



## **Level 2 NVQ Certificate in Interior Systems (Construction)**

### **Qualification Specification**

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## Introduction

The ProQual Level 2 NVQ Certificate in Interior Systems (Construction) qualification provides a nationally recognised qualification for those working in this specialised area of construction. Candidates can follow one of 4 Pathways relating to their work roles:

Pathway 1: Level 2 NVQ Certificate in Interior Systems (Ceiling Fixing)

Pathway 2: Level 2 NVQ Certificate in Interior Systems (Dry Lining Finishing)

Pathway 3: Level 2 NVQ Certificate in Interior Systems (Dry Lining Boarder)

Pathway 4: Level 2 NVQ Certificate in Interior Systems (Cavity Barrier Installation)

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

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

## Qualification Profile

### Level 2 NVQ Certificate in Interior Systems (Construction)

|                             |   |
|-----------------------------|---|
| Qualification title         | <b>ProQual Level 2 NVQ Certificate in Interior Systems (Construction)</b>   |
| Ofqual qualification number | 603/0291/4  |
| Level                       | 2   |
| Total Qualification Time    | 310 hours (154 GLH)   |
| Assessment                  | Pass or fail<br>Internally assessed and verified by centre staff<br>External quality assurance by ProQual verifiers |
| Qualification start date    | 16/08/16  |
| Qualification end date      |   |

## Entry Requirements

There are no formal entry requirements for this qualification.

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

## Qualification Structure

To achieve the qualification candidates must complete the three Mandatory units for all of the Pathways plus the required Mandatory Unit(s) from one of the Pathways.

Candidates may complete the Additional Unit but this will not count towards the qualification.

**CITB references and credit values are provided in this document for information only.**

Mandatory units for all Pathways (this information is also included in the Pathway details from page 5).

| Mandatory Units for all Pathways |   |       | <i>CITB references and credit values provided for information only</i> |                         |                     |
|----------------------------------|---|-------|--|-------------------------|---------------------|
| Unit Ref.                        | Title   | Level | Credit Value   | CITB Internal Unit Ref. | CITB RITS Unit Ref. |
| <b>M/508/6537</b>                | Conforming to general health, safety and welfare in the workplace | 1     | 2  | 641                     | A/503/1170          |
| <b>T/508/6538</b>                | Conforming to productive working practices in the workplace       | 2     | 3  | 642                     | J/503/1169          |
| <b>Y/508/6533</b>                | Moving, handling and storing resources in the workplace           | 2     | 5  | 643                     | F/503/1171          |

## Pathways

There are 4 Pathways, the Mandatory unit requirements for each are listed below.

Pathway 1: Ceiling Fixing

Pathway 2: Dry Lining Finishing

Pathway 3: Dry Lining Boarder

Pathway 4: Cavity Barrier Installation

### Pathway 1 : Ceiling Fixing

Candidates must complete 4 Mandatory units.

| Mandatory Units   |   |       | <i>CITB reference provided for information only</i> |
|-------------------|---|-------|---|
| Unit Ref.         | Title   | Level | <i>CITB Internal Unit Ref.</i>                      |
| <b>M/508/6537</b> | Conforming to general health, safety and welfare in the workplace | 1     | 641   |
| <b>T/508/6538</b> | Conforming to productive working practices in the workplace       | 2     | 642   |
| <b>Y/508/6533</b> | Moving, handling and storing resources in the workplace           | 2     | 643   |
| <b>J/615/1239</b> | Installing suspended ceiling systems in the workplace             | 2     | 125v3   |

### Pathway 2 : Dry Lining Finishing

Candidates must complete 4 Mandatory units.

| Mandatory Units   |   |       | <i>CITB reference provided for information only</i> |
|-------------------|---|-------|---|
| Unit Ref.         | Title   | Level | <i>CITB Internal Unit Ref.</i>                      |
| <b>M/508/6537</b> | Conforming to general health, safety and welfare in the workplace | 1     | 641   |
| <b>T/508/6538</b> | Conforming to productive working practices in the workplace       | 2     | 642   |
| <b>Y/508/6533</b> | Moving, handling and storing resources in the workplace           | 2     | 643   |
| <b>A/615/1240</b> | Finishing dry lining walls and ceilings in the workplace          | 2     | 618v2   |

### Pathway 3 : Dry Lining Boarder

Candidates must complete 4 Mandatory units.

| Mandatory Units   |   |       | <i>CITB reference provided for information only</i> |
|-------------------|---|-------|---|
| Unit Ref.         | Title   | Level | <i>CITB Internal Unit Ref.</i>                      |
| <b>M/508/6537</b> | Conforming to general health, safety and welfare in the workplace | 1     | 641   |
| <b>T/508/6538</b> | Conforming to productive working practices in the workplace       | 2     | 642   |
| <b>Y/508/6533</b> | Moving, handling and storing resources in the workplace           | 2     | 643   |
| <b>F/615/1241</b> | Installing plasterboard linings in the workplace                  | 2     | 130v2   |

