Level 2 NVQ Diploma in Wood Occupations (Construction)

Qualification Specification

Contents

Introduction

The aim of this qualification is to recognise the knowledge, skills and competence of individuals who specialise in a wood-based occupation in the construction industry.

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for these qualifications has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

This qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Qualification title	**ProQual Level 2 NVQ Diploma in Wood Occupations (Construction)**
Ofqual qualification number	601/7664/7
Level	Level 2
Total qualification time	410 hours
Guided learning hours	137
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/10/15
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

Candidates must complete ALL of the Mandatory units, plus the Mandatory and/or Optional unit requirements from one of the Pathways.

Mandatory Units – candidates must complete all units for all Pathways			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
A/503/1170	Conforming to general health, safety and welfare in the workplace	1	7
J/503/1169	Conforming to productive working practices in the workplace	2	10
F/503/1171	Moving, handling and storing resources in the workplace	2	17

Pathways

1 – Site Carpentry
2 – Architectural Joinery
3 – Structural Post and Beam Carpentry
4 – Light Structural Timber Framing
5 – Timber Frame Erection
6 – Timber Decks and Cladding

Pathway 1 – Site Carpentry

Optional Units – candidates must complete a minimum of THREE units			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
K/503/3402	Installing First Fixing Components in the Workplace	2	60
T/503/3404	Installing Second Fixing Components in the Workplace	2	77
M/503/2641	Erecting Structural Carcassing Components in the Workplace	2	67
T/503/2642	Maintaining Non-structural Carpentry Work in the Workplace	2	47
T/506/5172	Setting up and using transportable cutting and shaping machines in the workplace	2	80

Pathway 2 – Architectural Joinery

Mandatory Unit – candidates must complete this unit			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
A/506/4976	Manufacturing routine architectural joinery products in the workplace	2	63
Optional Units – candidates must complete a minimum of ONE unit			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
K/506/4973	Producing setting out details for routine architectural joinery products in the workplace	2	47
M/506/4974	Marking out from setting out details for routine architectural joinery products in the workplace	2	40
T/506/5172	Setting up and using transportable cutting and shaping machines in the workplace	2	80

Pathway 3 – Structural Post and Beam Carpentry

Mandatory Units – candidates must complete all units			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
K/503/2721	Setting Out Timber Framework in the Workplace	2	60
J/503/2726	Fabricating Timber Framework in the Workplace	2	73
R/503/2731	Assembling and Erecting Heavy Timber Framework – Post and Beam in the Workplace	2	77

Pathway 4 – Light Structural Timber Framing

Mandatory Units – candidates must complete all units			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
L/503/2632	Installing Frames and Linings in the Workplace	1	33
M/503/2638	Installing Internal Mouldings in the Workplace	1	40
T/503/2642	Maintaining Non-structural Carpentry Work in the Workplace	2	47
R/503/2924	Confirming the Occupational Method of Work in the Workplace	3	37

Pathway 5 – Timber Frame Erection

Mandatory Units – candidates must complete all units			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
R/506/4983	Erecting timber walls and floors in the workplace	2	77
D/506/4985	Erecting timber roof structures in the workplace	2	77
Additional Unit – candidates may choose to take this unit, it will not count towards the qualification			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
R/506/3929	Slinging and hand signalling the movement of suspended loads in the workplace	2	33

Pathway 6 – Timber Decks and Cladding

Mandatory Units – candidates must complete this unit			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
T/506/5172	Setting up and using transportable cutting and shaping machines in the workplace	2	80
Optional Units – candidates must complete a minimum of ONE unit			
Unit Reference Number	**Unit Title**	**Unit Level**	**GLH**
M/503/2736	Installing Rainscreen Wall Cladding Systems in the Workplace	2	83
T/503/2737	Installing Specialised Wall Cladding and Bespoke Systems in the Workplace	2	83
A/503/2738	Installing Timber Wall Cladding Systems in the Workplace	2	83
F/503/2496	Installing Low Level Timber Decks in the Workplace	2	67
L/503/2498	Installing Elevated Timber Decks in the Workplace	3	83

Centre Requirements

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

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

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

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

Support for Candidates

Materials produced by centres to support candidates should:

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

Assessment

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

Assessment guidance is included to assure consistency.

