Qualification Specification

ProQual Level 3 NVQ Diploma in Heritage Skills (Construction) – Solid Plastering

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This qualification is part of ProQual's broad offer of qualifications in the construction sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:

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Introduction

The ProQual Level 3 NVQ Diploma in Heritage Skills (Construction) – Solid Plastering qualification provides a nationally recognised qualification for those working in the construction industry who want to specialise in Heritage Skills. The aims of this qualification are:

- To develop knowledge required to carry out solid plastering in heritage buildings.
- To allow candidates to demonstrate their competence at carrying out solid plastering in their workplace.
- To facilitate career development within the construction industry.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

It is also endorsed by the sector body for construction - CITB.

Qualification Profile

Qualification Title:	ProQual Level 3 NVQ Diploma in Heritage Skills (Construction) - Solid Plastering
Qualification Number:	610/6101/3
Level:	3
Total Qualification Time (TQT):	1470 147 Credits
Guided Learning Hours (GLH):	729
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	01/08/2025
Qualification Review Date:	01/08/2028

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment of candidates knowledge and skills to identify gaps and determine the assessment plan.

Candidates for this qualification must be **at least** 16 years old on the day that they are registered for this qualification. Centres are reminded that no assessment activity should be undertaken prior to a candidate being registered.

Candidates for this qualification **must** be employed in a role where they will be able to generate workplace evidence for each of the units within this qualification or enrolled on a training course which includes employer placements to allow the same. Evidence of practical skills **cannot** be simulated.

Candidates who complete this qualification may progress into other qualifications in ProQual's construction skills suite.

Qualification Structure

This qualification consists of **8 mandatory units**. Candidates must complete all mandatory units to complete this qualification.

Unit Endorsements are indicated in the unit listings below.

CITB reference numbers are given for information only.

Unit Number	Unit Title	Level	TQT	GLH	CITB Ref.
Mandatory Units – Candidates must complete **all** units in this group.					
A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	100	33	209v2
A/651/0177	Developing and Maintaining Good Occupational Working Relationships in the Workplace	3	80	27	210v3
R/503/2924	Confirming the Occupational Method of Work in the Workplace	3	110	37	211v2
T/651/1381	Working on Conservation and Restoration Projects in the Workplace	3	319	104	546v3
H/616/9201	Preparing and Mixing Lime Mortars in the Workplace **Unit Endorsements:** **One** of the following: Line mortars with additives Lime mortars with fibres (natural or synthetic)	3	195	70	548v2

Unit Number	Unit Title	Level	TQT	GLH	CITB Ref.
Mandatory Units – Candidates must complete **all** units in this group.					
T/651/7123	Producing and Repairing Plaster and Render Finishes on Conservation or Restoration Projects in the Workplace **Unit Endorsements:** **Four** of the following surfaces for repairs: Vertical Ceiling Inclined In-situ moulded Moulded with cast enrichment Curved: for one of the following - dome, barrel, vault, lunette In-situ hand modelled Floors **Two** of the following repairs or replacement and finishing trowel finishes: Float finish Sponge finish Ashlar Harled Pargetted	3	388	150	556v4

Unit Number	Unit Title	Level	TQT	GLH	CITB Ref.
Mandatory Units – Candidates must complete **all** units in this group.					
Y/651/7124	Conserving and Restoring Plain and Moulded Plaster Surfaces on Conservation Or Restoration Projects in the Workplace **Unit Endorsements:** **Four** of the following surfaces for repairs: Vertical Ceiling Inclined In-situ moulded Moulded with cast enrichment Curved: dome, barrel, vault, lunette In-situ hand modelled Floors **Two** of the following repairs or replacement and finishing trowel finishes: Float finish Sponge finish Ashlar Harled Pargetted	4	378	180	557v4
M/508/6537	Conforming to General Health, Safety and Welfare in the Workplace	1	20	7	641v1

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form.**

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.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 3 NVQ Diploma in Heritage Skills (Construction) - Solid Plastering

Claiming certificates

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

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

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.

Assessment Requirements

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

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

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

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment. *(Suitable for assessment taking place in a working salon only.)*
- ProQual Level 3 Award in Assessing Vocational Achievement. *(Suitable for assessment taking place in a simulated training environment only.)*

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

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.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace			**Level:**	3
Unit Number:	A/503/2772	**TQT:**	100	**GLH:**	33

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
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: • Other occupations and/or customers. • Resources. • Weather conditions. • Health and safety requirements.
		3.2	Explain different methods of evaluating work activities against the following project requirements: • Contract conditions. • Contract programme. • Health and safety requirements of operatives.
		3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: • Other related programmes. • Special working conditions. • Weather conditions. • Other occupations/people • Resources. • Health and safety requirements.
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: • Occupations and/or customers associated with the work. • Tools, plant and/or ancillary equipment • Materials and components.
		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	*Continued*	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.

Additional Assessment Information

Where an assessment criteria is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not,** in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment.**

Title:	Confirming Work Activities And Resources For An Occupational Work Area In The Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33
Assessment hours	10

Title:	Developing and Maintaining Good Occupational Working Relationships in the Workplace			**Level:**	3
Unit Number:	A/651/0177	**TQT:**	80	**GLH:**	27

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
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: • Appropriate timescales. • Health and safety requirements. • Co-ordination of work procedures.
		2.2	Explain the different methods and techniques used to inform relevant people about work activities.

2	*Continued*	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: • Colleagues. • Employers. • Customers. • Contractors. • Suppliers of products and services. • Other people affected by the work/project.
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: • Progress. • Results. • Achievements. • Occupational problems. • Occupational opportunities. • Health and safety requirements. • Co-ordinated work.
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.

Additional Assessment Information

Where an assessment criteria is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
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- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not,** in themselves, constitute evidence of achievement.

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Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment.**

Title:	Developing And Maintaining Good Occupational Working Relationships In The Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	27
Assessment hours	10

Title:	Confirming the Occupational Method of Work in the Workplace			Level:	3
Unit Number:	R/503/2924	**TQT:**	110	**GLH:**	37

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
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: • Required quantities. • Specifications. • Detailed drawings. • Health and safety requirements. • Timescales. • Scope of works.
		1.3	Explain the different methods of assessing available project data.
		1.4	Explain how to use project data to interpret the work method, in relation to: • Standard work procedures. • Sequence of work. • Organisation of resources (people, equipment, materials). • Work techniques. • Working conditions (health, safety and welfare). • Risk assessment.