### Pathway 4 : Cavity Barrier Installation

Candidates must complete 4 Mandatory units.

| Mandatory Units   |  |       | <i>CITB reference provided for information only</i> |
|-------------------|--|-------|---|
| Unit Ref.         | Title  | Level | <i>CITB Internal Unit Ref.</i>                      |
| <b>M/508/6537</b> | Conforming to general health, safety and welfare in the workplace                    | 1     | 641   |
| <b>T/508/6538</b> | Conforming to productive working practices in the workplace                          | 2     | 642   |
| <b>Y/508/6533</b> | Moving, handling and storing resources in the workplace                              | 2     | 643   |
| <b>J/615/1242</b> | Preparing and installing protection barriers to floors and ceilings in the workplace | 2     | 126v2   |

### Additional Unit

| Unit Ref.         | Title  | Level | <i>CITB Internal Unit Ref.</i> |
|-------------------|--|-------|--------------------------------|
| <b>R/615/1244</b> | Erecting fire resisting ceiling systems in the workplace | 2     | 356v2                          |

## Centre Requirements

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

### Staff

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

### Assessors/Internal Quality Assurance

Assessors for each 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.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

## Support for Candidates

Materials produced by centres to support candidates should:

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

## Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector developed by CITB.

## Assessment

This qualification is competence-based, 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.

The qualifications must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment, and it must be internally assessed by an appropriately experienced and qualified assessor.

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

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

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

Learning outcomes and assessment criteria can be found from page 10.

**Additional information** for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

## Internal Quality Assurance

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



## Adjustments to Assessment

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

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

## Results Enquiries and Appeals

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

## Certification

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

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

**ProQual Level 2 NVQ Certificates in Interior Systems (Construction)**

### 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 certificates.

## Units – Learning Outcomes and Assessment Criteria

|  |  |  |
|--|--|--|
| <b>Title:</b>  | Conforming to general health, safety and welfare in the workplace. |  |
| <b>Unit Number:</b>  | M/508/6537   |  |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>              |  |
| 1 Comply with all workplace health, safety and welfare legislation requirements.   | 1.1  | Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.   |
|  | 1.2  | Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.   |
|  | 1.3  | Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.   |
|  | 1.4  | State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> |
|  | 1.5  | State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.   |
|  | 1.6  | State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.   |
|  | 1.7  | State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.   |
|  | 1.8  | State how to comply with control measures that have been identified by risk assessments and safe systems of work.  |
| 2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures. | 2.1  | Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.  |
|  | 2.2  | List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.  |
|  | 2.3  | List the current Health and Safety Executive top ten safety risks.   |

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

|  |   |  |
|--|---|--|
| <b>Title:</b>  | Conforming to productive working practices in the workplace |  |
| <b>Unit Number:</b>  | T/508/6538  |  |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>                        | <b>Assessment criteria</b><br><i>The learner can:</i>       |  |
| 1 Communicate with others to establish productive work practices.                      | 1.1   | Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.  |
|  | 1.2   | Describe the different methods of communicating with line management, colleagues and customers.  |
|  | 1.3   | Describe how to use different methods of communication to ensure that the work carried out is productive.  |
| 2 Follow organisational procedures to plan the sequence of work.                       | 2.1   | Interpret relevant information from organisational procedures in order to plan the sequence of work.   |
|  | 2.2   | Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.   |
|  | 2.3   | Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul> |
|  | 2.4   | Describe how to contribute to zero/low carbon work outcomes within the built environment.  |
| 3 Maintain relevant records in accordance with the organisational procedures.          | 3.1   | Complete relevant documentation according to the occupation as required by the organisation.   |
|  | 3.2   | Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul>   |
|  | 3.3   | Explain the reasons for ensuring documentation is completed clearly and within given timescales.   |
| 4 Maintain good working relationships when conforming to productive working practices. | 4.1   | Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.   |

## Units – Learning Outcomes and Assessment Criteria

|   |   |   |
|---|---|---|
| <b>Title:</b>   | Conforming to productive working practices in the workplace |   |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i> | <b>Assessment criteria</b><br><i>The learner can:</i>       |   |
|   | 4.2   | Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.   |
|   | 4.3   | Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul> |
|   | 4.4   | Describe why it is important to work effectively with line management, colleagues and customers.  |
|   | 4.5   | Describe how working relationships could have an effect on productive working.  |
|   | 4.6   | Describe how to apply principles of equality and diversity when communicating and working with others.  |

## Units – Learning Outcomes and Assessment Criteria

|   |  |
|---|--|
| <b>Title:</b>                                 | Conforming to Productive Working Practices in the Workplace  |
| <b>Additional information about this unit</b> |  |
| Assessment Guidance                           | <p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> |
| Sector Subject Areas                          | 05.2 Building and Construction   |
| Availability for use                          | Shared unit  |
| Unit guided learning hours                    | 10   |