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

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

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

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

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

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 qualifications will be awarded:

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

  ProQual Level 2 NVQ Diploma in Wood Occupations (Construction)

Claiming certificates

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

Replacement certificates

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

Learning Outcomes and Assessment Criteria
Unit A/503/1170
Conforming to General Health, Safety and Welfare in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - 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.
		1.7	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.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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.
		3.6	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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– 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.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Unit J/503/1169
Conforming to Productive Working Practices in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.
		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: – job cards – worksheets – material/resource lists – time sheets.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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.
		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: – individuals – customer and operative – operative and line management – own and other occupations.
		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.

Unit F/503/1171
Moving, Handling and Storing Resources in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – 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.
		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.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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.
		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 and/or storing resources, and the 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).
		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: – lifting and handling aids – container(s) – fixing, holding and securing systems.
		4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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.
		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 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 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: – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.
		7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	– sheet material – loose material – bagged or wrapped material – ragile material – tools and equipment – components – liquids.
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
	7.4 Describe the needs of other occupations when moving, handling and/or storing resources.

Unit K/503/3402
Installing First Fixing Components in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing first fixing components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	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: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when installing first fixing components.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when installing first fixing components and describe how and when they are used.
3	Maintain safe working practices when installing first fixing components.	3.1	Use health and safety control equipment and access equipment/working platforms (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing first fixing components.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to install first fixing components.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, metals, frames, linings, staircases, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install first fixing components.
5	Minimise the risk of damage to the work and surrounding area when installing first fixing components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with 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 first fixing components.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to install first fixing components to the required specification.	7.1	Demonstrate the following work skills when installing first fixing components: – measuring, marking out, fitting, finishing, positioning and securing.
		7.2	Install four of the following to given working instructions: – frames (door and/or window) – linings (door and/or hatch) – floor joist coverings (or flat roof decking) – partitions (straight)

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– staircases (straight).
	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment
	7.5	Safely store the materials, tools and equipment used when installing first fixing components.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix standard door and window frames, window boards, linings, flooring/decking, partitions full or partial height (straight), plasterboard, staircases (straight) – form joints associated with first fixing – use hand tools, power tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing first fixing components.
	7.8	Describe the methods of sharpening the hand tools used when installing first fixing components.
	7.9	Describe how to maintain the tools and equipment used when installing first fixing components.

Unit T/503/3404
Installing Second Fixing Components in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing second fixing components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	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: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when installing second fixing components.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when installing second fixing components and describe how and when they are used.
3	Maintain safe working practices when installing second fixing components.	3.1	Use health and safety control equipment and access equipment/working platforms (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing second fixing components.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when health and safety control equipment , identified by the principles of protection, should be used, relating to installing second fixing components, and the types, purpose and limitations of each type the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to install second fixing components.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, timber boarding, plastics, metals, doors, mouldings, ironmongery, wall and floor units/fitments, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install second fixing components.
5	Minimise the risk of damage to the work and surrounding area when installing second fixing components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with 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 second fixing components.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information and the required specification to install second fixing components.	7.1	Demonstrate the following work skills when installing second fixing components: – measuring, marking out, fitting, finishing, positioning and securing.
		7.2	Install five of the following to given working instructions: – side hung doors – mouldings (standard architrave, skirting) – ironmongery – service encasement

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– wall and floor units/fitments – cladding – stair components (balustrades, handrails, spindles).
	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when installing second fixing components.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix internal and external side hung doors, ironmongery, standard architraves, skirting, dado rails, picture rails, internal and external cladding, service encasements, wall and floor units/fitments and stair components – form joints associated with second fixing – use hand tools, power tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing second fixing components.
	7.8	Describe the methods of sharpening the hand tools used when installing second fixing components.
	7.9	Describe how to maintain the tools and equipment used when installing second fixing components.