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.
		2.2	Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: • Customers or representatives. • Suppliers. • Regulatory authorities. • Manufacturer's literature.
3	Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	3.1	Examine potential work methods to carry out the occupational work activity.
		3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.
		3.3	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: • Health and safety welfare (principles of protection). • Fire protection. • Access and egress. • Equipment availability. • Availability of competent workforce. • Pollution risk. • Waste and disposal. • Zero and low carbon outcomes. • Weather conditions.

3	*Continued*	3.4	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: • Conforming to statutory requirements. • Customer and user needs. • Contract requirements in terms of time, quantity and quality. • Environmental considerations.
4	Confirm and communicate the selected work method to relevant personnel.	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.

Additional Assessment Information

Where an assessment criteria is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
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Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not,** in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment.**

Title:	Confirming The Occupational Method Of Work In The Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	37
Assessment hours	10

Title:	Working on Conservation and Restoration Projects in the Workplace			**Level:**	3
Unit Number:	T/651/1381	**TQT:**	119	**GLH:**	104

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
1	Interpret the information relating to the work and resources when working on conservation and restoration projects.	1.1	Interpret the information relating to the work and resources as relevant to geographical location and climatic conditions to confirm its relevance for the following: • Drawings. • Specifications. • Schedules. • Method statements. • Risk assessments. • Manufacturers' and suppliers' information. • Oral, written or electronic instructions. • Current regulations, legislation, official guidance and permits.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe why organisational procedures have been developed and how they are implemented.

1	*Continued*	1.4	Describe different types of information, their source and how they are interpreted in relation to: • Drawings. • Specifications. • Schedules. • Method statements. • Risk assessments. • Manufacturers' and suppliers' information. • Contractual information. • Current legislation, regulations, official guidance and permits including but not limited to listed buildings and scheduled monuments. • Conservation reports and plans. • Oral, written or electronic instructions.
		1.5	Explain the importance of organisational procedures to solve problems with the information, and why it is important to follow them.
2	Know how to comply with environmentally responsible work practices to meet current legislation and official guidance when working on conservation and restoration projects.	2.1	Describe how to comply with environmentally responsible work practices to meet current legislation and official guidance when dealing with potential accidents, health hazards and the environment, whilst working in the workplace in relation to: • Below ground level. • Confined spaces. • Working at height. • Tools, plant and equipment. • Materials and substances. • Moving and storing materials by manual handling and mechanical lifting.

2	*Continued*	2.2	Describe the organisational and site-specific security procedures for tools, plant and equipment in relation to: • Site. • Workplace. • Vehicles. • Company. • Operatives. • Clients. • The general public.
		2.3	Explain the accident reporting procedures and who is responsible for making the report.
3	Maintain safe and healthy work practices when working on conservation and restoration projects.	3.1	Outline information for relevant, current legislation, official guidance and site-specific requirements and how it is applied.
		3.2	Demonstrate compliance with relevant, current legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • Methods of work. • Safe use of appropriate personal protective equipment (PPE). • Safe use of access or lifting equipment. • Safe use, storage and handling of materials, tools and equipment. • Safe use of health and safety control equipment • Specific risks to occupational health and safety including mental health awareness • Specific risks associated with hazardous or asbestos containing materials • Specific risks associated with heat, particulates, gas and electricity associated with processes, equipment and materials.

3	*Continued*	3.3	Explain why, when and how health and safety control equipment, identified by the principles of prevention, should be used, in relation to: • Collective protective measures. • Personal protective equipment (PPE). • Respiratory protective equipment (RPE). • Local exhaust ventilation (LEV).
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the work instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • Fires and the types of fire extinguishers and how and when they are used in relation to water, CO_2, foam and powder. • Spillages and injuries. • Emergencies relating to occupational activities. • Identification of and reporting of hazardous substances including but not limited to asbestos containing materials and lead carbonate.
		3.6	Describe how to report risks and hazards identified by the following: • Methods of work. • Risk assessments. • Personal assessment. • Manufacturers' technical information. • Statutory regulations. • Official guidance. • Control of Substances Hazardous to Health (COSHH).

4	Select the required quantity and quality of resources for the methods of work to work on conservation and restoration projects.	4.1	Select resources associated with own work in relation to: • Materials and components • Tools and equipment.
		4.2	Describe why the characteristics, quality, uses, sustainability, suitability, limitations and defects associated with the resources are important and how defects should be reported.
		4.3	Explain why sustainable and ethical work practices and materials should be adopted.
		4.4	Describe how to confirm the resources and materials conform with the specification.
		4.5	Describe how the resources should be used and how problems associated with the resources are reported in relation to: • Conservation and restoration materials and structural components. • Hand and power tools and ancillary equipment. • Digital equipment.
		4.6	Explain the organisational procedures to select resources, why they have been developed and how they are used.
		4.7	Describe how to identify and report the hazards associated with the resources and methods of work and how they are managed with reference to method statements and risk assessments.
		4.8	Describe methods of calculating the quantity, length, area and wastage associated with the method and procedure to work on conservation and restoration projects.

5	Minimise the risk of damage to the work and surrounding area when working on conservation and restoration projects.	5.1	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area by: • Taking relevant steps to protect the work and its surrounding area from accidental or unintended damage. • Working with an awareness of the environment in liaison with other occupations. • Maintaining a safe, clear and tidy work area. • Controlling and disposing of waste in accordance with current legislation.
		5.2	Explain why it is important to maintain a safe, clear and tidy work area.
		5.3	Describe how to protect work and its surrounding area from damage and the purpose of protection from general workplace activities, other operations and adverse weather conditions and how to minimise damage.
		5.4	Explain how to, and the importance of, carrying out the safe disposal of waste in accordance with the following: • Environmental responsibilities. • Organisational procedures. • Manufacturers' information. • Suppliers' information. • Statutory regulations. • Official guidance.
6	Complete the work within the allocated time when working on conservation and restoration projects.	6.1	Demonstrate completion of the work within the estimated, allocated time, taking account of climatic conditions, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and/or client.

6	*Continued*	6.2	Describe the programme of work to be carried out including the estimated and allocated time and explain why deadlines should be kept or reported if likely to be missed, in relation to: • The types of progress charts, timetables and estimated times. • The organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract and specification information to carry out the work safely and efficiently.	7.1	Demonstrate the following work skills to: • Measure. • Mark out. • Adapt. • Align. • Apply. • Make good. • Maintain. • Repair. • Conserve. • Restore or reinstate. • Finish. • Position and secure.
		7.2	Use and maintain: • Hand and power tools. • Ancillary equipment.