## Units – Learning Outcomes and Assessment Criteria

|  |   |   |
|--|---|---|
| <b>Title:</b>  | Moving, handling and storing resources in the workplace |   |
| <b>Unit Number</b>   | Y/508/6533  |   |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>   |   |
| 1 Comply with given information when moving, handling and/or storing resources.                                      | 1.1   | Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.  |
|  | 1.2   | Interpret the given information relating to the use and storage of lifting aids and equipment.  |
|  | 1.3   | Describe the different types of technical, product and regulatory information, their source and how they are interpreted.   |
|  | 1.4   | State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.  |
|  | 1.5   | Describe how to obtain information relating to using and storing lifting aids and equipment.  |
| 2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources. | 2.1   | Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> |
|  | 2.2   | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.   |
|  | 2.3   | Explain what the accident reporting procedures are and who is responsible for making the reports.   |
|  | 2.4   | State the appropriate types of fire extinguishers relevant to the work.   |
|  | 2.5   | Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.   |
| 3 Maintain safe working practices when moving, handling and/or storing resources.                                    | 3.1   | Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.   |
|  | 3.2   | Use lifting aids safely as appropriate to the work.   |

## Units – Learning Outcomes and Assessment Criteria

| <b>Title:</b>  | Moving, handling and storing resources in the workplace |   |
|--|---|---|
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>   |   |
| 3 continued  | 3.3   | Protect the environment in accordance with safe working practices as appropriate to the work.   |
|  | 3.4   | Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling <b>and/or</b> storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> |
|  | 3.5   | Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.   |
|  | 3.6   | State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.  |
| 4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources. | 4.1   | Select the relevant resources to be moved, handled and/or stored, associated with own work.   |
|  | 4.2   | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding and securing systems.</li> </ul>  |
|  | 4.3   | Describe how the resources should be handled and how any problems associated with the resources are reported.   |
|  | 4.4   | Explain why the organisational procedures have been developed and how they are used for the selection of required resources.  |
|  | 4.5   | Describe any potential hazards associated with the resources and methods of work.   |
| 5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.   | 5.1   | Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.  |
|  | 5.2   | Dispose of waste and packaging in accordance with legislation.  |

## Units – Learning Outcomes and Assessment Criteria

| Title:  | Moving, handling and storing resources in the workplace |  |
|---|---|--|
| Learning outcomes<br><i>The learner will be able to:</i>  | Assessment criteria<br><i>The learner can:</i>          |  |
| 5 continued   | 5.3   | Maintain a clean work space when moving, handling or storing resources.  |
|   | 5.4   | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.  |
|   | 5.5   | Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.  |
| 6 Complete the work within the allocated time when moving, handling and/or storing resources.                                     | 6.1   | Demonstrate completion of the work within the allocated time.  |
|   | 6.2   | State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>  |
| 7 Comply with the given occupational resource information to move, handle <b>and/or</b> store resources to the required guidance. | 7.1   | Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>  |
|   | 7.2   | Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul> |
|   | 7.3   | Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling <b>and/or</b> storing occupational resources.   |
|   | 7.4   | Describe the needs of other occupations when moving, handling <b>and/or</b> storing resources.   |

## Units – Learning Outcomes and Assessment Criteria

|   |  |
|---|--|
| <b>Title:</b>                                 | Moving, handling and storing resources in the workplace  |
| <b>Additional information about this unit</b> |  |
| Assessment Guidance                           | <p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> |
| Sector Subject Areas                          | 05.2 Building and Construction   |
| Availability for use                          | Shared unit  |
| Unit guided learning hours                    | 17   |

## Units – Learning Outcomes and Assessment Criteria

|   |   |   |
|---|---|---|
| <b>Title:</b>   | Installing suspended ceiling systems in the workplace |   |
| <b>Unit Number:</b>   | J/615/1239  |   |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>   | <b>Assessment criteria</b><br><i>The learner can:</i> |   |
| 1 Interpret the given information relating to the work and resources when installing suspended ceiling systems. | 1.1   | Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.  |
|   | 1.2   | Comply with information and/or instructions derived from risk assessments and method statements.  |
|   | 1.3   | Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.   |
|   | 1.4   | Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with the installation of suspended ceilings</li> </ul>               |
| 2 Know how to comply with relevant legislation and official guidance when installing suspended ceiling systems. | 2.1   | Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> |
|   | 2.2   | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.   |
|   | 2.3   | Explain what the accident reporting procedures are and who is responsible for making reports.   |
| 3 Maintain safe and healthy working practices when installing suspended ceiling systems.                        | 3.1   | Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing suspended ceiling systems.  |
|   | 3.2   | Demonstrate compliance with given information and relevant legislation when installing suspended ceiling systems in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>                  |

