</b>	Producing setting out details for routine wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when producing setting out details for routine wheelwrighting products.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for routine wheelwrighting products.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing setting out details for routine wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to produce setting out details for routine wheelwrighting products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, paper for rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for routine wheelwrighting products.

<b>Title:</b>	Producing setting out details for routine wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for routine wheelwrighting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when producing setting out details for routine wheelwrighting products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Producing setting out details for routine wheelwrighting products in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Comply with the given contract information to produce setting out details for routine wheelwrighting products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for routine wheelwrighting products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>
	7.2 Produce setting out details and cutting lists for wheels to given working instructions.
	7.3 Produce setting out details and cutting lists for routine wheelwrighting products (carriage construction) to given working instructions; for one of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames</li> <li>– wooden framed vehicles</li> <li>– shafts.</li> </ul>
	7.4 Safely use and handle materials.
	7.5 Safely use marking and testing tools and ancillary equipment.
	7.6 Safely store the materials, tools and equipment used when producing setting out details for routine wheelwrighting products.
	7.7 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– set out and produce cutting lists for routine products</li> <li>– produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases</li> <li>– produce wooden framed vehicles, shafts and wheels</li> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>
	7.8 Describe the needs of other occupations and how to communicate within a team when producing setting out details for routine wheelwrighting products.
	7.9 Describe how to maintain the tools and equipment used when producing setting out details for routine wheelwrighting products.



<b>Title:</b>	Producing setting out details for routine wheelwrighting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	47

<b>Title:</b>	Marking out from setting out details for routine wheelwrighting products in the workplace	
<b>Unit Number:</b>	J/615/2844	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when marking out from setting out details for routine wheelwrighting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine wheelwrighting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

<b>Title:</b>	Marking out from setting out details for routine wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when marking out from setting out details for routine wheelwrighting products.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when marking out from setting out details for routine wheelwrighting products.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to marking out from setting out details for routine wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine wheelwrighting products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, setting out rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to mark out from setting out details for routine wheelwrighting products.

<b>Title:</b>	Marking out from setting out details for routine wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine wheelwrighting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when marking out from setting out details for routine wheelwrighting products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Marking out from setting out details for routine wheelwrighting products in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Comply with the given contract information to mark out from setting out details for routine wheelwrighting products to the required specification.	7.1 Demonstrate the following work skills when marking out from setting out details for routine wheelwrighting products: – measuring, marking out and drawing.
	7.2 Mark out from setting out rods (template) routine wheelwrighting products (carriage construction) to contractor’s working instructions; one of the following: – doors – frames – wooden framed vehicles – shafts wheels.
	7.3 Safely use and handle materials.
	7.4 Safely use marking and testing tools and ancillary equipment.
	7.5 Safely store the materials, tools and equipment used when marking out from setting out details for routine wheelwrighting products.
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mark out from setting out details and cutting lists – produce straight in plan and elevation: doors and frames (glazed and/or non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – produce wooden framed vehicles, shafts and wheels – take site and/or workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material.
	7.7 Describe the needs of other occupations and how to communicate within a team when marking out from setting out details for routine wheelwrighting products.
	7.8 Describe how to maintain the tools and equipment used when marking out from setting out details for routine wheelwrighting products.

<b>Title:</b>	Marking out from setting out details for routine wheelwrighting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40

<b>Title:</b>	Manufacturing routine wheelwrighting products in the workplace	
<b>Unit Number:</b>	L/615/2845	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when manufacturing routine wheelwrighting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists, s and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing routine wheelwrighting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when manufacturing routine wheelwrighting products and describe how and when they are used.

<b>Title:</b>	Manufacturing routine wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when manufacturing routine wheelwrighting products.</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing routine wheelwrighting products.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing routine wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to manufacture routine wheelwrighting products.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metal, fabric, metal and rubber rims, glass, plastic, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacture routine wheelwrighting products.</p>	



<b>Title:</b>	Manufacturing routine wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when manufacturing routine wheelwrighting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when manufacturing routine wheelwrighting products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Manufacturing routine wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to manufacture routine wheelwrighting products to the required specification.	7.1	Demonstrate the following work skills when manufacturing routine wheelwrighting products: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2	Fit and assemble wheels (including butt welding rim) to given working instructions.
	7.3	Fit and assemble to form routine manufactured wheelwrighting products (carriage construction) to given working instructions; one of the following: – doors – frames – wooden framed vehicles – shafts.
	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when manufacturing routine wheelwrighting products.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling/cladding, staircases – produce wooden framed vehicles, shafts and wheels – produce welded carriage components – take site and workplace dimensions – form joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine wheelwrighting products.
	7.9	Describe the methods of sharpening the hand tools used when manufacturing routine wheelwrighting products.
	7.10	Describe how to maintain the tools and equipment used when manufacturing routine wheelwrighting products.

<b>Title:</b>	Manufacturing routine wheelwrighting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	80

<b>Title:</b>	Manufacturing bespoke wheelwrighting products in the workplace	
<b>Unit Number:</b>	R/615/2846	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when manufacturing bespoke wheelwrighting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke wheelwrighting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when manufacturing bespoke wheelwrighting products and describe how and when they are used.

<b>Title:</b>	Manufacturing bespoke wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when manufacturing bespoke wheelwrighting products.</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing bespoke wheelwrighting products.</p>	
	<p>3.2 Explain why and when health and safety control equipment should be used, relating to manufacturing bespoke wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to manufacture bespoke wheelwrighting products.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, ironmongery, metal and rubber wheel rims, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke wheelwrighting products.</p>	

<b>Title:</b>		Manufacturing bespoke wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
5	Minimise the risk of damage to the work and surrounding area when manufacturing bespoke wheelwrighting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when manufacturing bespoke wheelwrighting products.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7	Comply with the given contract information to manufacture bespoke wheelwrighting products to the required specification.	7.1	Demonstrate the following work skills when manufacturing bespoke wheelwrighting products: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
		7.2	Fit and assemble wheels to given working instructions.
		7.3	Fit and assemble to form bespoke manufactured wheelwrighting products (carriage construction) to given working instructions; two of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames</li> <li>– wooden framed vehicles</li> <li>– shafts</li> <li>– butt welding rims</li> <li>– metal and/or rubber tyreing</li> <li>– wooden framed vehicles with single curvature features</li> <li>– wooden framed vehicles with double curvature features.</li> </ul>