7	*Continued*	7.3	Use skills for heritage and historical conservation and restoration projects to sample, select, prepare, match, maintain and repair to working instructions, for at least one of the following: • Roofing. • Lead work and hard metal roofing. • Brickwork. • Earthen structures. • Dry stone. • Stonemasonry. • Decorative occupations. • Plastering. • Wall and floor tiling. • Carpentry and joinery. • Iron or metal work. • Thatching. • Lime worker.
		7.4	Describe how the methods of work to meet the specification are carried out and how problems are identified and reported, by the application of knowledge for safe, healthy and sustainable work practices, procedures and skills relating to: • How to validate appropriate ways in which the work should be carried out. • How to recognise sensitive areas. • How to maintain heritage and archaeological integrity. • How to maintain the principles of minimum intervention and reversible alterations. • When to remove deteriorated and inappropriate materials. • How to remove, repair, restore and replace fabric, materials and structural components. • The effects of climate change on projects. • Adaptation measures that can be applied to the project. • Retrofit measures that can be applied to the project. • How to repair fabric, materials or structural components in-situ.

7	*Continued*	7.4 *Cont.*	• Why it is necessary to maintain the existing structure.
			• How to integrate existing and appropriate new constructional components and finishes.
			• How to protect in-situ and store salvageable fabric, materials and structural components, including recycling and re-using to minimise waste.
			• Why it is necessary to stop work at the point where guesswork begins and report findings.
			• How to record work carried out (written and digital formats).
			• How to recognise and report endangered and protected flora and fauna.
			• How and when to use hand and power tools and ancillary equipment.
			• How and why operative care and maintenance of all hand and power tools and ancillary equipment is carried out.
			• The relevance of an assessment of significance.
			• How to recognise specific requirements for:
			  ○ Structures of special interest.
			  ○ Traditional construction.
			  ○ Hard-to-treat buildings.
			  ○ Historical significance.
			• How to work with, around and in close proximity to plant and machinery.

		7.5	Describe the importance of methods of work, interpersonal relations and communication and the needs of other occupations associated with working on conservation and restoration projects.

7	*Continued*	7.6	Explain the organisational procedures with respect to site behaviours, and recognise and action fairness, inclusion and respect within the working environment and how to address and report inappropriate site behaviours.

Additional Assessment Information

Where an assessment criteria is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not,** in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment.**

Title:	Working On Conservation And Restoration Projects in The Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	104
Assessment hours	15

Title:	Preparing and Mixing Lime Mortars in the Workplace			Level:	3
Unit Number:	H/616/9201	TQT:	195	GLH:	70

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Interpret the information relating to the work and resources when preparing and mixing lime mortars.	1.1	Interpret the information relating to the work and resources as relevant to geographical location and climatic conditions to confirm its relevance for the following: • Drawings. • Specifications. • Schedules. • Method statements. • Risk assessments. • Manufacturers' and suppliers' information. • Oral, written or electronic instructions. • Current regulations, legislation, official guidance and permits.
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.
		1.3	Describe why organisational procedures have been developed and how they are implemented.

1	*Continued*	1.4	Describe different types of information, their source and how they are interpreted in relation to: • Drawings. • Specifications. • Schedules. • Method statements. • Risk assessments. • Manufacturers' and suppliers' information • Contractual information. • Current legislation, regulations, official guidance and permits including but not limited to listed buildings and scheduled monuments. • Conservation reports and plans. • Oral, written or electronic instructions.
		1.5	Explain the importance of organisational procedures to solve problems with the information, and why it is important to follow them.
2	Know how to comply with environmentally responsible work practices to meet current legislation and official guidance when preparing and mixing lime mortars.	2.1	Describe how to comply with environmentally responsible work practices to meet current legislation and official guidance when dealing with potential accidents, health hazards and the environment, whilst working in the workplace in relation to: • Below ground level. • Confined spaces. • Working at height. • Tools, plant and equipment. • Materials and substances. • Moving and storing materials by manual handling and mechanical lifting.

2	*Continued*	2.2	Describe the organisational and site-specific security procedures for tools, plant and equipment in relation to: • Site. • Workplace. • Vehicles. • Company. • Operatives. • Clients. • The general public.
		2.3	Explain the accident reporting procedures and who is responsible for making the report.
3	Maintain safe and healthy work practices when preparing and mixing lime mortars.	3.1	Outline information for relevant, current legislation, official guidance and site-specific requirements and how it is applied.
		3.2	Demonstrate compliance with relevant, current legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • Methods of work. • Safe use of appropriate personal protective equipment (PPE). • Safe use of access or lifting equipment. • Safe use, storage and handling of materials, tools and equipment. • Safe use of health and safety control equipment. • Specific risks to occupational health and safety including mental health awareness. • Specific risks associated with hazardous or asbestos containing materials. • Specific risks associated with heat, particulates, gas and electricity associated with processes, equipment and materials.

3	*Continued*	3.3	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • Collective protective measures. • Personal protective equipment (PPE). • Respiratory protective equipment (RPE). • Local exhaust ventilation (LEV).
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the work instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • Fires and the types of fire extinguishers and how and when they are used in relation to water, CO_2, foam and powder. • Spillages and injuries. • Emergencies relating to occupational activities. • Identification of and reporting of hazardous substances including but not limited to asbestos containing materials and lead carbonate.
		3.6	Describe how to report risks and hazards identified by the following: • Methods of work. • Risk assessments. • Personal assessment. • Manufacturers' technical information. • Statutory regulations. • Official guidance. • Control of Substances Hazardous to Health (COSHH).
4	Select the required quantity and quality of resources for the methods of work to prepare and mix lime mortars.	4.1	Select resources associated with own work in relation to: • Materials and components. • Tools and equipment.

4	*Continued*	4.2	Describe why the characteristics, quality, uses, sustainability, suitability, limitations and defects associated with the resources are important and how defects should be reported.
		4.3	Explain why sustainable and ethical work practices and materials should be adopted.
		4.4	Describe how to confirm the resources and materials conform with the specification.

		4.5	Describe how the resources should be used and how any problems associated with the resources are reported in relation to:
			• Aggregates.
			• Limes:
			  ○ Non-Hydraulic (putty lime).
			  ○ Hydraulic.
			  ○ Pozzolans.
			  ○ Fibres.
			• Hand and power tools, plant, mixing machinery and associated equipment.
			• Digital equipment.

		4.6	Explain the organisational procedures to select resources, why they have been developed and how they are used.
		4.7	Describe how to identify and report the hazards associated with the resources and methods of work and how they are managed with reference to method statements and risk assessments.
		4.8	Describe methods of calculating the quantity, length, area and wastage associated with the method and procedure to prepare and mix lime mortars.