## Units – Learning Outcomes and Assessment Criteria

| Title:  | Installing suspended ceiling systems in the workplace |   |
|---|---|---|
| Learning outcomes<br><i>The learner will be able to:</i>  | Assessment criteria<br><i>The learner can:</i>        |   |
| 3 continued   | 3.3   | Explain why and when health and safety control equipment defined by the principles of prevention should be used, relating to installing suspended ceiling systems, and the types, purpose and limitations of each type, the work situation and the general work environment to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> </ul> |
|   | 3.4   | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.   |
|   | 3.5   | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.  |
| 4 Select the required quantity and quality of resources for the methods of work to install suspended ceiling systems. | 4.1   | Select resources associated with own work in relation to materials, components, fixings, tools and equipment.   |
|   | 4.2   | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– tiles, grid components, hangers, battens, braces, pattresses, proprietary fittings, insulation, panels, sealants, fixings</li> <li>– hand tools, portable power tools and equipment.</li> </ul>   |
|   | 4.3   | Describe how to confirm that the resources and materials conform to the specification.  |
|   | 4.4   | Describe how the resources should be used correctly and how problems associated with the resources are reported.  |
|   | 4.5   | Explain why the organisational procedures have been developed and how they are used for the selection of required resources.  |
|   | 4.6   | Describe any potential hazards associated with the resources and methods of work.   |
|   | 4.7   | Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install suspended ceiling systems.   |

## Units – Learning Outcomes and Assessment Criteria

| <b>Title:</b>  | Installing suspended ceiling systems in the workplace |  |
|--|---|--|
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i> |  |
| 5 Minimise the risk of damage to the work and surrounding area when installing suspended ceiling systems.        | 5.1   | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.   |
|  | 5.2   | Maintain a clean work space.   |
|  | 5.3   | Dispose of waste in accordance with current legislation.   |
|  | 5.4   | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.  |
|  | 5.5   | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.  |
| 6 Complete the work within the allocated time when installing suspended ceiling systems.                         | 6.1   | Demonstrate completion of the work within the allocated time.  |
|  | 6.2   | Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>  |
| 7 Comply with the given contract information to install suspended ceiling systems to the required specification. | 7.1   | Demonstrate the following work skills when installing suspended ceiling systems: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, positioning and securing.</li> </ul>  |
|  | 7.2   | Use and maintain hand tools, portable power tools and ancillary equipment.   |
|  | 7.3   | Install at least four of the following suspended ceiling systems to given working instructions: <ul style="list-style-type: none"> <li>– proprietary suspended ceilings, including repairs</li> <li>– specialist proprietary suspended ceilings for ambient temperature controlled and/or passive fire controlled areas</li> <li>– proprietary metal furring (MF) ceilings</li> <li>– concealed and exposed grid ceilings – mineral and/or metal</li> <li>– metal and/or mineral plank ceilings</li> <li>– rafts and/or baffles acoustic sections</li> </ul> |

## Units – Learning Outcomes and Assessment Criteria

|   |   |  |
|---|---|--|
| <b>Title:</b>                                 | Installing suspended ceiling systems in the workplace |  |
| <b>Additional information about this unit</b> |   |  |
| 7 continued                                   | 7.4   | <p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– identify and follow the installation quality requirements</li> <li>– establish the suitability of the existing substrate</li> <li>– check vertical and horizontal datum</li> <li>– ensure the use of an appropriate fixing regime</li> <li>– identify the location of, and work around, mechanical and electrical services</li> <li>– install proprietary suspended ceilings, specialist proprietary suspended ceilings (for ambient temperature controlled and/or passive fire controlled areas) and proprietary metal furring (MF) ceilings</li> <li>– install concealed and exposed grid ceiling – mineral and/or metal, metal and/or mineral plank ceilings and rafts and/or baffles acoustic sections</li> <li>– carry out repairs</li> <li>– clean and check stability of ambient/temperature controlled specialist proprietary suspended ceilings</li> <li>– check and confirm seal of panel joints</li> <li>– install light fittings and grilles to proprietary suspended ceilings</li> <li>– install fire, smoke, sound and thermal cavity barriers</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> |
|   | 7.5   | Describe the needs of other occupations and how to communicate effectively within a team when installing suspended ceiling systems.  |
|   | 7.6   | Describe how to maintain the tools and equipment used when installing suspended ceiling systems.   |



## Units – Learning Outcomes and Assessment Criteria

|   |  |
|---|--|
| <b>Title:</b>                                 | Installing suspended ceiling systems in the workplace  |
| <b>Additional information about this unit</b> |  |
| Assessment Guidance                           | <p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> |
| Sector Subject Area                           | 05.2 Building and Construction   |
| Availability for use                          | Shared unit  |
| Unit guided learning hours                    | 130  |