<b>Title:</b>	Manufacturing bespoke wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when manufacturing bespoke wheelwrighting products.
	7.7	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– fit and assemble bespoke products</li> <li>– produce straight in plan and elevation; door sets, doors, sliding sash windows, units and fitments and panelling/cladding</li> <li>– wooden framed vehicles, shafts, wheels, welded carriage components, metal and rubber tyreing</li> <li>– produce staircases, handrails and balustrades straight and with turns</li> <li>– produce products with single and double curvature features</li> <li>– produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.).</li> </ul>
		<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use hand tools, power tools and equipment</li> <li>– requisition material.</li> </ul>
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke wheelwrighting products.
	7.9	Describe how to sharpen hand tools used when manufacturing bespoke wheelwrighting products.
	7.10	Describe how to maintain the tools and equipment used when manufacturing bespoke wheelwrighting products.

<b>Title:</b>	Manufacturing bespoke wheelwrighting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	97



<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products in the workplace	
<b>Unit Number:</b>	Y/615/2847	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing setting out details for bespoke wheelwrighting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke wheelwrighting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when producing setting out details for bespoke wheelwrighting products and describe how and when they are used.

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when producing setting out details for bespoke wheelwrighting products.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for bespoke wheelwrighting products.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke wheelwrighting products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke wheelwrighting products.

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke wheelwrighting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when producing setting out details for bespoke wheelwrighting products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to produce setting out details for bespoke wheelwrighting products to the required specification.	7.1	Demonstrate the following work skills when producing setting out details for bespoke wheelwrighting products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>
	7.2	Produce setting out details, marking out and cutting lists for wheels to given working instructions.
	7.3	Produce setting out details, marking out and cutting lists for bespoke wheelwrighting products (carriage construction) to given working instructions; for two of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames</li> <li>– wooden framed vehicles</li> <li>– shafts</li> <li>– steps</li> <li>– wooden framed vehicles with single curvature features</li> <li>– wooden framed vehicles with double curvature features.</li> </ul>

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.4	Safely use and handle materials.
	7.5	Safely use marking and testing tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when producing setting out details for bespoke wheelwrighting products.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– set out, mark out and produce cutting lists for bespoke products</li> <li>– produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding</li> <li>– wooden framed vehicles, shafts and wheels</li> <li>– produce staircases, handrails and balustrades, straight and with turns</li> <li>– produce products with single and double curvature features by geometrical development relating to the above items.</li> </ul>
	7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction methods</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>
	7.9	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke wheelwrighting products.
	7.10	Describe how to sharpen hand tools used when producing setting out details for bespoke wheelwrighting products.
	7.11	Describe how to maintain the tools and equipment used when producing setting out details for bespoke wheelwrighting products.

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

<b>Title:</b>	Installing shopfitting frames and finishings in the workplace	
<b>Unit Number:</b>	D/615/2848	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing shopfitting frames and finishings.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method Statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing shopfitting frames and finishings.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when installing shopfitting frames and finishings and describe how and when they are used.

<b>Title:</b>	Installing shopfitting frames and finishings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when installing shopfitting frames and finishings.</p>	<p>3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing shopfitting frames and finishings.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing shopfitting frames and finishings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to install shopfitting frames and finishings.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, non-ferrous metals, plastics, fabrics, door frames, linings, doors, panelling/cladding, staircases, mouldings/trims, ironmongery, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install shopfitting frames and finishings.</p>	

<b>Title:</b>		Installing shopfitting frames and finishings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
5	Minimise the risk of damage to the work and surrounding area when installing shopfitting frames and finishings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing shopfitting frames and finishings.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>



<b>Title:</b>	Installing shopfitting frames and finishings in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Comply with the given contract information to install shopfitting frames and finishings to the required specification.	7.1 Demonstrate the following work skills when installing shopfitting frames and finishings: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2 Install three of the following in timber and/or non-ferrous metal to given working instructions: – door frames – linings – hung doors – door sets – mouldings/trims – ironmongery – service encasement – wall panelling/cladding – partition walling – staircase finishings and balustraing – staircases – bulkheads and soffits.
	7.3 Safely use and handle materials.
	7.4 Safely use hand tools, portable power tools and ancillary equipment.
	7.5 Safely store the materials, tools and equipment used when installing shopfitting frames and finishings.
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix timber and/or non-ferrous metal: door frames, linings, hung doors (fire resisting and non-fire resisting), door sets, ironmongery, architraves, skirtings, dado rails, trims, panelling/cladding, service encasements, partition walling, staircase finishings and balustrades, staircases, baulkheads and soffits – form joints associated with shopfitting – use hand tools, power tools and equipment – work at height – use access equipment.
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing shopfitting frames and finishings.
	7.8 Describe the methods of sharpening the hand tools used when installing shopfitting frames and finishings.
	7.9 Describe how to maintain the tools and equipment used when installing shopfitting frames and finishings.

<b>Title:</b>	Installing shopfitting frames and finishings in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Timber Non-ferrous materials</p>
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	77

<b>Title:</b>	Installing shopfitting fitments in the workplace	
<b>Unit Number:</b>	H/615/2849	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing shopfitting fitments.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing shopfitting fitments.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when installing shopfitting fitments and describe how and when they are used.

<b>Title:</b>	Installing shopfitting fitments in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when installing shopfitting fitments.</p>	<p>3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing shopfitting fitments.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing shopfitting fitments, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to install shopfitting fitments.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, metals, plastics, fabrics, counters, display units, shelving units, fixed seating, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install shopfitting fitments.</p>	

<b>Title:</b>	Installing shopfitting fitments in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when installing shopfitting fitments.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing shopfitting fitments.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Installing shopfitting fitments in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to install shopfitting fitments to the required specification.	7.1	Demonstrate the following work skills when installing shopfitting fitments: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2	Install two of the following in timber and/or non-ferrous metal to given working instructions: – counters – display units – shelving units – fixed seating.
	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when installing shopfitting fitments.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix timber and/or non-ferrous metal counters, display units, shelving units and fixed seating – form joints associated with shopfitting – use hand tools, power tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing shopfitting fitments.
	7.8	Describe the methods of sharpening the hand tools used when installing shopfitting fitments.
	7.9	Describe how to maintain the tools and equipment used when installing shopfitting fitments.