Unit M/503/2641
Erecting Structural Carcassing Components in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting structural carcassing components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when erecting structural carcassing components.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when erecting structural carcassing components and describe how and when they are used.
3	Maintain safe working practices when erecting structural carcassing components.	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when with erecting structural carcassing components.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to with erecting structural carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect structural carcassing components.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, plastic mouldings, metals, trussed rafters, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect structural carcassing components.
5	Minimise the risk of damage to the work and surrounding area when erecting structural carcassing components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when erecting structural carcassing components.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to erect structural carcassing components to the required specification.	7.1	Demonstrate the following work skills when erecting structural carcassing components: – measuring, marking out, cutting, fitting, finishing, positioning and securing.
		7.2	Erect one of the following to given working instructions: – inclined roofs with gables – roof verge and eaves finishings – joists (ground, upper or flat roof), including coverings (flat roofs, decks or floors).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when erecting structural carcassing components.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix gable roof trussed rafters, cut roofs, ground, upper and flat roof joists – cut, fit and fix coverings and finishings in timber and plastic (flat roofs, verges and eaves, floors, decks) – form joints associated with carcassing – use hand tools, power tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when erecting structural carcassing components.
	7.8	Describe the methods of sharpening the hand tools used when erecting structural carcassing components.
	7.9	Describe how to maintain the tools and equipment used when erecting structural carcassing components.

Unit T/503/2642
Maintaining Non-structural Carpentry Work in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when maintaining non-structural carpentry work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used.
3	Maintain safe working practices when maintaining non-structural carpentry work.	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural carpentry work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to maintain non-structural carpentry work.	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: – timber, manufactured sheet material, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants, guttering, downpipe, fixings and associated ancillary items – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural carpentry work.
5	Minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when maintaining non-structural carpentry work.	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: – types of progress charts, timetables and estimated times. – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to maintaining non-structural carpentry work to the required specification.	7.1	Demonstrate the following work skills when maintaining non-structural carpentry work: – measuring, marking out, splicing, fitting, finishing, positioning and securing.
		7.2	Repair and/or replace four of the following to given working instructions: – frames – mouldings – doors – windows (including replacement glazing)

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– door and/or window ironmongery – verge and/or eaves – guttering and downpipes – sash cords.
	7.3	Prime the repair to the work to given working instructions.
	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when maintaining non-structural carpentry work.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – splice and replace frames and mouldings – repair and replace doors and windows – repair and replace ironmongery – repair or replace guttering, downpipes – replace sash cords – replace architraves, skirting, dado rails and picture rails – form joints associated with repairs – use hand tools, power tools and equipment – work at height – use access equipment.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work.
	7.9	Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work.
	7.10	Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work.

Unit T/506/5172
Setting up and using transportable cutting and shaping machines in the workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when setting up and using transportable cutting and shaping machines.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations associated with operating machines.
2	Know how to comply with relevant legislation and official guidance when setting up and using transportable cutting and shaping machines.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when setting up and using transportable cutting and shaping machines and describe how and when they are used.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Maintain safe working practices when setting up and using transportable cutting and shaping machines.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when setting up and using transportable cutting and shaping machines.
		3.2	Demonstrate compliance with given information and relevant legislation when setting up and using transportable cutting and shaping machines in relation to – safe use of access equipment – safe handling of materials – safe use and storage of materials, tools, equipment and ancillaries – specific risks to health.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting up and using transportable cutting and shaping machines, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – 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 given instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4	Select the required quantity and quality of resources for the methods of work to set up and use transportable cutting and shaping machines.	4.1	Select resources associated with own work in relation to materials, components and fixings, tools, equipment and accessories.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– accessories – tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to set up and use transportable cutting and shaping machines.
5	Minimise the risk of damage to the work and surrounding area when setting up and using transportable cutting and shaping machines.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when setting up and using transportable cutting and shaping machines.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to:

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– select accessories for the machine and the work – identify maintenance requirements for accessories.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – cut and shape materials to agreed tolerances – change saw blades: circular, chop, mitre, bench, jig, reciprocating, alligator and scroll – change accessories: drill bits, router bits, discs, planner blades, abrasives. – use templates, profiles and jigs – operate fixed machines – use tools, accessories and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when setting up and using powered transportable cutting and shaping machines.
	7.8	Describe how to maintain the tools, accessories and ancillary equipment used when setting up and using transportable cutting and shaping machines.