5	Minimise the risk of damage to the work and surrounding area when preparing and mixing lime mortars.	5.1	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area by: • Taking relevant steps to protect the work and its surrounding area from accidental or unintended damage. • Working with an awareness of the environment in liaison with other occupations. • Maintaining a safe, clear and tidy work area. • Controlling and disposing of waste in accordance with current legislation.
		5.2	Explain why it is important to maintain a safe, clear and tidy work area.
		5.3	Describe how to protect work and its surrounding area from damage and the purpose of protection from general workplace activities, other operations and adverse weather conditions and how to minimise damage.
		5.4	Explain how to, and the importance of, carrying out the safe disposal of waste in accordance with the following: • Environmental responsibilities. • Organisational procedures. • Manufacturers' information. • Suppliers' information. • Statutory regulations. • Official guidance.
6	Complete the work within the allocated time when preparing and mixing lime mortars.	6.1	Demonstrate completion of the work within the estimated, allocated time, taking account of climatic conditions, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and/or client.

6	*Continued*	6.2	Describe the programme of work to be carried out including the estimated and allocated time and explain why deadlines should be kept or reported if likely to be missed, in relation to: • The types of progress charts, timetables and estimated times. • The organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the contract and specification information to carry out the work safely and efficiently.	7.1	Demonstrate the following work skills to prepare and mix lime mortars: • Grade aggregates. • Measure raw materials using gauging buckets. • Batch. • Mix or knock up. • Create control samples. • Store and protect.
		7.2	Use and maintain: • Hand and power tools. • Mixing machinery and associated equipment.
		7.3	Prepare the mixing of non-hydraulic (lime putty) and hydraulic lime mortars (coarse and fine stuff) to include lime mortars without additives or fibres, mechanically and by hand to work instructions for at least one of the following: • Lime mortars and additives. • Lime mortars with fibres (natural or synthetic).
		7.4	Demonstrate how to work safely and cleanly in protected and well-ventilated areas when preparing and mixing lime mortars.

7	*Continued*	7.5	Describe how the methods of work to meet the specification are carried out and how problems are identified and reported, by the application of knowledge for safe, healthy and sustainable work practices, procedures and skills relating to: • How to source and select materials, lime, aggregates, pozzolans, pigments, additives, fibres. • The complete lime cycle. • Why it is necessary to mix materials in ratios • How to mix or knock up lime mortars – non-hydraulic (lime putty, hydraulic (with additives and fibres). • How to identify natural and synthetic fibres to be used in lime mortars. • The advantages and disadvantages of natural and synthetic fibres in lime mortar mixes. • The benefits of pre-mixing non-hydraulic lime renders and plasters. • The difference between a hot lime mix and a traditional non-hydraulic lime putty-based mix. • When would a hot lime mix be used rather than a traditional non-hydraulic lime putty-based mix. • Where and when could a chalk and hydrated lime mix be used. • Why it is necessary to protect and store non-hydraulic lime mortars and puttys from the elements: o Frost. o Rain. o Heat. • How to prevent premature carbonisation of pre-mixed non-hydraulic lime mortars. • Why it necessary to create control samples. • Why it is important to work safely and cleanly in protected, well-ventilated areas. • Where and when to use coarse (backing coats) and fine stuff (finishing coats).

7	*Continued*	7.5 *Cont.*	• How natural fibres degrade.
			• The consequences of natural fibres degrading.
			• How to use hand and power tools and associated equipment how to use mixing machinery.
			• How to work at height using access equipment.
			• The relevance of an assessment of significance.
			• How to recognise specific requirements for:
			  ○ Structures of special interest.
			  ○ Traditional construction.
			  ○ Hard-to-treat buildings.
			  ○ Historical significance.
			• How to work with, around and in close proximity to plant and machinery.
			• How to direct and guide the operations and movement of plant and machinery to ensure protection of a safe working environment.
			• How and why operative care and maintenance of all hand and power tools and mixing and associated equipment is carried out.

		7.6	Describe the importance of methods of work, interpersonal relations and communication and the needs of other occupations associated with preparing and mixing lime mortars.
		7.7	Explain the organisational procedures with respect to site behaviours, and recognise and action fairness, inclusion and respect within the working environment and how to address and report inappropriate site behaviours.

Additional Assessment Information

Where an assessment criteria is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not,** in themselves, constitute evidence of achievement.

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Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment.**

Title:	Preparing And Mixing Lime Mortars In The Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	70
Assessment hours	10

Title:	Producing and Repairing Plaster and Render Finishes on Conservation or Restoration Projects in the Workplace			**Level:**	3
Unit Number:	T/651/7123	**TQT:**	388	**GLH:**	150

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
1	Interpret the information relating to the work and resources when producing and repairing plaster and render finishes on conservation or restoration projects.	1.1	Interpret the information relating to the work and resources as relevant to geographical location and climatic conditions to confirm its relevance for the following: • Drawings. • Specifications. • Schedules. • Method statements. • Risk assessments. • Manufacturers' and suppliers' information. • Oral, written or electronic instructions. • Current regulations, legislation, official guidance and permits.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe why organisational procedures have been developed and how they are implemented.

1	*Continued*	1.4	Describe different types of information, their source and how they are interpreted in relation to: • Drawings. • Specifications. • Schedules. • Method statements. • Risk assessments. • Manufacturers' and suppliers' information. • Contractual information. • Conservation reports and plans. • Current legislation, regulations, official guidance and permits including but not limited to listed buildings and scheduled monuments. • Oral, written or electronic instructions.
		1.5	Explain the importance of organisational procedures to solve problems with the information, and why it is important to follow them.
2	Know how to comply with environmentally responsible work practices to meet current legislation and official guidance when producing and repairing plaster and render finishes on conservation or restoration projects.	2.1	Describe how to comply with environmentally responsible work practice to meet current legislation and official guidance when dealing with potential accidents, health hazards and the environment, whilst working in the workplace in relation to: • Below ground level. • Confined spaces. • Working at height. • Tools, plant and equipment. • Materials and substances. • Moving and storing materials by manual handling and mechanical lifting.