<b>Title:</b>	Installing shopfitting fitments in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Timber</p> <p>Non-ferrous materials</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	43

<b>Title:</b>	Installing shopfronts and finishings in the workplace	
<b>Unit Number:</b>	Y/615/2850	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing shopfronts and finishings.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing shopfronts and finishings.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when installing shopfronts and finishings and describe how and when they are used.



<b>Title:</b>	Installing shopfronts and finishings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when installing shopfronts and finishings.	3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing shopfronts and finishings.	3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing shopfronts and finishings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.	3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to install shopfronts and finishings.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, non-ferrous metals, plastics, shopfront surrounds, stall risers, mouldings/trims, window beds, fascias, signs, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5 Describe any potential hazards associated with the resources and method of work.	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install shopfronts and finishings.

<b>Title:</b>	Installing shopfronts and finishings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when installing shopfronts and finishings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing shopfronts and finishings.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Installing shopfronts and finishings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to install shopfronts and finishings to the required specification.	7.1	Demonstrate the following work skills when installing shopfronts and finishings: – measuring, marking out, fitting, finishing, positioning and securing.
	7.2	Install three of the following in timber and/or non-ferrous metal to given working instructions: – shopfront surrounds – stall risers – mouldings/trims – window beds – fascias – specialist treatment and finishing of non-ferrous metal (applies to non-ferrous metal only).
	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when installing shopfronts and finishings.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix timber and/or non-ferrous metal shopfront surrounds, stall risers, mouldings/trims, window beds, fascias and signs – form joints associated with shopfitting – treat and finish non-ferrous metal – use hand tools, power tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing shopfronts and finishings.
	7.8	Describe the methods of sharpening the hand tools used when installing shopfronts and finishings.
	7.9	Describe how to maintain the tools and equipment used when installing shopfronts and finishings.

<b>Title:</b>	Installing shopfronts and finishings in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction:</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Timber</p> <p>Non-ferrous metal</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	43

<b>Title:</b>	Producing setting out details for routine shopfitting products in the workplace	
<b>Unit Number:</b>	D/615/2851	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing setting out details for routine shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, cutting lists, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for routine shopfitting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

<b>Title:</b>	Producing setting out details for routine shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when producing setting out details for routine shopfitting products.</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for routine shopfitting products.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to produce setting out details for routine shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to produce setting out details for routine shopfitting products.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, paper for rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for routine shopfitting products.</p>	

<b>Title:</b>	Producing setting out details for routine shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for routine shopfitting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when producing setting out details for routine shopfitting products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Producing setting out details for routine shopfitting products in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Comply with the given contract information to produce setting out details for routine shopfitting products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for routine shopfitting products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>
	7.2 Produce setting out details and cutting lists for routine shopfitting products (timber and/or non-ferrous metal based) to given working instructions; for two of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames and linings</li> <li>– shopfront sashes including associated elements</li> <li>– panelling/cladding</li> <li>– wall and floor units.</li> </ul>
	7.3 Safely use and handle materials.
	7.4 Safely use marking and testing tools and ancillary equipment.
	7.5 Safely store the materials, tools and equipment used when producing setting out details for routine shopfitting products to the required specification.
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– set out and produce cutting lists for routine products</li> <li>– produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases</li> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for routine shopfitting products.
	7.7 Describe how to maintain the tools and equipment used when producing setting out details for routine shopfitting products.



<b>Title:</b>	Producing setting out details for routine shopfitting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction:</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Timber</p> <p>Non-ferrous metal</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	47

<b>Title:</b>	Marking out from setting out details for routine shopfitting products in the workplace	
<b>Unit Number:</b>	H/615/2852	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when marking out from setting out details for routine shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine shopfitting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

<b>Title:</b>	Marking out from setting out details for routine shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when marking out from setting out details for routine shopfitting products.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when marking out from setting out details for routine shopfitting products.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to marking out from setting out details for routine shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine shopfitting products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, setting out rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to mark out from setting out details for routine shopfitting products.

<b>Title:</b>	Marking out from setting out details for routine shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine shopfitting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when marking out from setting out details for routine shopfitting products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Marking out from setting out details for routine shopfitting products in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Comply with the given contract information to mark out from setting out details for routine shopfitting products to the required specification.	7.1 Demonstrate the following work skills when marking out from setting out details for routine shopfitting products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>
	7.2 Mark out from setting out rods (template) routine shopfitting products (timber and/or non-ferrous metal based) to given working instructions; two of the following: <ul style="list-style-type: none"> <li>– shop doors</li> <li>– frames and linings</li> <li>– shopfront sashes including associated elements</li> <li>– panelling/cladding</li> <li>– wall and floor units.</li> </ul>
	7.3 Safely use and handle materials.
	7.4 Safely use marking and testing tools and ancillary equipment.
	7.5 Safely store the materials, tools and equipment used when marking out from setting out details for routine shopfitting products.
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– mark out from setting out details and cutting lists</li> <li>– produce straight in plan and elevation: doors, frames (glazed and/or non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases</li> <li>– take site and/or workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when marking out from setting out details for routine shopfitting products.
	7.8 Describe how to maintain the tools and equipment used when marking out from setting out details for routine shopfitting products.

<b>Title:</b>	Marking out from setting out details for routine shopfitting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Timber</p> <p>Non-ferrous metal</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40

<b>Title:</b>	Manufacturing routine shopfitting products in the workplace	
<b>Unit Number:</b>	K/615/2853	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when manufacturing routine shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists</li> <li>manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing routine shopfitting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when manufacturing routine shopfitting products and describe how and when they are used.