Unit A/506/4976
Manufacturing routine architectural joinery products in the workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when manufacturing routine architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).
2	Know how to comply with relevant legislation and official guidance when manufacturing routine architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	Describe the types of fire extinguishers available when manufacturing routine architectural joinery products and describe how and when they are used.
3	Maintain safe and healthy working practices when	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	manufacturing routine architectural joinery products.		activity in accordance with current legislation and organisational requirements when manufacturing routine architectural joinery products.
		3.2	Demonstrate compliance with given information and relevant legislation when manufacturing routine architectural joinery products in relation to – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – 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 given instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4	Select the required quantity and quality of resources for the methods of work to manufacture routine architectural joinery products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metal, fabric, metal and rubber rims, glass, plastic,

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			ironmongery, adhesives, fixings and associated ancillary items – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacture routine architectural joinery products.
5	Minimise the risk of damage to the work and surrounding area when manufacturing routine architectural joinery products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when manufacturing routine architectural joinery products.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to manufacture routine architectural joinery products to the required specification.	7.1	Demonstrate the following work skills when manufacturing routine bench/architectural joinery products: – measuring, marking out, fitting, finishing, positioning and securing.
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
		7.3	Fit and assemble to form routine manufactured architectural joinery products to given working instructions; two of the following: – doors – windows with opening lights – units and/or fitments (panelling/cladding) – staircases.
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – form joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material.
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine architectural joinery products.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.6	Describe the methods of sharpening the hand tools used when manufacturing routine architectural joinery products.
	7.7	Describe how to maintain the tools and equipment used when manufacturing routine architectural joinery products.

Unit K/506/4973
Producing setting out details for routine architectural joinery products in the workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when producing setting out details for routine architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, cutting lists, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards and regulations governing buildings (animal welfare).
2	Know how to comply with relevant legislation and official guidance when producing setting out details for routine architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		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 producing setting out details for routine	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for routine architectural joinery products.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	architectural joinery products.	3.2	Demonstrate compliance with given information and relevant legislation when producing setting out details for routine architectural joinery products in relation to – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – 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 given instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4	Select the required quantity and quality of resources for the methods of work to produce setting out details for routine architectural joinery products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, paper for rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for routine architectural joinery products.
5	Minimise the risk of damage to the work and surrounding area when producing setting out details for routine architectural joinery products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when producing setting out details for routine architectural joinery products.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times

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

Unit M/506/4974
Marking out from setting out details for routine architectural joinery products in the workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when marking out from setting out details for routine architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).
2	Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		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 marking out from setting out details for routine architectural joinery products.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when marking out from setting out details for routine architectural joinery products.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Demonstrate compliance with given information and relevant legislation when marking out from setting out details for routine architectural joinery products – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to marking out from setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – 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 given instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4	Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine architectural joinery products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, setting out rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to mark out from setting out details for routine architectural joinery products.
5	Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine architectural joinery products.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when marking out from setting out details for routine architectural joinery products.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times

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

Unit K/503/2721
Setting Out Timber Framework in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when setting out timber framework.	1.1	Interpret and extract relevant information from drawings, specifications, method statements, risk assessments cutting lists and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists and information relating to historical timber framing and post and beam construction.
2	Know how to comply with relevant legislation and official guidance when setting out timber framework.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when setting out timber framework and describe how and when they are used.
3	Maintain safe working practices when setting out timber framework.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when setting out timber framework.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to set out timber framework.	4.1	Select resources associated with own work in relation to types and grades of timber, components and fixings, marking, testing and levelling tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material – pegs and metal fixings – marking, testing and levelling tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Explain how to calculate quantity, length, area and wastage associated with the method/procedure to set out timber framework.
5	Minimise the risk of damage to the work and surrounding area when setting out timber framework.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when setting out timber framework.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to set out timber framework to the required specification.	7.1	Demonstrate the following work skills when setting out timber framework: – measuring, marking out, levelling and squaring.
		7.2	Measure, set out and mark out to given working instructions: – timber wall and floor components (structural and/or non-structural) – timber pitched roof components.
		7.3	Safely use and handle materials.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Safely use and maintain marking, levelling and testing tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when setting out timber framework.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and mark components for structural and non- structural timber walls, cross frames and floors – set out and mark components for timber trussed purlin roofs – use roofing squares and layout methods – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess the milling and cleaving process – mark out joints for components associated with structural timber framework – work with lifting equipment (an awareness of the necessity for user certification) – erect timber framework – use marking and levelling tools and equipment.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when setting out timber framework.
	7.9	Describe how to maintain the tools and equipment used when setting out timber framework.