2	*Continued*	2.2	Describe the organisational and site-specific security procedures for tools, plant and equipment in relation to: • Site. • Workplace. • Vehicles. • Company. • Operatives. • Clients. • The general public.
		2.3	Explain the accident reporting procedures and who is responsible for making the report.
3	Maintain safe and healthy working practices when producing and repairing plaster and render finishes on conservation or restoration projects.	3.1	Outline information for relevant, current legislation and official guidance and site-specific requirements and how it is applied.
		3.2	Demonstrate compliance with relevant, current legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • Methods of work. • Safe use of appropriate personal protective equipment (PPE). • Safe use of access or lifting equipment. • Safe use, storage and handling of materials, tools and equipment. • Safe use of health and safety control equipment. • Specific risks to occupational health and safety including mental health awareness. • Specific risks associated with heat, particulates, gas and electricity associated with processes, equipment and materials.

3	*Continued*	3.3	Explain why, when and how health and safety control equipment, identified by the principles of prevention, should be used, in relation to: • Collective protective measures. • Local exhaust ventilation (LEV). • Personal protective equipment (PPE). • Respiratory protective equipment (RPE).
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the work instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • Fires and the types of fire extinguishers and how and when they are used in relation to water, CO_2, foam and powder. • Spillages and injuries. • Emergencies relating to occupational activities. • Identification of and reporting of hazardous substances including but not limited to asbestos containing materials and lead carbonate.
		3.6	Describe how to report risks and hazards identified by the following: • Methods of work. • Risk assessments. • Personal assessment. • Manufacturers' technical information. • Statutory regulations. • Official guidance. • Control of Substances Hazardous to Health (COSHH).

4	Select the required quantity and quality of resources for the methods of work to produce and repair plaster and render finishes on conservation or restoration projects.	4.1	Select resources associated with own work in relation to: • Materials and components. • Tools and equipment.
		4.2	Describe why the characteristics, quality, uses, sustainability, suitability, limitations and defects associated with the resources are important and how defects should be reported.
		4.3	Explain why sustainable and ethical work practices and materials should be adopted.
		4.4	Describe how to confirm the resources and materials conform with the specification.

4	*Continued*	4.5	Describe how the resources should be used correctly and how any problems associated with the resources are reported in relation to:
			• Lath and reed work.
			• Gypsum plasters.
			• Earth plasters.
			• Earth renders.
			• Clays.
			• Pozzolans.
			• Aggregates.
			• Natural and man-made fibres.
			• Natural cements.
			• Limes:
			  ○ Non-hydraulic:
			  ▪ Lime putty.
			  ▪ Quick lime.
			  ○ Hydraulic.
			• Beads:
			  ○ Timber.
			  ○ Stainless steel.
			• Additives.
			• Bonding agents.
			• Materials to be used for squeezes.
			• Fittings and fixings.
			• Hand and power tools, plant, mixing machinery and associated equipment.
			• Digital equipment.

		4.6	Explain the organisational procedures to select resources, why they have been developed and how they are used.
		4.7	Describe how to identify and report the hazards associated with the resources and methods of work and how they are managed with reference to method statements and risk assessments.

4	*Continued*	4.8	Describe methods of calculating the quantity, length, area and wastage associated with the method and procedure to produce and repair plaster and render finishes on conservation or restoration projects.
5	Minimise the risk of damage to the work and surrounding area when producing and repairing plaster and render finishes on conservation or restoration projects.	5.1	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area by: • Taking relevant steps to protect the work and its surrounding area from accidental or unintended damage. • Working with an awareness of the environment in liaison with other occupations. • Maintaining a safe, clear and tidy work area. • Controlling and disposing of waste in accordance with current legislation.
		5.2	Explain why it is important to maintain a safe, clear and tidy work area.
		5.3	Describe how to protect work and its surrounding area from damage and the purpose of protection from general workplace activities, other operations and adverse weather conditions and how to minimise damage.
		5.4	Explain how to, and the importance of, carrying out the safe disposal of waste in accordance with the following: • Environmental responsibilities. • Organisational procedures. • Manufacturers' information. • Statutory regulations. • Official guidance.

6	Complete the work within the allocated time when producing and repairing plaster and render finishes on conservation or restoration projects.	6.1	Demonstrate completion of the work within the estimated, allocated time, taking account of climatic conditions, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and/or client.
		6.2	Describe the programme of work to be carried out including the estimated and allocated time and explain why deadlines should be kept or reported if likely to be missed, in relation to: • The types of progress charts, timetables and estimated times. • The organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the contract and specification information to carry out the work safely and efficiently.	7.1	Demonstrate the following work skills to produce and repair plaster and render finishes by: • Measure. • Mark out. • Set out flat surfaces. • Plumb and level screeds. • Remove. • Apply. • Spread. • Rule off. • Finish. • Position of angles and junctions with other finishes. • Secure.
		7.2	Use and maintain: • Hand and power tools. • Mixing machinery and associated equipment.

7	*Continued*	7.3	Produce a running mould including taking impressions (a squeeze) from an existing moulding.
		7.4	Produce an on-site casting from a squeeze to match existing.
		7.5	Prepare backing coats prior to receiving further coats of plaster or render, to include: • Dubbing out. • Scratch. • Pricking up. • Floating coat. • Finishing coat.

		7.6	Produce internal plaster and external render finishes to work instructions relating to the following:
			• Removal of defective plaster and render.
			• Removal of defective laths or reed.
			• Preparation of background surfaces:
			  ○ Lath or reed.
			  ○ Solid.
			• One, two and three coat work.
			• Vertical, inclined, curved and ceiling surfaces.
			• Setting out and forming internal and external angles to match existing:
			  ○ Solid corner.
			  ○ Timber staff bead.
			  ○ Plaster staff bead.
			• Replication of existing finishes.
			• Moulded sections.

7	*Continued*	7.7	Repairing plaster or render surfaces to working instructions for four of the following:
			• Vertical.
			• Ceiling.
			• Inclined.
			• Run in-situ moulded.
			• Moulded with cast enrichment.
			• Curved:
			  ○ Dome.
			  ○ Barrel.
			  ○ Vault.
			  ○ Lunette.
			• In-situ hand modelled.
			• Floors.

		7.8	Repairing or replacing and finishing to match existing gypsum and lime-based plaster or lime-based render surfaces using trowel finish for two of the following: • Float finish. • Sponge finish. • Ashlar. • Harled. • Pargetted.
		7.9	Describe how the methods of work to meet the specification are carried out and how problems are identified and reported, by the application of knowledge for safe, healthy and environmental work practices, procedures and skills relating to: • The difference between flat and plumb with regards to preparing and repairing solid plaster and rendered surfaces. • Where and when to use flat and plumb with regards to preparing and repairing solid plaster and rendered surfaces.