## Units – Learning Outcomes and Assessment Criteria

|  |  |  |
|--|--|--|
| <b>Title:</b>  | Finishing dry lining walls and ceilings in the workplace |  |
| <b>Unit Number:</b>  | A/615/1240   |  |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>    |  |
| 1 Interpret the given information relating to the work and resources when finishing dry lining walls and ceilings. | 1.1  | Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.   |
|  | 1.2  | Comply with information and/or instructions derived from risk assessments and method statements.   |
|  | 1.3  | Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.  |
|  | 1.4  | Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with finishing dry lining walls and ceilings.</li> </ul>              |
| 2 Know how to comply with relevant legislation and official guidance when finishing dry lining walls and ceilings. | 2.1  | Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> |
|  | 2.2  | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.  |
|  | 2.3  | Explain what the accident reporting procedures are and who is responsible for making reports.  |
| 3 Maintain safe working practices when finishing dry lining walls and ceilings.                                    | 3.1  | Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when finishing dry lining walls and ceilings.  |
|  | 3.2  | Demonstrate compliance with given information and relevant legislation when finishing dry lining walls and ceilings in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>                |

## Units – Learning Outcomes and Assessment Criteria

| Title:   | Finishing dry lining walls and ceilings in the workplace |   |
|--|--|---|
| Learning outcomes<br><i>The learner will be able to:</i>   | Assessment criteria<br><i>The learner can:</i>           |   |
| 3 continued  | 3.3  | Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to finishing dry lining walls and ceilings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– respiratory protective equipment (RPE)</li> <li>– personal protective equipment (PPE)</li> </ul> |
|  | 3.4  | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.   |
|  | 3.5  | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.  |
| 4 Select the required quantity and quality of resources for the methods of work to finish dry lining walls and ceilings. | 4.1  | Select resources associated with own work in relation to materials, components, fixings, tools and equipment.   |
|  | 4.2  | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– tapes, scrims, angle beads, jointing and finishing compounds, primers, top coats</li> <li>– skimming plasters</li> <li>– clean water, polythene</li> <li>– hand and/or portable power tools and equipment.</li> </ul>   |
|  | 4.3  | Describe how to confirm that the resources and materials conform to the specification.  |
|  | 4.4  | Describe how the resources should be used correctly and how problems associated with the resources are reported.  |
|  | 4.5  | Explain why the organisational procedures have been developed and how they are used for the selection of required resources.  |
|  | 4.6  | Describe any potential hazards associated with the resources and methods of work.   |
|  | 4.7  | Describe how to calculate quantity, length, area and wastage associated with the method/procedure to finish dry lining walls and ceilings.  |

## Units – Learning Outcomes and Assessment Criteria

| <b>Title:</b>   | Finishing dry lining walls and ceilings in the workplace |   |
|---|--|---|
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>   | <b>Assessment criteria</b><br><i>The learner can:</i>    |   |
| 5 Minimise the risk of damage to the work and surrounding area when finishing dry lining walls and ceilings.        | 5.1  | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.  |
|   | 5.2  | Maintain a clean work space.  |
|   | 5.3  | Dispose of waste in accordance with current legislation   |
|   | 5.4  | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.   |
|   | 5.5  | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.   |
| 6 Complete the work within the allocated time when finishing dry lining walls and ceilings.                         | 6.1  | Demonstrate completion of the work within the allocated time.   |
|   | 6.2  | Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> |
| 7 Comply with the given contract information to finish dry lining walls and ceilings to the required specification. | 7.1  | Demonstrate the following work skills when finishing dry lining walls and ceilings: <ul style="list-style-type: none"> <li>– measuring, fitting, applying, finishing, positioning and securing.</li> </ul>  |
|   | 7.2  | Use and maintain hand tools, portable power tools and ancillary equipment.  |
|   | 7.3  | Carry out three of the following to given working instructions: <ul style="list-style-type: none"> <li>– tape and joint by hand and/or mechanical methods</li> <li>– form internal and external angles</li> <li>– priming/protection/top coat</li> <li>– skim plaster finish.</li> </ul>                                |

## Units – Learning Outcomes and Assessment Criteria

| Title:   | Finishing dry lining walls and ceilings in the workplace |  |
|--|--|--|
| Learning outcomes<br><i>The learner will be able to:</i> | Assessment criteria<br><i>The learner can:</i>           |  |
| 7 continued  | 7.4  | Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and follow the application quality requirements</li> <li>– identify the location of, and work around, electrical and mechanical services</li> <li>– tape and joint by hand and mechanical methods</li> <li>– form internal and external angles</li> <li>– apply primers, protection coats, top coats</li> <li>– apply skim plaster finish</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul> |
|  | 7.5  | Describe the needs of other occupations and how to communicate effectively within a team when finishing dry lining walls and ceilings.   |
|  | 7.6  | Describe how to maintain the tools and equipment used when finishing dry lining walls and ceilings.  |

## Units – Learning Outcomes and Assessment Criteria

|   |  |
|---|--|
| <b>Title:</b>                                 | Finishing dry lining walls and ceilings in the workplace   |
| <b>Additional information about this unit</b> |  |
| Assessment Guidance                           | <p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ structure.</p> <p>ProQual Level 2 NVQ Certificate in Interior Systems (Construction) :</p> <p>Three of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Tape and joint finishes</li> <li>Form internal and external angles</li> <li>Priming/protection topcoat</li> <li>Skim plaster finishes</li> </ul> |
| Sector subject area                           | 05.2 Building and Construction   |
| Availability for use                          | Shared unit  |
| Unit guided learning hours                    | 150  |