Unit J/503/2726
Fabricating Timber Framework in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when fabricating timber framework.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and cutting lists.
		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: – drawings specifications, method statements, risk assessments, cutting lists and information relating to historical timber framing and post and beam construction.
2	Know how to comply with relevant legislation and official guidance when fabricating timber framework.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when fabricating timber framework and describe how and when they are used.
3	Maintain safe working practices when fabricating timber framework.	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when fabricating timber framework.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to fabricating timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to fabricate timber framework.	4.1	Select resources associated with own work in relation to materials and structural components, timber and metal fixings, tools, machines and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material – pegs and metal fixings – marking and levelling tools and equipment – hand tools and hand-held power tools and equipment – power tools/machines.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to fabricate timber framework.
5	Minimise the risk of damage to the work and surrounding area when fabricating timber framework.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when fabricating timber framework.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to fabricate timber framework to the required specification	7.1	Demonstrate the following work skills when fabricating timber framework: – measuring, marking out, jointing, fitting, marking, finishing, positioning and securing.
		7.2	Fabricate, assemble and carpenter mark components to given working instructions for: – timber wall and floor components (structural and/or non-structural) – timber pitched roof components.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Store components ready for transportation/use to given instructions.
	7.4	Safely use and handle materials.
	7.5	Safely use and maintain hand tools, hand-held portable power tools, power tools/machines and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when fabricating timber framework.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – cut, shape, fit and assemble components to fabricate structural and/or non- structural timber walls and floor components – cut, shape, fit and assemble components for structural timber pitched roofs – mark and drill offset peg holes – make different types of pegs – make carpenter marks.
	7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – use roofing squares and layout methods – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects – assess the milling and cleaving process – form specialised joints associated with heavy structural timber framework components.
	7.9	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – store components ready for transportation and use – work with lifting and hoisting equipment (an awareness of the necessity for user certification)

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– use hand tools, hand-held power tools, specialised power tools/machines and equipment – work at height – use access equipment.
	7.10	Describe the needs of other occupations and how to effectively communicate within a team when fabricating timber framework.
	7.11	Describe how to maintain the tools and equipment used when fabricating timber framework.

Unit R/503/2731
Assembling and Erecting Heavy Timber Framework – Post and Beam in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when assembling and erecting heavy timber framework (post and beam).	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, 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: – drawings, specifications, schedules, method statements, risk assessments, information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when assembling and erecting heavy timber framework (post and beam).	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		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 assembling and erecting heavy timber framework (post and beam).	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when assembling and erecting heavy timber framework (post and beam).

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to assembling and erecting heavy timber framework (post and beam), and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to assemble and erect heavy timber framework (post and beam).	4.1	Select resources associated with own work in relation to materials, components, pegs, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, pre-fabricated components – pegs, metal fixings, glues and resin products – mechanical lifting equipment, appliances and accessories – hand and hand-held power tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to assemble and erect heavy timber framework (post and beam).
5	Minimise the risk of damage to the work and surrounding area when assembling and erecting heavy timber framework (post and beam).	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when assembling and erecting heavy timber framework (post and beam).	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to assemble and erect heavy timber framework (post and beam) to the required specification.	7.1	Demonstrate the following work skills when assembling and erecting heavy timber framework (post and beam): – measuring, marking out, levelling, plumbing, aligning, cutting, fitting, fixing, finishing, positioning and securing.
		7.2	Prepare, assemble and erect heavy timber framework to given working instructions for: – walls (structural and/or non-structural)

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– floors – roofs.
	7.3	Safely use and handle materials.
	7.4	Safely use and maintain hand tools, hand-held portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when assembling and erecting heavy timber framework (post and beam).
	7.6	Safely conduct lifting operations as appropriate to the work.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – unload and handle pre-fabricated components – determine angles and lengths – calculate geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects – assess the milling and cleaving process – determine how the conversion method effects the end use – form joints associated with structural and non-structural timber frame components – brace in-situ components to form or support structural and/or non-structural frameworks.
	7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assemble heavy timber framework walls, (structural and/or non-structural), floors and roofs (trusses, purlins, hips, valleys) – erect heavy timber framework walls, (structural and/or non-structural), floors and roofs – peg assemblies – work with lifting and hoisting equipment – finish surfaces (sand blasting, pest control, oiling and end sealing)

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– use hand tools, power tools and equipment – use power tools/machines – work at height – use access equipment.
	7.9	Describe the needs of other occupations and how to effectively communicate within a team when assembling and erecting heavy timber framework (post and beam).
	7.10	Describe how to maintain the tools and equipment used when assembling and erecting heavy timber framework (post and beam).