7	*Continued*	7.9 *Cont.*	• How to stabilise and prepare background surfaces appropriate to plaster and render finish to include:
			  ○ Lath and reed.
			  ○ Solid.
			  ○ Control of suction with water.
			  ○ Existing plastered and rendered surfaces.
			  ○ Raking out of joints if appropriate.
			• How and when to use heavy and lightweight, lime and gypsum plasters.
			• How to prepare backing coats prior to receiving further coats of plasters and renders, to include:
			  ○ Dubbing out.
			  ○ Scratch.
			  ○ Pricking up.
			  ○ Floating coat.
			  ○ Finishing coat.
			• How to apply and finish internal plaster (one, two and three coat work) and external render work to:
			  ○ Vertical.
			  ○ Inclined.
			  ○ Curved.
			  ○ Ceiling surfaces.
			• Why it is important to allow time for initial carbonation and drying between coats for internal plaster and external render.
			• Why it is important to have a void behind the laths to assist with carbonation.
			• Why it is important that external render receives protection and aftercare from the elements.
			• The optimum temperatures and conditions for the application of plaster and render, internally and externally.

7	*Continued*	*7.9 Cont.*	• How to set out and form internal and external angles to match existing:
			  o Solid corner.
			  o Timber staff bead.
			  o Plaster staff bead.
			• How to carry out curved work, including but not limited to:
			  o Dome.
			  o Barrel.
			  o Vault.
			  o Lunette.
			  o Arched openings.
			• How to repair or replace and finish to match existing lime-based plaster or render surfaces using trowel finish for two of the following:
			  o Float finish.
			  o Sponge finish.
			  o Ashlar.
			  o Harled.
			  o Pargetted.
			• Why it is important to replicate existing finishes on a like for like basis including:
			  o Run in-situ moulded.
			  o Moulded with cast enrichment.
			  o Curved:
			  ▪ Dome.
			  ▪ Barrel.
			  ▪ Vault.
			  ▪ Lunette.
			  o In-situ hand modelled.
			  o Floors.

7	*Continued*	7.9 *Cont.*	• How to replicate existing finishes on a like for like basis including:
			  ○ Run in-situ moulded.
			  ○ Moulded with cast enrichment.
			  ○ Curved:
			  ▪ Dome.
			  ▪ Barrel.
			  ▪ Vault.
			  ▪ Lunette.
			  ○ In-situ hand modelled.
			  ○ Floors.
			• What the different methods are for taking impressions of existing mouldings prior to the production of moulds and enrichments.
			• What are the advantages and disadvantages of taking impressions from existing heritage plasterwork when using the following:
			  ○ Templating.
			  ○ Plaster squeeze.
			  ○ Silicone squeeze (thixotropic).
			  ○ Clay.
			  ○ Plaster loose piece.
			  ○ 3D scanning.
			• On-site casting to include:
			  ○ Material choice.
			  ○ Reinforcement.
			  ○ Fixing points.
			• How to identify where and when to use timber or stainless-steel beads.

7	*Continued*	*7.9 Cont.*	• How to prepare:
			  ○ Clay.
			  ○ Earth plasters.
			  ○ Earth renders.
			  ○ Coarse stuff.
			  ○ Lime putty.
			  ○ Plaster.
			  ○ Natural cements.
			  ○ Pozzolans.
			  ○ Aggregates.
			• Why it is important to protect unmixed and mixed materials prior to application.
			• How to protect unmixed and mixed materials prior to application.
			• How to develop moulding profiles.
			• How to repair lime-based floors using:
			  ○ Lath.
			  ○ Lime.
			  ○ Gypsum.
			  ○ Ash.
			• Why it is important to validate appropriate ways in which the work should be carried out.
			• Why it is important to recognise sensitive areas.
			• Why it is necessary to maintain heritage and archaeological integrity.
			• Why it is necessary to maintain the principles of minimum intervention and reversible alterations.
			• Why it is necessary to record work carried out (written and digital formats).
			• Why it is important to recognise and report endangered and protected flora and fauna (masonry bees).
			• Why it is necessary to remove deteriorated and inappropriate materials.

7	*Continued*	7.9 *Cont.*	• Why it is important to maintain existing structure.
			• Why it is necessary to integrate existing and new constructional components.
			• How to store salvageable fabric, materials and structural components.
			• Why it is important to recognise and determine when specialist skills and knowledge are required and report accordingly.
			• The relevance of an assessment of significance.
			• Why it is important to determine specific requirements for:
			  ○ Structures of special interest.
			  ○ Traditional build (pre 1919).
			  ○ Historical significance.
			• How to recognise specific requirements for:
			  ○ Structures of special interest.
			  ○ Traditional construction.
			  ○ Hard-to-treat buildings.
			  ○ Historical significance.
			• How to use all hand and power tools, mixing and associated equipment.
			• How and why operative care and maintenance of all hand and power tools and mixing and associated equipment is carried out.
			• How to work at height using access equipment.
			• How to work with, around and in close proximity to plant and machinery.

		7.10	Describe the importance of methods of work, interpersonal relations and communication and the needs of other occupations associated with producing and repairing plaster and render finishes on conservation or restoration projects.

7	*Continued*	7.11	Explain the organisational procedures with respect to site behaviours, and recognise and action fairness, inclusion and respect within the working environment and how to address and report inappropriate site behaviours.

Additional Assessment Information

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Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment.**

Title:	Producing And Repairing Plaster And Render Finishes On Conservation Or Restoration Projects In The Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	150
Assessment hours	28

Title:	Conserving and Restoring Plain and Moulded Plaster Surfaces on Conservation or Restoration Projects in the Workplace			**Level:**	4
Unit Number:	Y/651/7124	**TQT:**	378	**GLH:**	180

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
1	Interpret the information relating to the work and resources when conserving and restoring plain and moulded plaster surfaces on conservation or restoration projects.	1.1	Interpret the information relating to the work and resources as relevant to geographical location and climatic conditions to confirm its relevance for the following: • Drawings. • Specifications. • Schedules. • Method statements. • Risk assessments. • Manufacturers' and suppliers' information. • Oral, written or electronic instructions. • Current regulations, legislation, official guidance and permits.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe why organisational procedures have been developed and how they are implemented.

1	*Continued*	1.4	Describe different types of information, their source and how they are interpreted in relation to: • Drawings. • Specifications. • Schedules. • Method statements. • Risk assessments. • Manufacturers' and suppliers' information. • Contractual information. • Current legislation, regulations, official guidance and permits including but not limited to listed buildings and scheduled monuments. • Conservation reports and plans. • Oral, written or electronic instructions.
		1.5	Explain the importance of organisational procedures to solve problems with the information, and why it is important to follow them.
2	Know how to comply with environmentally responsible work practices to meet current legislation and official guidance when conserving and restoring plain and moulded plaster surfaces on conservation or restoration projects.	2.1	Describe how to comply with environmentally responsible work practices to meet current legislation and official guidance when dealing with potential accidents, health hazards and the environment, whilst working in the workplace in relation to: • Below ground level. • Confined spaces. • Working at height. • Tools, plant and equipment. • Materials and substances. • Moving and storing materials by manual handling and mechanical lifting.