<b>Title:</b>	Manufacturing routine shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when manufacturing routine shopfitting products.</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing routine shopfitting products.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing routine shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to manufacture routine shopfitting products.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metal, fabric, glass, plastic, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacture routine shopfitting products.</p>	



<b>Title:</b>		Manufacturing routine shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
5	Minimise the risk of damage to the work and surrounding area when manufacturing routine shopfitting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when manufacturing routine shopfitting products.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Manufacturing routine shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to manufacture routine shopfitting products to the required specification.	7.1	Demonstrate the following work skills when manufacturing routine shopfitting products: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Fit and assemble to form routine manufactured shopfitting products (timber and/or non-ferrous metal based) to given working instructions; two of the following: <ul style="list-style-type: none"> <li>– shop doors</li> <li>– frames and linings</li> <li>– shopfront sashes including associated elements</li> <li>– panelling/cladding</li> <li>– wall and floor units.</li> </ul>
	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when manufacturing routine shopfitting products.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– fit and assemble routine products</li> <li>– produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling/cladding, staircases</li> <li>– take site and workplace dimensions</li> <li>– form joints associated with the product and construction method</li> <li>– use hand tools, power tools and equipment</li> <li>– requisition material.</li> </ul>
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine shopfitting products.
	7.8	Describe the methods of sharpening the hand tools used when manufacturing routine shopfitting products.
	7.9	Describe how to maintain the tools and equipment used when manufacturing routine shopfitting products.

<b>Title:</b>	Manufacturing routine shopfitting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	63

<b>Title:</b>	Manufacturing bespoke shopfitting products in the workplace	
<b>Unit Number:</b>	M/615/2854	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when manufacturing bespoke shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke shopfitting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when manufacturing bespoke shopfitting products and describe how and when they are used.

<b>Title:</b>	Manufacturing bespoke shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when manufacturing bespoke shopfitting products.</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing bespoke shopfitting products.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing bespoke shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to manufacture bespoke shopfitting products.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke shopfitting products.</p>	

<b>Title:</b>		Manufacturing bespoke shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
5	Minimise the risk of damage to the work and surrounding area when manufacturing bespoke shopfitting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when manufacturing bespoke shopfitting products.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7	Comply with the given contract information to manufacture bespoke shopfitting products to the required specification.	7.1	Demonstrate the following work skills when manufacturing bespoke shopfitting products: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
		7.2	Fit and assemble to form bespoke manufactured shopfitting products (timber and/or non-ferrous metal and/or composite materials) to given working instructions; four of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames and linings</li> <li>– shopfront sashes, including associated elements</li> <li>– panelling/cladding</li> <li>– wall and floor units</li> <li>– products incorporating any of the following: glass, fabrics, veneers</li> <li>– staircases</li> <li>– handrails and balustrades</li> <li>– shopfitting products with single curvature features</li> <li>– shopfitting products with double curvature features</li> <li>– soffits and bulkheads.</li> </ul>

<b>Title:</b>	Manufacturing bespoke shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Continued	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when manufacturing shopfitting bespoke products.
	7.6	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– fit and assemble bespoke products</li> <li>– produce straight in plan and elevation; door sets, doors, sliding sash windows, units and fitments and panelling/cladding</li> <li>– produce staircases, handrails and balustrades straight and with turns</li> <li>– produce veneers – hand and machine</li> <li>– produce products with single and double curvature features</li> <li>– produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.).</li> </ul>
	7.7	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use hand tools, power tools and equipment</li> <li>– requisition material.</li> </ul>
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing shopfitting bespoke products.
	7.9	Describe how to sharpen hand tools used when manufacturing bespoke shopfitting products.
	7.10	Describe how to maintain the tools and equipment used when manufacturing bespoke shopfitting products.

<b>Title:</b>	Manufacturing bespoke shopfitting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Timber</p> <p>Non-ferrous metal</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	83



<b>Title:</b>	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace	
<b>Unit Number:</b>	T/615/2855	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	1.1	Interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools, tooling and equipment, with materials and substances, with movement of materials and by manual and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with all current legislation and approved Codes of Practice when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery, and the types, purpose and limitations of each type.
	3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards.

<b>Title:</b>	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>4 Select the required quantity and quality of resources for the methods of work to produce wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– CNC machinery</li> <li>– NC machinery</li> <li>– wood materials</li> <li>– wood-based materials</li> <li>– lubricants</li> <li>– hand tools and ancillary equipment.</li> </ul>	
	<p>4.2 Select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate.</p>	
	<p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p>	
	<p>4.4 Outline potential hazards associated with the resources and method of work.</p>	
	<p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.</p>	
<p>5 Minimise the risk of damage to the work and surrounding area when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.</p>	<p>5.1 Protect the work, equipment and its surrounding area from damage.</p>	
	<p>5.2 Minimise damage and maintain a clean work space.</p>	
	<p>5.3 Describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations.</p>	
	<p>5.4 Remove waste in accordance with legislation.</p>	
	<p>5.5 State why the removal of waste should be carried out in relation to the work.</p>	
<p>6 Complete the work within the allocated time when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.</p>	<p>6.1 Demonstrate completion of the work within the allocated time.</p>	
	<p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, estimated times and deadlines</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	

<b>Title:</b>	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Comply with the given contract information to produce wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery to the required specification.	7.1 Demonstrate the following work skills when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery: <ul style="list-style-type: none"> <li>– measuring, marking out, adjusting, fitting, finishing, positioning and securing.</li> </ul>
	7.2 Prepare, set up, operate and maintain the following CNC/NC machines (one from list A or two from list B) to produce wood and wood-based products to given working instructions: List A: <ul style="list-style-type: none"> <li>– high-speed router</li> <li>– window centre.</li> </ul> List B: <ul style="list-style-type: none"> <li>– single-end tenoner</li> <li>– double-end tenoner</li> <li>– panel saw</li> <li>– morticing machines</li> <li>– lathe</li> <li>– four-sided planer</li> <li>– sanding machine</li> <li>– boring machine</li> <li>– shaping machine</li> <li>– edge bander</li> <li>– spindle moulder</li> <li>– beam saw.</li> </ul>
	7.3 Set up and change appropriate tooling to meet the requirements.
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– prepare and set up the CNC/NC machinery</li> <li>– operate the CNC/NC machinery</li> <li>– maintain the CNC/NC machinery</li> <li>– identify the compatibility of materials with machines</li> <li>– identify how damage to materials and machines can be avoided</li> <li>– identify the correct use of lubricants</li> <li>– identify the relevant dimensional control aids and their uses</li> <li>– identify and report defects and discrepancies in materials and machines</li> <li>– set up and change appropriate tooling</li> <li>– identify the types and suitability of tooling</li> <li>– identify the scope and limitations of the machine</li> <li>– select the appropriate machine for the work to be carried out</li> <li>– use hand tools, power tools and equipment.</li> </ul>

<b>Title:</b>	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 continued	7.5 Safely use and store hand tools and ancillary equipment.
	7.6 State the needs of other occupations and how to communicate within a team when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.
	7.7 Describe how to maintain the tools and equipment used when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.
	7.5 Safely use and store hand tools and ancillary equipment.
	7.6 State the needs of other occupations and how to communicate within a team when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.
	7.7 Describe how to maintain the tools and equipment used when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery.