Unit L/503/2632
Installing Frames and Linings in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to comply with relevant legislation and official guidance when installing frames and linings.	1.1	Describe the different types of relevant instruction used with the method/procedure to install frames and linings.
		1.2	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		1.3	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		1.4	State what the accident reporting procedures are and who is responsible for making reports.
		1.5	State the types of fire extinguishers available when installing frames and linings and describe how and when they are used.
2	Maintain safe working practices when installing frames and linings.	2.1	Use health and safety control equipment and access equipment/working platforms (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing frames and linings.
		2.2	State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing frames and linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective finishes – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		2.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
3	Select the required quantity and quality of resources for the methods of work to install frames and linings.	3.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		3.2	Describe the characteristics, quality, uses, sustainability, limitations, and defects associated with the resources in relation to: – timber, manufactured sheet material, frames, window boards, linings, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment.
		3.3	State how the resources should be used correctly.
		3.4	Outline any potential hazards associated with the resources and method of work.
		3.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install frames and linings.
4	Minimise the risk of damage to the work and surrounding area when installing frames and linings.	4.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		4.2	Minimise damage and maintain a clean work space.
		4.3	Dispose of waste in accordance with legislation.
		4.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		4.5	State why the disposal of waste should be carried out safely in accordance with environmental

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
5	Complete the work within the allocated time when installing frames and linings.	5.1	Demonstrate completion of the work within the allocated time.
		5.2	State the purpose of the work programme.
		5.3	State why deadlines should be kept in relation to agreed start and finish times.
6	Comply with the given contract information to install frames and linings to the required specification.	6.1	Demonstrate the following work skills when installing frames and linings: – measuring, marking out, fitting, finishing, positioning and securing.
		6.2	Install frames (door and/or window) and linings (door and/or hatch) to given working instructions.
		6.3	Safely use and handle materials
		6.4	Safely use hand tools, portable power tools and ancillary equipment.
		6.5	Safely store the materials, tools and equipment used when installing frames and linings.
		6.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix standard door and window frames, window boards, linings – form joints associated with first fixing – use hand tools, power tools and equipment – work at height – use access equipment.
		6.7	State the needs of other occupations and how to effectively communicate within a team when installing frames and linings.
		6.8	Describe how to maintain the tools and equipment used when installing frames and linings.

Unit M/503/2638
Installing Internal Mouldings in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to comply with relevant legislation and official guidance when installing internal mouldings.	1.1	Describe the different types of relevant instruction used with the method/procedure to install internal mouldings.
		1.2	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		1.3	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		1.4	State what the accident reporting procedures are and who is responsible for making reports.
		1.5	State the types of fire extinguishers available when installing internal mouldings and describe how and when they are used.
2	Maintain safe working practices when installing internal mouldings.	2.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing internal mouldings.
		2.2	State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing internal mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective finishes – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		2.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
3	Select the required quantity and quality of resources for the methods of work to install internal mouldings.	3.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		3.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – architrave, skirting, dado rails, picture rails, fixings and associated ancillary items – hand and/or powered tools and equipment.
		3.3	State how the resources should be used correctly.
		3.4	Outline any potential hazards associated with the resources and method of work.
		3.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install internal mouldings.
4	Minimise the risk of damage to the work and surrounding area when installing internal mouldings.	4.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		4.2	Minimise damage and maintain a clean work space.
		4.3	Dispose of waste in accordance with legislation.
		4.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		4.5	State why the disposal of waste should be carried out in relation to the work in accordance with environmental responsibilities, organisational