## Units – Learning Outcomes and Assessment Criteria

|  |   |  |
|--|---|--|
| <b>Title:</b>  | Installing plasterboard linings in the workplace      |  |
| <b>Unit Number</b>   | F/615/1241  |  |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i> |  |
| 1 Interpret the given information relating to the work and resources when installing plasterboard linings. | 1.1   | Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.   |
|  | 1.2   | Comply with information and/or instructions derived from risk assessments and method statements.   |
|  | 1.3   | Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.  |
|  | 1.4   | Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with installing plasterboard linings.</li> </ul>                      |
| 2 Know how to comply with relevant legislation and official guidance when installing plasterboard linings. | 2.1   | Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> |
|  | 2.2   | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.  |
|  | 2.3   | Explain what the accident reporting procedures are and who is responsible for making reports.  |
| 3 Maintain safe and healthy working practices installing plasterboard linings.                             | 3.1   | Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing plasterboard linings.  |
|  | 3.2   | Demonstrate compliance with given information and relevant legislation when installing plasterboard linings in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>                        |

## Units – Learning Outcomes and Assessment Criteria

| Title:   | Installing plasterboard linings in the workplace |   |
|--|--|---|
| Learning outcomes  | Assessment criteria                              |   |
| <i>The learner will be able to:</i>  | <i>The learner can:</i>                          |   |
| 3 continued  | 3.3  | Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing plasterboard linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> |
|  | 3.4  | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.   |
|  | 3.5  | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.  |
| 4 Select the required quantity and quality of resources for the methods of work to install plasterboard linings. | 4.1  | Select resources associated with own work in relation to materials, components, fixings, tools and equipment.   |
|  | 4.2  | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– wallboards, thermal boards, glass reinforced gypsum board, bonding compounds, fixings, fittings</li> <li>– hand tools, portable power tools and equipment.</li> </ul>   |
|  | 4.3  | Describe how to confirm that the resources and materials conform to the specification.  |
|  | 4.4  | Describe how the resources should be used correctly and how problems associated with the resources are reported.  |
|  | 4.5  | Explain why the organisational procedures have been developed and how they are used for the selection of required resources.  |
|  | 4.6  | Describe potential hazards associated with the resources and methods of work.   |
|  | 4.7  | Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install plasterboard linings.  |



## Units – Learning Outcomes and Assessment Criteria

| <b>Title:</b>   | Installing plasterboard linings in the workplace      |   |
|---|---|---|
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>   | <b>Assessment criteria</b><br><i>The learner can:</i> |   |
| 5 Minimise the risk of damage to the work and surrounding area when installing plasterboard linings.        | 5.1   | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.  |
|   | 5.2   | Maintain a clean work space.  |
|   | 5.3   | Dispose of waste in accordance with current legislation.  |
|   | 5.4   | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.   |
|   | 5.5   | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.   |
| 6 Complete the work within the allocated time when installing plasterboard linings.                         | 6.1   | Demonstrate completion of the work within the allocated time.   |
|   | 6.2   | Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> |
| 7 Comply with the given contract information to install plasterboard linings to the required specification. | 7.1   | Demonstrate the following work skills when installing plasterboard linings: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>   |
|   | 7.2   | Use and maintain hand tools, portable power tools and ancillary equipment   |
|   | 7.3   | Install plasterboard linings to one of following, including forming openings and carrying out repairs, to given working instructions: <ul style="list-style-type: none"> <li>– to timber and/or metal (tacking)</li> <li>– to solid backgrounds by direct bonding (dot and dab)</li> </ul>                              |

## Units – Learning Outcomes and Assessment Criteria

| Title:   | Installing plasterboard linings in the workplace |   |
|--|--|---|
| Learning outcomes<br><i>The learner will be able to:</i> | Assessment criteria<br><i>The learner can:</i>   |   |
| 7 continued  | 7.4  | Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and follow the installation quality requirements</li> <li>– check vertical and horizontal datum</li> <li>– establish the suitability of the existing substrate</li> <li>– ensure the use of an appropriate fixing regime</li> <li>– identify the location of, and work around, mechanical and electrical services</li> <li>– install and repair plasterboard linings to timber and metal (tacking) and by direct bonding to solid backgrounds (dot and dab)</li> <li>– form openings</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul> |
|  | 7.5  | Describe the needs of other occupations and how to communicate effectively within a team when installing plasterboard linings.  |
|  | 7.6  | Describe how to maintain the tools and equipment used when installing plasterboard linings.   |