<b>Title:</b>	Producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Note: Learning Outcome 7 – contract information can relate to drawings, specifications, schedules, cuttings lists, manufacturer's information and oral instruction.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p><b>One</b> endorsement required from List A or two endorsements from List B:</p> <p>List A: High-speed router Window centre</p> <p>List B: Single-end tenoner Double-end tenoner Panel saw Morticing machines Lathe Four-sided planer Sanding machine Boring machine Shaping machine Edge bander Spindle moulder Beam saw</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	73

<b>Title:</b>	Producing setting out details for bespoke shopfitting products in the workplace	
<b>Unit Number:</b>	A/615/2856	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing setting out details for bespoke shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke shopfitting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when producing setting out details for bespoke shopfitting products and describe how and when they are used.

<b>Title:</b>	Producing setting out details for bespoke shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe working practices when producing setting out details for bespoke shopfitting products.</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for bespoke shopfitting products.</p>	
	<p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>	
	<p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke shopfitting products.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing tools and equipment.</li> </ul>	
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>	
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>	
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>	
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke shopfitting products.</p>	

<b>Title:</b>	Producing setting out details for bespoke shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke shopfitting products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when producing setting out details for bespoke shopfitting products.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to produce setting out details for bespoke shopfitting products to the required specification.	7.1	Demonstrate the following work skills when producing setting out details for bespoke shopfitting products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>
	7.2	Produce setting out details, marking out and cutting lists for bespoke shopfitting products (timber and/or non-ferrous metal and/or composite materials) to given working instructions; for four of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames and linings</li> <li>– shopfront sashes, including associated elements</li> <li>– framed panelling/cladding</li> <li>– wall and floor units</li> <li>– products incorporating any of the following: glass, fabrics, veneers</li> <li>– staircases (straight and with turns)</li> <li>– handrails and balustrades</li> <li>– shopfitting products with single curvature features</li> <li>– shopfitting products with double curvature features</li> <li>– soffits and bulkheads.</li> </ul>



<b>Title:</b>	Producing setting out details for bespoke shopfitting products in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 continued	7.3 Safely use and handle materials.
	7.4 Safely use marking and testing tools and ancillary equipment.
	7.5 Safely store the materials, tools and equipment used when producing setting out details for bespoke shopfitting products.
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– set out, mark out and produce cutting lists for bespoke products</li> <li>– produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding</li> <li>– produce staircases, handrails and balustrades, straight and with turns</li> <li>– produce products with single and double curvature features by geometrical development relating to the above items</li> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction methods</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke shopfitting products.
	7.8 Describe how to sharpen hand tools used when producing setting out details for bespoke shopfitting products.
	7.9 Describe how to maintain the tools and equipment used when producing setting out details for bespoke shopfitting products.

<b>Title:</b>	Producing setting out details for bespoke shopfitting products in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Timber</p> <p>Non-ferrous metal</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

<b>Title:</b>	Designing and fabricating structural timber connections in the workplace	
<b>Unit Number:</b>	F/615/2857	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when designing and fabricating structural timber connections.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when designing and fabricating structural timber connections.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when designing and fabricating structural timber connections and describe how and when they are used.
3 Maintain safe working practices when designing and fabricating structural timber connections.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when designing and fabricating structural timber connections.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to designing and fabricating structural timber connections, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

<b>Title:</b>	Designing and fabricating structural timber connections in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to design and fabricate structural timber connections.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– measuring and marking equipment</li> <li>– draw pins or podgers, wedges, clamps and trestles</li> <li>– lifting equipment and ancillaries</li> <li>– hand tools and hand-held powered tools, specialist power tools/machines and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to design and fabricate structural timber connections.
5 Minimise the risk of damage to the work and surrounding area when designing and fabricating structural timber connections.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

<b>Title:</b>	Designing and fabricating structural timber connections in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 continued	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6 Complete the work within the allocated time when designing and fabricating structural timber connections.	6.1 Demonstrate completion of the work within the allocated time.	
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7 Comply with the given contract information to design and fabricate structural timber connections to the required specification.	7.1 Demonstrate the following work skills when designing and fabricating structural timber connections: <ul style="list-style-type: none"> <li>– designing, measuring, marking out, cutting, fitting, finishing, positioning and securing.</li> </ul>	
	7.2 Design and fabricate the following structural pegged timber connections for post and beam floor, roof, wall or cross frames to given working instructions: <ul style="list-style-type: none"> <li>– mortice and tenon</li> <li>– barefaced tenon</li> <li>– stopped tenon</li> <li>– bevelled-shoulder tenon</li> <li>– dovetailed tenon</li> <li>– bridle joint</li> <li>– tusk tenon</li> <li>– pegged scarf joint for top plate, cill plate, purlin and tie beam</li> <li>– dovetailed, secret dovetailed or cogged lap joint</li> <li>– free/slip tenon or spline joint.</li> </ul>	
	7.3 Safely use and handle materials.	
	7.4 Safely use hand tools, portable power tools and ancillary equipment.	
	7.5 Safely store the materials, tools and equipment used when designing and fabricating structural timber connections.	