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			procedures, manufacturers' information, statutory regulations and official guidance.
5	Complete the work within the allocated time when installing internal mouldings.	5.1	Demonstrate completion of the work within the allocated time.
		5.2	State the purpose of the work programme.
		5.3	State why deadlines should be kept in relation to agreed start and finish times.
6	Comply with the given contract information to install internal mouldings to the required specification.	6.1	Demonstrate the following work skills when installing internal mouldings: – measuring, marking out, fitting, finishing, positioning and securing.
		6.2	Install architrave and skirting and/or mouldings requiring scribes and mitres to given working instructions.
		6.3	Safely use and handle materials.
		6.4	Safely use hand tools, portable power tools and ancillary equipment.
		6.5	Safely store the materials, tools and equipment used when installing internal mouldings.
		6.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix: architraves, skirtings, dado rails, picture rails, mouldings, mitre and scribe, scribe to irregular surfaces, return mouldings across width and thickness – use hand tools, power tools and equipment – work at height – use access equipment.
		6.7	State the needs of other occupations and how to communicate within a team when installing internal mouldings.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	6.8	State how to sharpen the hand tools used when installing internal mouldings.
	6.9	Describe how to maintain the tools and equipment used when installing internal mouldings.

Unit R/503/2924
Confirming the Occupational Method of Work in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– 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.
		3.4	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.
		3.5	Explain how different methods of work can achieve zero/low carbon outcomes.
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.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	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.

Unit R/506/4983
Erecting timber walls and floors in the workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting timber walls and floors.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statement, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data and current regulations associated with erecting timber walls and floors.
2	Know how to comply with relevant legislation and official guidance when erecting timber walls and floors.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – 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.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe and healthy working practices when erecting timber walls and floors.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber walls and floors.
		3.2	Demonstrate compliance with given information and relevant legislation when erecting timber walls and floors in relation to:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– safe use of access equipment – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting timber walls and floors, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – 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 given working instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4	Select the required quantity and quality of resources for the methods of work to erect timber walls and floors.	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: – timber, timber/non-timber sheet material, wall and floor panels, timber/steel columns and beams, damp-proof course, damp-proof membranes, breather membranes, fire stops, cavity barriers, and vapour control layers, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items – hand and portable power tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and methods of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect timber walls and floors.
5	Minimise the risk of damage to the work and surrounding area when erecting timber walls and floors.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when erecting timber walls and floors.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to erect timber walls and	7.1	Demonstrate the following work skills when erecting timber walls and floor structures: – measuring, marking out, fitting, aligning, positioning and securing.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
floors to the required specification.	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Erect or install the following to given working instructions: – sole plates – timber frame walls and floors (structural and non-structural). – incorporated structural columns and beams.
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – extract and transfer data from drawings for the erection of timber walls and floors – line, level and fix sole plates, including damp-proof course/damp- proof membrane – erect both manually and with mechanical lifting equipment: wall and floor panels, loose joist and decking, incorporated structural columns and beams (timber and steel); including temporary propping and bracing – form joints associated with timber frame construction – form openings – install fire stops, cavity barriers, breather membranes and vapour control layers – install floating floors – install insulation
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install disproportionate collapse components – identify differential movement and settlement – identify transfer of line and load point positions in load bearing walls/floors – work with plant and machinery to lift and transfer loads – unload and store wall and floor components – recognise and determine when specialist skills and knowledge are required and report accordingly – use hand tools, portable power tools and equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– work at height – use access equipment.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when erecting timber walls and floors.
	7.7	Describe how to maintain the hand tools and/or portable power tools and equipment used for erecting timber walls and floors.

Unit D/506/4985
Erecting timber roof structures in the workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting timber roof structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data and current regulations associated with erecting timber frame roof structures.
2	Know how to comply with relevant legislation and official guidance when erecting timber roof structures.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – 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.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe and healthy working practices when erecting timber roof structures.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber roof structures.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Demonstrate compliance with given information and relevant legislation when erecting timber roof structures in relation to: – safe use of access equipment – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting timber roof structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – 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 given working instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4	Select the required quantity and quality of resources for the methods of work to erect timber roof structures.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, steel, timber/non-timber material, trussed rafters, fire stops, vapour control layers, insulation, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items – hand and portable power tools and equipment.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and methods of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect timber roof structures.
5	Minimise the risk of damage to the work and surrounding area when erecting timber roof structures.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when erecting timber roof structures.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
7	Comply with the given contract information to erect timber roof structures to the required specification.	7.1	Demonstrate the following work skills when erecting timber roof structures: – measuring, marking out, fitting, finishing, positioning and securing.
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
		7.3	Construct and erect roof structures to given working instructions relating to the following: – in-situ roofs (manually and/or mechanically handled) – pre-assembled roof structures (mechanically handled).
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – extract and transfer data from drawings for the erection of timber roof structures – identify roof components – construct in-situ, flat and pitched roofs structures – install pre-assembled, flat and pitched roof structures – take account of other methods of roof construction – install fire stops, cavity barriers and vapour control layers – install insulation
		7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install temporary props and braces – install permanent roof bracing – form openings – work with plant and machinery to lift and transfer loads – unload and store roof components – recognise and determine when specialist skills and knowledge are required and report accordingly – use hand tools, portable power tools and equipment – work at height – use access equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when erecting timber roof structures.
	7.7	Describe how to maintain the hand tools, portable power tools and ancillary equipment used when erecting timber roof structures.