2	*Continued*	2.2	Describe the organisational and site-specific security procedures for tools, plant and equipment in relation to: • Site. • Workplace. • Vehicles. • Company. • Operatives. • Clients. • The general public.
		2.3	Explain the accident reporting procedures and who is responsible for making the report.
3	Maintain safe and healthy work practices when conserving and restoring plain and moulded plaster surfaces on conservation or restoration projects.	3.1	Outline information for relevant, current legislation, official guidance and site-specific requirements and how it is applied.
		3.2	Demonstrate compliance with relevant, current legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • Methods of work. • Safe use of appropriate personal protective equipment (PPE). • Safe use of access or lifting equipment. • Safe use, storage and handling of materials, tools and equipment. • Safe use of health and safety control equipment. • Specific risks to occupational health and safety including mental health awareness. • Specific risks associated with hazardous or asbestos containing materials.
		3.3	Explain why, when and how health and safety control equipment, identified by the principles of prevention, should be used in relation to: • Collective protective measures. • Local exhaust ventilation (LEV). • Personal protective equipment (PPE). • Respiratory protective equipment (RPE).

3	*Continued*	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the work instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • Fires and the types of fire extinguishers and how and when they are used in relation to water, CO_2, foam and powder. • Spillages and injuries. • Emergencies relating to occupational activities. • Identification of and reporting of hazardous substances including but not limited to asbestos containing materials and lead carbonate.
		3.6	Describe how to report risks and hazards identified by the following: • Methods of work. • Risk assessments. • Personal assessment. • Manufacturers' technical information. • Statutory regulations. • Official guidance. • Control of Substances Hazardous to Health (COSHH).
4	Select the required quantity and quality of resources for the methods of work to conserve and restore plain and moulded plaster surfaces on conservation or restoration projects.	4.1	Select resources associated with own work in relation to: • Materials and components. • Tools and equipment.
		4.2	Describe why the characteristics, quality, uses, sustainability, suitability, limitations and defects associated with the resources are important and how defects should be reported.
		4.3	Explain why sustainable and ethical work practices and materials should be adopted.
		4.4	Describe how to confirm the resources and materials conform with the specification.

4	*Continued*	4.5	Describe how the resources should be used and how problems associated with the resources are reported in relation to:
			• Lath and reed work.
			• Plasters.
			• Earth plasters.
			• Earth renders.
			• Clays.
			• Pozzolans.
			• Aggregates.
			• Natural cements.
			• Limes:
			  ○ Non-hydraulic:
			  ▪ Lime putty.
			  ▪ Quick lime.
			  ○ Hydraulic.
			• Fibres:
			  ○ Natural.
			  ○ Man-made.
			• Beads:
			  ○ Timber.
			  ○ Stainless steel.
			• Additives.
			• Bonding agents.
			• Materials to be used for squeezes.
			• Fittings and fixings.
			• Hand and power tools, plant, mixing machinery and associated equipment.
			• Digital equipment.

		4.6	Explain the organisational procedures to select resources, why they have been developed and how they are used.
		4.7	Describe how to identify and report the hazards associated with the resources and methods of work and how they are managed with reference to method statements and risk assessments.

4	*Continued*	4.8	Describe methods of calculating the quantity, length, area and wastage associated with the method and procedure to conserve and restore plain and moulded plaster surfaces on conservation or restoration projects.
5	Minimise the risk of damage to the work and surrounding area when conserving and restoring plain and moulded plaster surfaces on conservation or restoration projects.	5.1	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area by: • Taking relevant steps to protect the work and its surrounding area from accidental or unintended damage. • Working with an awareness of the environment in liaison with other occupations. • Maintaining a safe, clear and tidy work area. • Disposing of waste in accordance with current legislation.
		5.2	Explain why it is important to maintain a safe, clear and tidy work area.
		5.3	Describe how to protect work and its surrounding area from damage and the purpose of protection from general workplace activities, other operations and adverse weather conditions and how to minimise damage.
		5.4	Explain how to, and the importance of, carrying out the safe disposal of waste in accordance with the following: • Environmental responsibilities. • Organisational procedures. • Manufacturers' information. • Suppliers' information. • Statutory regulations. • Official guidance.

6	Complete the work within the allocated time when conserving and restoring plain and moulded plaster surfaces on conservation or restoration projects.	6.1	Demonstrate completion of the work within the estimated, allocated time, taking account of climatic conditions, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and/or client.
		6.2	Describe the programme of work to be carried out including the estimated and allocated time and explain why deadlines should be kept or reported if likely to be missed, in relation to: • The types of progress charts, timetables and estimated times. • The organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the contract and specification information to carry out the work safely and efficiently.	7.1	Demonstrate the following work skills to conserve and restore plain and moulded plaster surfaces on conservation or restoration projects: • Measure. • Mark out. • Set out flat surfaces. • Plumb and level screeds. • Remove. • Apply. • Spread. • Rule off. • Finish. • Position of angles and junctions with other finishes. • Secure.
		7.2	Use and maintain: • Hand and power tools. • Mixing and associated equipment.
		7.3	Produce a running mould including taking impressions (a squeeze) from an existing moulding.

7	*Continued*	7.4	Produce an on-site casting from a squeeze to match existing.
		7.5	Prepare backing coats prior to receiving further coats of plaster or render, to include: • Dubbing out. • Scratch. • Pricking up. • Floating coat. • Finishing coat.

		7.6	Conserve and restore existing internal plaster or external render to work instructions relating to the following:
			• Remove defective plaster and render.
			• Remove defective laths or reed.
			• Prepare background surfaces:
			  ○ Lath or reed.
			  ○ Solid.
			• Setting out and forming internal and external angles to match existing:
			  ○ Solid corner.
			  ○ Timber staff bead.
			  ○ Plaster staff bead.
			• Replicate existing finishes.
			• Stabilise existing plaster or render.

7	*Continued*	7.7	Conserve and restore plaster or render surfaces to working instructions for four of the following:
			• Vertical.
			• Ceiling.
			• Inclined.
			• In-situ moulded.
			• Moulded with cast enrichment.
			• Curved for one of the following:
			  ○ Dome.
			  ○ Barrel.
			  ○ Vault.
			  ○ Lunette.
			• Floors.
			• In-situ hand modelled.