<b>Title:</b>	Designing and fabricating structural timber connections in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– design pegged post and beam connections suitable for frames</li> <li>– identify loads that will act on a frame (dead, live and wind)</li> <li>– identify the effects of loads on a frame (sustained load, load duration, purlin load, floor joist loads, braces and wind loading and beam sizes)</li> <li>– identify the types of stress acting on a frame (compression, tension, shear and bending)</li> <li>– identify criteria to determine peg hole size and position</li> <li>– identify changes that will occur to connections with shrinkage.</li> </ul>
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– apply the theorem of Pythagoras</li> <li>– determine geometrical angles</li> <li>– determine graded timber tree anatomy and growth rates, shrinkage and defects</li> <li>– ensure safe and practical erection of components</li> <li>– work with lifting and hoisting equipment (an awareness of the necessity for user certification)</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when designing and fabricating structural timber connections.
	7.9	Describe how to maintain the tools and equipment used when designing and fabricating structural timber connections.

<b>Title:</b>	Designing and fabricating structural timber connections in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	117

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace	
<b>Unit Number:</b>	A/508/6525	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation for and the slinging and signalling of loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice.</li> </ul>
2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and when slinging and signalling of loads.
3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.



<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and slinging and signalling loads.</p>	<p>4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads.</p>	
	<p>4.2 Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following:</p> <ul style="list-style-type: none"> <li>– safe use and storage of tools and equipment</li> <li>– safe use, storage and handling of lifting accessories</li> <li>– safe use of access equipment</li> <li>– specific risks to health.</li> </ul>	
	<p>4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>	
	<p>4.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>	
<p>5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.</p>	<p>5.1 Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment.</p>	
	<p>5.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– lifting accessories</li> <li>– signalling and communication equipment</li> <li>– hand tools and ancillary equipment.</li> </ul>	
	<p>5.3 Describe how the resources should be used correctly, and how problems associated with the resources are reported.</p>	

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling.
6 Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and slinging and signalling loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
8 Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: <ul style="list-style-type: none"> <li>– measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying.</li> </ul>
	8.2	Use and maintain lifting accessories, lifting aids and equipment.

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 continued	8.3 Inspect and prepare lifting accessories prior to slinging.
	8.4 Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following: <ul style="list-style-type: none"> <li>- balanced</li> <li>- unbalanced</li> <li>- loose</li> <li>- bundled</li> <li>- container</li> <li>- drum</li> <li>- a load where the machine operator cannot observe its full movement path.</li> </ul>
	8.5 Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: <ul style="list-style-type: none"> <li>- balanced</li> <li>- unbalanced</li> <li>- loose</li> <li>- bundled</li> <li>- container</li> <li>- drum</li> <li>- a load where the machine operator cannot observe its full movement path.</li> </ul>
	8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>- identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations</li> <li>- confirm the authority, duties and responsibilities allocated</li> <li>- identify characteristics of lifting equipment and lifting accessories</li> <li>- identify and interpret valid certification for maintenance, inspection and thorough examination</li> </ul>

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 continued	8.7	<ul style="list-style-type: none"> <li>– lift and transfer people</li> <li>– sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator</li> <li>– communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)</li> <li>– confirm methods of communication</li> <li>– recognise blind-spots, potential crush zones and other limitations to driver visibility</li> <li>– consider the load characteristics including centre of gravity and lifting points to determine the method of slinging</li> <li>– determine and check the route of the load before and during the lift including distances, clearances and landing position</li> </ul>
	8.8	<ul style="list-style-type: none"> <li>– select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids</li> <li>– identify rejection criteria for removing lifting accessories from service</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– attach lifting accessories and sling loads securely</li> <li>– ensure balance and stability of loads</li> <li>– attach and use load guidance equipment (tag lines)</li> <li>– guide and place suspended loads by recognised methods of communication and agreed operational procedures</li> <li>– land and position loads safely and securely</li> <li>– remove and store lifting accessories</li> <li>– use hand tools and ancillary equipment.</li> </ul>
	8.9	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.
	8.10	Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads.

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p><b>One</b> of the following endorsements required (i.e. own area of work):  Slinger signaller – Structural post and beam carpentry  Slinger signaller – Timber frame erection</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33

<b>Title:</b>	Conserving or restoring heavy timber framework in the workplace	
<b>Unit Number:</b>	J/615/2858	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when conserving or restoring heavy timber framework.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when conserving or restoring heavy timber framework.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when conserving or restoring heavy timber framework.	3.1	Use personal protective equipment (PPE), lifting equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving or restoring heavy timber framework.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring heavy timber framework, and the types, purpose and limitations of each type.
	3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

<b>Title:</b>	Conserving or restoring heavy timber framework in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to conserve or restore heavy timber framework.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, pre-fabricated components</li> <li>– pegs, metal fixings, glues and resin products</li> <li>– mechanical lifting equipment</li> <li>– hand tools and hand-held portable power tools, power tools/machines and ancillary equipment.</li> </ul>
	4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
	4.4	Outline potential hazards associated with the resources and method of work.
	4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to conserve or restore heavy timber framework.
5 Minimise the risk of damage to the work and surrounding area when conserving or restoring heavy timber framework.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4	Dispose of waste in accordance with legislation.
	5.5	State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when conserving or restoring heavy timber framework.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Conserving or restoring heavy timber framework in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to conserve or restore heavy timber framework to the required specification.	7.1	Demonstrate the following work skills when conserving or restoring heavy timber framework: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, jointing, shaping, fitting, fixing, finishing, positioning, securing and recording.</li> </ul>
	7.2	Prepare, conserve, restore, renew, repair or refurbish heavy timber framework to given working instructions for at least one of the following: <ul style="list-style-type: none"> <li>– walls (structural and/or non-structural)</li> <li>– floors</li> <li>– roofs.</li> </ul>
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– determine angles and lengths</li> <li>– brace in-situ components to form or support structural and/or non-structural frameworks</li> <li>– determine graded timber tree anatomy and growth rates, shrinkage and defects</li> <li>– assess the milling and cleaving process</li> <li>– determine how the conversion affects the end use</li> <li>– form joints associated with structural and non-structural timber frame components</li> <li>– work with lifting and hoisting equipment</li> <li>– finish surfaces</li> <li>– validate appropriate ways in which the work should be carried out</li> <li>– recognise sensitive areas</li> <li>– maintain heritage and archaeological integrity</li> <li>– maintain the principles of minimum intervention and reversible alterations</li> <li>– stop work at the point when conjecture begins and report findings</li> <li>– record work carried out (written, photographic or digital)</li> <li>– recognise and/or report endangered/protected flora and fauna</li> <li>– remove deteriorated and/or inappropriate materials</li> <li>– maintain existing structure</li> <li>– integrate existing and new constructional components or finishes</li> <li>– store salvageable components</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.4	Safely use and store materials, hand tools, hand-held portable power tools, power tools/machines and ancillary equipment.