## Units – Learning Outcomes and Assessment Criteria

|   |   |
|---|---|
| <b>Title:</b>                                 | Installing plasterboard linings in the workplace  |
| <b>Additional information about this unit</b> |   |
| Assessment Guidance                           | <p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> |
| Sector Subject Area                           | 05.2 Building and Construction  |
| Availability for use                          | Shared unit   |
| Unit guided learning hours                    | 120   |

## Units – Learning Outcomes and Assessment Criteria

|  |  |   |
|--|--|---|
| <b>Title:</b>  | Preparing and installing cavity barriers to floors and ceilings in the workplace |   |
| <b>Unit Number:</b>  | J/615/1242   |   |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>                            |   |
| 1 Interpret the given information relating to the work and resources when installing cavity barriers to floors and ceilings. | 1.1  | Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.  |
|  | 1.2  | Comply with information and/or instructions derived from risk assessments and method statements.  |
|  | 1.3  | Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.   |
|  | 1.4  | Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with the installation of cavity barriers</li> </ul>                  |
| 2 Know how to comply with relevant legislation and official guidance when installing cavity barriers to floors and ceilings. | 2.1  | Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> |
|  | 2.2  | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.   |
|  | 2.3  | Explain what the accident reporting procedures are and who is responsible for making reports.   |
| 3 Maintain safe and healthy working practices when installing cavity barriers to floors and ceilings.                        | 3.1  | Use health and safety control equipment safely and conform to the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing cavity barriers to floors and ceilings.  |
|  | 3.2  | Demonstrate compliance with given information and relevant legislation when installing cavity barriers to floors and ceilings in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>     |

## Units – Learning Outcomes and Assessment Criteria

| <b>Title:</b>  | Preparing and installing cavity barriers to floors and ceilings in the workplace |   |
|--|--|---|
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>                            |   |
| 3 continued  | 3.3  | Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing cavity barriers to floors and ceilings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> |
|  | 3.4  | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.   |
|  | 3.5  | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.  |
| 4 Select the required quantity and quality of resources for the methods of work to install cavity barriers to floors and ceilings. | 4.1  | Select resources associated with own work in relation to materials, components, fixings, tools and equipment.   |
|  | 4.2  | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– insulation, sealants, metal sections, fixings, fittings</li> <li>– hand tools, portable power tools and equipment.</li> </ul>   |
|  | 4.3  | Describe how to confirm that the resources and materials conform to the specification.  |
|  | 4.4  | Describe how the resources should be used correctly and how problems associated with the resources are reported.  |
|  | 4.5  | Explain why the organisational procedures have been developed and how they are used for the selection of required resources.  |
|  | 4.6  | Describe any potential hazards associated with the resources and methods of work.   |
|  | 4.7  | Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install cavity barriers to floors and ceilings.  |

## Units – Learning Outcomes and Assessment Criteria

| Title:  | Installing cavity barriers to floors and ceilings in the workplace |   |
|---|--|---|
| Learning outcomes<br><i>The learner will be able to:</i>  | Assessment criteria<br><i>The learner can:</i>                     |   |
| 5 Minimise the risk of damage to the work and surrounding area when installing cavity barriers to floors and ceilings.        | 5.1  | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.  |
|   | 5.2  | Maintain a clean work space.  |
|   | 5.3  | Dispose of waste in accordance with current legislation.  |
|   | 5.4  | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.   |
|   | 5.5  | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.   |
| 6 Complete the work within the allocated time when installing cavity barriers to floors and ceilings.                         | 6.1  | Demonstrate completion of the work within the allocated time.   |
|   | 6.2  | Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> |
| 7 Comply with the given contract information to install cavity barriers to floors and ceilings to the required specification. | 7.1  | Demonstrate the following work skills when installing cavity barriers to floors and ceilings: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>   |
|   | 7.2  | Use and maintain hand tools, portable power tools and ancillary equipment.  |
|   | 7.3  | Install the following cavity barriers to floor and ceiling voids, including sealing around service penetrations, to given working instructions: <ul style="list-style-type: none"> <li>– fire, smoke, sound and thermal.</li> </ul>   |

## Units – Learning Outcomes and Assessment Criteria

| <b>Title:</b>   | Installing cavity barriers to floors and ceilings in the workplace |  |
|---|--|--|
| <b>Learning outcomes</b><br><i>The learner will be able to:</i> | <b>Assessment criteria</b><br><i>The learner can:</i>              |  |
| 7 continued   | 7.4  | Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and follow the installation quality requirements</li> <li>– establish the suitability of the existing substrate</li> <li>– check vertical and horizontal datum</li> <li>– ensure the use of an appropriate fixing regime</li> <li>– identify the location of, and work around, mechanical and electrical services</li> <li>– install fire, smoke, sound and thermal cavity barriers to floor and ceiling voids</li> <li>– seal around trunking, duct work, cable trays, dampers and pipes</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul> |
|   | 7.5  | Describe the needs of other occupations and how to communicate effectively within a team when installing cavity barriers to floors and ceilings.   |
|   | 7.6  | Describe how to maintain the tools and equipment used when installing cavity barriers to floors and ceilings.  |