		7.8	Repair or replace and finishing to match existing lime-based plaster or render surfaces using trowel finish for two of the following: • Float finish. • Sponge finish. • Ashlar. • Harled. • Pargetted.
		7.9	Stabilise existing plaster and render surfaces using techniques that allow for reversable alterations using: • Stainless steel screws, washers, gauze. • Grouting. • Plaster wadding.
		7.10	Repair cracks in existing plaster or rendered surfaces.

7	*Continued*	7.11	Describe how the methods of work to meet the specification are carried out and how problems are identified and reported, by the application of knowledge for safe, healthy and environmental work practices. Procedures and skills relating to: • The difference between flat and plumb with regards to conserving and restoring solid plaster and rendered surfaces. • Where and when to use flat and plumb with regards to conserving and restoring solid plaster and rendered surfaces. • How to remove defective plaster, render, lath and reed. • How to stabilise and prepare background surfaces appropriate to the plaster and render finish to include: o Lath and reed. o Solid. o Control of suction with water. o Existing plastered and rendered surfaces. o Raking out of joints if appropriate. • What are the advantages and disadvantages of taking impressions from existing heritage plasterwork when using the following: o Templating. o Plaster squeeze. o Silicone squeeze (thixotropic). o Clay. o Plaster loose piece. o 3D scanning. • On-site casting to include: o Material choice. o Reinforcement. o Fixing points. • How and when to use heavy and lightweight, lime and gypsum plasters.

7	*Continued*	7.11 *Cont.*	• How to prepare backing coats prior to receiving further coats of plasters and renders, to include: o Dubbing out. o Scratch. o Pricking up. o Floating coat. o Finishing coat. • How to conserve and restore by applying and finishing internal plaster and external render to the following surfaces: o Vertical. o Ceiling. o Inclined. o In-situ moulded. o In-situ hand modelled. o Moulded and cast enrichment. o Curved: ▪ Dome. ▪ Barrel. ▪ Vault. ▪ Lunette. o Floors: ▪ Lath. ▪ Lime. ▪ Gypsum. ▪ Ash. • How to set out and form internal and external angles to match existing: o Solid corner. o Timber staff bead. o Plaster staff bead.

7	*Continued*	7.11 *Cont.*	• How to carry out curved work, including but not limited to:
			  o Dome.
			  o Barrel.
			  o Vault.
			  o Lunette.
			  o Arched openings.
			• How to repair or replace and finish to match existing lime-based plaster or render surfaces using trowel finish for two of the following:
			  o Float finish.
			  o Sponge finish.
			  o Ashlar.
			  o Harled.
			  o Pargetted.
			• Why it is important to replicate existing finishes on a like for like basis, including:
			  o Run in-situ moulded.
			  o Moulded with cast enrichment.
			  o Curved:
			  ▪ Dome.
			  ▪ Barrel.
			  ▪ Vault.
			  ▪ Lunette.
			  o In-situ hand modelled.
			  o Floors.

7	*Continued*	7.11 *Cont.*	• How to replicate existing finishes on a like for like basis including:
			  ○ Run in-situ moulded.
			  ○ Moulded with cast enrichment.
			  ○ Curved:
			  ▪ Dome.
			  ▪ Barrel.
			  ▪ Vault.
			  ▪ Lunette.
			  ○ In-situ hand modelled.
			  ○ Floors.
			• How to stabilise existing plaster and render using techniques that allow for reversible alteration using:
			  ○ Stainless steel screws, washers, gauze.
			• Grouting.
			• Plaster wadding.
			• Why it is important to stabilise existing plaster and render.
			• How to repair cracks in existing plaster and rendered surfaces.
			• Why it is important to validate appropriate ways in which the work should be carried out.
			• Why it is important to recognise sensitive areas.
			• Why it is important to maintain heritage and archaeological integrity.
			• Why it is necessary to maintain the principles of minimum intervention and reversible alterations.
			• Why it is important to record work carried out (written and digital formats).
			• Why it is important to recognise and report endangered and protected flora and fauna (masonry bees).

7	*Continued*	7.11 *Cont.*	• Why it is necessary to remove deteriorated and inappropriate materials. • Why it is important to maintain existing structure. • Why it is necessary to integrate existing and new constructional components. • How to store salvageable fabric, materials and structural components. • Why it is important to recognise and determine when specialist skills and knowledge are required and report accordingly. • Why it is important to determine specific requirements for: o Structures of special interest. o Traditional build (pre-1919). o Historical significance. • How to recognise specific requirements for: o Structures of special interest. o Traditional construction. o Hard-to-treat buildings. o Historical significance. • How to use all hand and power tools, mixing and associated equipment. • How and why operative care and maintenance of all hand and power tools and mixing and associated equipment is carried out. • How to work at height using access equipment. • How to work with, around and in close proximity to plant and machinery.

7	*Continued*	7.12	Describe the importance of methods of work, interpersonal relations and communication and the needs of other occupations associated with conserving and restoring plain and moulded plaster surfaces on conservation or restoration projects.
		7.13	Explain the organisational procedures with respect to site behaviours, and recognise and action fairness, inclusion and respect within the working environment and how to address and report inappropriate site behaviours.

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Title:	Producing And Repairing Plaster And Render Finishes On Conservation Or Restoration Projects In The Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	180
Assessment hours	28

Title:	Conforming to General Health, Safety and Welfare in the Workplace			**Level:**	1
Unit Number:	M/508/6537	**TQT:**	20	**GLH:**	7

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
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: • Collective protective measures. • Personal protective equipment (PPE). • Respiratory protective equipment (RPE). • Local exhaust ventilation (LEV).
		1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
		1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.

1	*Continued*	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.
		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	*Continued*	3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: • Dealing with accidents and emergencies associated with the work and environment. • Methods of receiving or sourcing information. • Reporting. • Stopping work. • Evacuation. • Fire risks and safe exit procedures. • Consultation and feedback.
		3.7	State the appropriate types of fire extinguishers relevant to the work.
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.
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: • Recognising when to stop work in the face of serious and imminent danger to self and/or others. • Contributing to discussions and providing feedback. • Reporting changed circumstances and incidents in the workplace. • Complying with the environmental requirements of the workplace.
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.

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: • During the working day. • On completion of the day's work. • For unauthorised personnel (other operatives and the general public). • For theft.
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

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Title:	Conforming To General Health, Safety And Welfare In The Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7
Assessment hours	10

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.

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