<b>Title:</b>	Conserving or restoring heavy timber framework in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.5	State the needs of other occupations and how to communicate within a team when conserving or restoring heavy timber framework.
	7.6	Describe how to and maintain the tools and equipment used when conserving or restoring heavy timber framework.

<b>Title:</b>	Conserving or restoring heavy timber framework in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Assessors for this unit must use a combination of the following assessment methods:</p> <ul style="list-style-type: none"> <li>– observation of normal work activities within the workplace that clearly confirms the required skills</li> <li>– questioning the learner on knowledge criteria that clearly confirms the required understanding</li> <li>– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.</li> </ul> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conserving or restoring heavy timber framework to be effective and reliable when confirming a learner's competence.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	107

<b>Title:</b>	Fabricating post and beam components in the workplace	
<b>Unit Number:</b>	L/615/2859	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when fabricating post and beam components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when fabricating post and beam components.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when fabricating post and beam components and describe how and when they are used.
3 Maintain safe working practices when fabricating post and beam components.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when fabricating post and beam components.
	3.2	Explain why and when health and safety control equipment should be used, relating to fabricating post and beam components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

<b>Title:</b>		Fabricating post and beam components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
3	continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to fabricate post and beam components.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– measuring and marking equipment</li> <li>– draw pins or podgers, wedges, clamps and trestles</li> <li>– lifting equipment and ancillaries</li> <li>– hand tools and hand-held powered tools, specialist power tools/machines and equipment.</li> </ul>
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to fabricating post and beam components.
5	Minimise the risk of damage to the work and surrounding area when fabricating post and beam components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

<b>Title:</b>		Fabricating post and beam components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
5	continued	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when fabricating post and beam components.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7	Comply with the given contract information to fabricate post and beam components to the required specification.	7.1	Demonstrate the following work skills when fabricating post and beam components: <ul style="list-style-type: none"> <li>– levelling, plumbing, measuring, marking out, cutting, shaping, fitting, finishing, positioning and securing.</li> </ul>
		7.2	Fabricate and carpenter mark post and beam components for the following assemblies to given working instructions: <ul style="list-style-type: none"> <li>– wall frame with soleplate, post or jowl post, stud, rail, wall braces and top plate</li> <li>– tied or closed truss to include: king post truss with tie beam, king post, king struts and principal rafters or heavy tied truss with tie beam, principle rafters and curved internal members (collar or queen struts)</li> <li>– hip and valley construction to include hip beam or rafter, dragon beam, dragon tie, valley beam or rafter and jack rafters.</li> </ul>
		7.3	Fabricate and carpenter mark post and beam components for trusses with two of the following to given working instructions: <ul style="list-style-type: none"> <li>– interrupted tie</li> <li>– curved sling brace</li> <li>– hammer beams and braces</li> <li>– collar and arched braces</li> <li>– scissor braces</li> <li>– curved tension braces</li> <li>– cruck blades.</li> </ul>

<b>Title:</b>	Fabricating post and beam components in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.4	Fabricate and carpenter mark post and beam components for roof construction to include wind bracing and two of the following to given working instructions: <ul style="list-style-type: none"> <li>– purlins scarfed</li> <li>– purlins trenched and cogged</li> <li>– purlins secured with free/slip tenons or splines</li> <li>– clasped purlins</li> <li>– crown plate/collar purlins.</li> </ul>
	7.5	Safely use and handle materials.
	7.6	Safely use hand tools, portable power tools and ancillary equipment.
	7.7	Safely store the materials, tools and equipment used when fabricating post and beam components.
	7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– lay out frames</li> <li>– mark out components for fabrication, plumb scribe, square rule and mapping</li> <li>– apply the theorem of Pythagoras</li> <li>– determine geometrical angles</li> <li>– determine graded timber tree anatomy and growth rates, shrinkage and defects</li> <li>– fabricate post and beam components for roof, wall, cross and floor frames</li> <li>– form specialist joints associated with heavy structural timber framework</li> <li>– identify principle structural components and load paths.</li> </ul>
	7.9	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– work with lifting and hoisting equipment (an awareness of the necessity for user certification)</li> <li>– use hand tools, hand-held power tools, specialist power tools/machines and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.10	Describe the needs of other occupations and how to effectively communicate within a team when fabricating post and beam components.
	7.11	Describe how to maintain the tools and equipment used when fabricating post and beam components.

<b>Title:</b>	Fabricating post and beam components in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	110

<b>Title:</b>	Co-ordinating and confirming dimensional control requirements of the work in the workplace	
<b>Unit Number:</b>	F/615/2860	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Co-ordinate with and communicate accurate work information to work colleagues.	1.1	Source accurate dimensional work information to allow the work being carried out to be positioned, aligned and levelled.
	1.2	Provide work colleagues with accurate dimensional work information to allow conformance with contract specifications.
	1.3	Explain different methods of co-ordinating with work colleagues in order to enable them to position, align and level the work.
	1.4	Explain the different methods of communicating dimensional information with work colleagues.
2 Confirm and measure dimensional controls and maintain them to the specified work requirements.	2.1	Identify, establish and confirm a range of dimensional controls, setting out points, lines and profiles to meet contract specifications.
	2.2	Maintain accurate dimensional controls, setting out points, lines and profile in accordance with contract specifications.
	2.3	Explain the different methods of measuring the following dimensional controls and setting out points, lines and profiles: – lines – levels – angles – distances – curves – calibrations – tolerances.
	2.4	Describe different methods of confirming and maintaining dimensional control, setting out points, lines and profiles.
3 Check and adjust measuring and recording equipment to the specified accuracy.	3.1	Undertake checks and adjustments to a range of measuring and recording equipment relative to the occupational work environment or project type.
	3.2	Explain the methods used to check mechanical, optical and electronic measuring and recording equipment applicable to the occupational area.
	3.3	Describe how to apply manufacturers' tolerances to adjust equipment to maintain the specified accuracy.