## Units – Learning Outcomes and Assessment Criteria

|   |   |
|---|---|
| <b>Title:</b>                                 | Installing cavity barriers to floors and ceilings in the workplace  |
| <b>Additional information about this unit</b> |   |
| Assessment Guidance                           | <p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> |
| Sector Subject Area                           | 05.2 Building and Construction  |
| Availability for use                          | Shared unit   |
| Unit guided learning hours                    | 120   |



## Units – Learning Outcomes and Assessment Criteria

|  |  |  |
|--|--|--|
| <b>Title:</b>  | Erecting fire resisting ceiling systems in the workplace |  |
| <b>Unit Number:</b>  | R/615/1244   |  |
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>    |  |
| 1 Interpret the given information relating to the work and resources when erecting fire resisting ceiling systems. | 1.1  | Interpret and extract information from drawings, specifications, schedules, manufacturers' information, method statements, work instructions and risk assessments.   |
|  | 1.2  | Comply with information and/or instructions derived from risk assessments and method statement.  |
|  | 1.3  | State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.   |
|  | 1.4  | Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements, work instructions, risk assessments, regulations governing buildings, Codes of Practice and guidance documents.</li> </ul> |
| 2 Know how to comply with relevant legislation and official guidance when erecting fire resisting ceiling systems. | 2.1  | Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>            |
|  | 2.2  | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.  |
|  | 2.3  | State what the accident reporting procedures are and who is responsible for making reports.  |
| 3 Maintain safe working practices when erecting fire resisting ceiling systems.                                    | 3.1  | Use personal protective equipment (PPE) and access/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when erecting fire resisting ceiling systems.   |
|  | 3.2  | Explain why and when personal protective equipment (PPE) should be used, relating to erecting fire resisting ceiling systems, and the types, purpose and limitations of each type.   |
|  | 3.3  | State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.   |

## Units – Learning Outcomes and Assessment Criteria

| <b>Title:</b>  | Erecting fire resisting ceiling systems in the workplace |  |
|--|--|--|
| <b>Learning outcomes</b><br><i>The learner will be able to:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>    |  |
| 4 Select the required quantity and quality of resources for the methods of work to erect fire resisting ceiling systems. | 4.1  | Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– framing materials, boards and fixings</li> <li>– proprietary fire barrier systems</li> <li>– fire resisting ceiling materials</li> <li>– hand and/or powered tools and equipment.</li> </ul> |
|  | 4.2  | Select resources associated with own work in relation to materials, components, fixings, tools and equipment.  |
|  | 4.3  | State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.  |
|  | 4.4  | Outline potential hazards associated with the resources and method of work.  |
|  | 4.5  | Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect fire resisting ceiling systems.   |
| 5 Minimise the risk of damage to the work and surrounding area when erecting fire resisting ceiling systems.             | 5.1  | Protect the work and its surrounding area from damage.   |
|  | 5.2  | Minimise damage and maintain a clean work space.   |
|  | 5.3  | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.  |
|  | 5.4  | Dispose of waste in accordance with legislation.   |
|  | 5.5  | State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.  |
| 6 Complete the work within the allocated time when erecting fire resisting ceiling systems.                              | 6.1  | Demonstrate completion of the work within the allocated time.  |
|  | 6.2  | State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>                                     |

## Units – Learning Outcomes and Assessment Criteria

| Title:  | Erecting fire resisting ceiling systems in the workplace |  |
|---|--|--|
| Learning outcomes   | Assessment criteria                                      |  |
| <i>The learner will be able to:</i>   | <i>The learner can:</i>                                  |  |
| 7 Comply with the given contract information to erect fire resisting ceiling systems to the required specification. | 7.1  | Demonstrate the following work skills when erecting fire resisting ceiling systems: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, fitting, finishing, positioning and securing.</li> </ul>   |
|   | 7.2  | Prepare, erect and repair to given working instructions relating to fire resisting ceiling systems.  |
|   | 7.3  | Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– erect and secure fire resisting ceiling systems</li> <li>– carry out repairs to damaged fire resisting ceiling systems</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul> |
|   | 7.4  | Safely use and store hand tools, portable power tools and ancillary equipment.   |
|   | 7.5  | State the needs of other occupations and how to communicate within a team when erecting fire resisting ceiling systems.  |
|   | 7.6  | Describe how to maintain the tools and equipment used when erecting fire resisting ceiling systems.  |
|   | 7.7  | Describe the fire resisting requirements when erecting fire resisting ceiling systems.   |

## Units – Learning Outcomes and Assessment Criteria

|   |   |
|---|---|
| <b>Title:</b>                                 | Erecting fire resisting ceiling systems in the workplace  |
| <b>Additional information about this unit</b> |   |
| Assessment Guidance                           | <p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use of combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> |
| Sector Subject Area                           | 05.2 Building and Construction  |
| Availability for use                          | Shared unit   |
| Unit guided learning hours                    | 193   |



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