<b>Title:</b>	Co-ordinating and confirming dimensional control requirements of the work in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements.	4.1	Locate and establish possible deviations in dimensional control on a range of work being undertaken.
	4.2	Plan and implement corrective action that allows the work to meet project requirements.
	4.3	Describe the methods used to identify deviations in positioning, aligning and levelling, arising from: <ul style="list-style-type: none"> <li>- transfer of lines and levels</li> <li>- use of wrong lines and levels.</li> </ul>
	4.4	Explain the different methods of correcting deviations in position, level and alignment to meet work requirements.
5 Identify circumstances and conditions that require revision of work practices.	5.1	Investigate and establish ongoing work and compare to the contract specifications.
	5.2	Explain how to identify circumstances and conditions associated with the following that may affect the work and require revisions to the work procedure/practice: <ul style="list-style-type: none"> <li>– land</li> <li>– water</li> <li>– obstacles</li> <li>– climate variation</li> <li>– live conditions</li> <li>– utilities</li> <li>– health and safety.</li> </ul>

<b>Title:</b>	Co-ordinating and confirming dimensional control requirements of the work in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	27

<b>Title:</b>	Erecting timber walls and floors in the workplace	
<b>Unit Number:</b>	J/615/2861	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when erecting timber walls and floors	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statement, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data and current regulations associated with erecting timber walls and floors.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting timber walls and floors.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

<b>Title:</b>	Erecting timber walls and floors in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>3 Maintain safe and healthy working practices when erecting timber walls and floors.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber walls and floors.</p>	
	<p>3.2 Demonstrate compliance with given information and relevant legislation when erecting timber walls and floors in relation to:</p> <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>	
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting timber walls and floors, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>	
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>	
<p>4 Select the required quantity and quality of resources for the methods of work to erect timber walls and floors.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p>	
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, timber/non-timber sheet material, wall and floor panels, timber/steel columns and beams, damp-proof course, damp-proof membranes, breather membranes, fire stops, cavity barriers, and vapour control layers, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items</li> <li>– hand and portable power tools and equipment.</li> </ul>	

<b>Title:</b>	Erecting timber walls and floors in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Continued	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect timber walls and floors.
5 Minimise the risk of damage to the work and surrounding area when erecting timber walls and floors.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when erecting timber walls and floors.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Erecting timber walls and floors in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to erect timber walls and floors to the required specification.	7.1	Demonstrate the following work skills when erecting timber walls and floor structures: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, aligning, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Erect or install the following to given working instructions: <ul style="list-style-type: none"> <li>– sole plates</li> <li>– timber frame walls and floors (structural and non-structural).</li> <li>– incorporated structural columns and beams.</li> </ul>
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– extract and transfer data from drawings for the erection of timber walls and floors</li> <li>– line, level and fix sole plates, including damp-proof course/damp- proof membrane</li> <li>– erect both manually and with mechanical lifting equipment: wall and floor panels, loose joist and decking, incorporated structural columns and beams (timber and steel); including temporary propping and bracing</li> <li>– form joints associated with timber frame construction</li> <li>– form openings</li> <li>– install fire stops, cavity barriers, breather membranes and vapour control layers</li> <li>– install floating floors</li> <li>– install insulation</li> </ul>
	7.5	<ul style="list-style-type: none"> <li>– install disproportionate collapse components</li> <li>– identify differential movement and settlement</li> <li>– identify transfer of line and load point positions in load bearing walls/floors</li> <li>– work with plant and machinery to lift and transfer loads</li> <li>– unload and store wall and floor components</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>

<b>Title:</b>	Erecting timber walls and floors in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.6	Describe the needs of other occupations and how to effectively communicate within a team when erecting timber walls and floors.
	7.7	Describe how to maintain the hand tools and/or portable power tools and equipment used for erecting timber walls and floors.

<b>Title:</b>	Erecting timber walls and floors in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	77



<b>Title:</b>	Erecting timber roof structures in the workplace
<b>Unit Number:</b>	L/615/2862
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when erecting timber roof structures.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data and current regulations associated with erecting timber frame roof structures.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting timber roof structures.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when erecting timber roof structures.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber roof structures.
	3.2 Demonstrate compliance with given information and relevant legislation when erecting timber roof structures in relation to: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>

<b>Title:</b>	Erecting timber roof structures in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting timber roof structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.	
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.	
4 Select the required quantity and quality of resources for the methods of work to erect timber roof structures.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.	
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, steel, timber/non-timber material, trussed rafters, fire stops, vapour control layers, insulation, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items</li> <li>– hand and portable power tools and equipment.</li> </ul>	
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.	
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
	4.5 Describe any potential hazards associated with the resources and methods of work.	
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect timber roof structures.	

<b>Title:</b>		Erecting timber roof structures in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>		<b>Assessment criteria</b> <i>The learner can:</i>	
5	Minimise the risk of damage to the work and surrounding area when erecting timber roof structures.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when erecting timber roof structures.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<b>Title:</b>	Erecting timber roof structures in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to erect timber roof structures to the required specification.	7.1	Demonstrate the following work skills when erecting timber roof structures: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Construct and erect roof structures to given working instructions relating to the following: <ul style="list-style-type: none"> <li>– in-situ roofs (manually and/or mechanically handled)</li> <li>– pre-assembled roof structures (mechanically handled).</li> </ul>
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– extract and transfer data from drawings for the erection of timber roof structures</li> <li>– identify roof components</li> <li>– construct in-situ, flat and pitched roofs structures</li> <li>– install pre-assembled, flat and pitched roof structures</li> <li>– take account of other methods of roof construction</li> <li>– install fire stops, cavity barriers and vapour control layers</li> <li>– install insulation</li> </ul>
	7.5	<ul style="list-style-type: none"> <li>– install temporary props and braces</li> <li>– install permanent roof bracing</li> <li>– form openings</li> <li>– work with plant and machinery to lift and transfer loads</li> <li>– unload and store roof components</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when erecting timber roof structures.
	7.6	Describe how to maintain the hand tools, portable power tools and ancillary equipment used when erecting timber roof structures.

<b>Title:</b>	Erecting timber roof structures in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Wood Occupations (Construction):</u></p> <p>Pre-assembled roofs – mechanically handled</p> <p>Plus one of the following endorsements required:</p> <p>In situ roofs – manually handled In situ roofs – mechanically handled</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	77



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