Unit R/506/3929
Slinging and hand signalling the movement of suspended loads in the workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the preparation for and the slinging and signalling of loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice.
2	Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.	2.1	Organise the work according to given information or instructions.
		2.2	Describe how to communicate ideas between team members.
		2.3	Organise and communicate with team members and other associated occupations.
		2.4	Describe how to organise resources prior to and when slinging and signalling of loads.
3	Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.
4	Maintain safe and healthy working practices when preparing for and slinging and signalling loads.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads.
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following: – safe use and storage of tools and equipment – safe use, storage and handling of lifting accessories – safe use of access equipment – specific risks to health.
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.	5.1	Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment.
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: – lifting accessories – signalling and communication equipment – hand tools and ancillary equipment.
		5.3	Describe how the resources should be used correctly~~,~~ and how problems associated with the resources are reported.
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		5.5	Describe any potential hazards associated with the resources and methods of work.
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling.
6	Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		6.2	Prevent damage and maintain a clean work space.
		6.3	Dispose of waste in accordance with current legislation.
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures,

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			manufacturers' information, statutory regulations and official guidance.
7	Complete the work within the allocated time when preparing to and slinging and signalling loads.	7.1	Demonstrate completion of the work within the allocated time.
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8	Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: – measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying.
		8.2	Use and maintain lifting accessories, lifting aids and equipment.
		8.3	Inspect and prepare lifting accessories prior to slinging.
		8.4	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following: – balanced – unbalanced – loose – bundled – container – drum – a load where the machine operator cannot observe its full movement path.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	8.5	Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: – balanced – unbalanced – loose – bundled – container – drum – a load where the machine operator cannot observe its full movement path.
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations – confirm the authority, duties and responsibilities allocated – identify characteristics of lifting equipment and lifting accessories – identify and interpret valid certification for maintenance, inspection and thorough examination
	8.7	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: – lift and transfer people – sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator – communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios) – confirm methods of communication – recognise blind-spots, potential crush zones and other limitations to driver visibility

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– consider the load characteristics including centre of gravity and lifting points to determine the method of slinging – determine and check the route of the load before and during the lift including distances, clearances and landing position
	8.8	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: – select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids – identify rejection criteria for removing lifting accessories from service – recognise and determine when specific skills and knowledge are required and report accordingly – attach lifting accessories and sling loads securely – ensure balance and stability of loads – attach and use load guidance equipment (tag lines) – guide and place suspended loads by recognised methods of communication and agreed operational procedures – land and position loads safely and securely – remove and store lifting accessories – use hand tools and ancillary equipment.
	8.9	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.
	8.10	Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads.

Unit M/503/2736
Installing Rainscreen Wall Cladding Systems in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing rainscreen wall cladding systems.	1.1	Interpret and extract relevant information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statements.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when installing rainscreen wall cladding systems.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – n the workplace, 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.
		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 installing rainscreen wall cladding systems.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing rainscreen wall cladding systems.
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing rainscreen wall cladding systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to install rainscreen wall cladding systems.	4.1	Select resources associated with own work in relation to materials, components and specialised fixings for compatible materials, tools and equipment, appropriate access equipment and loading and unloading.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – terracotta tiles, masonry cladding, single skin and composite panels, panel hangers, drips, cover strips, fixings, fittings and other materials associated with rainscreen cladding – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install rainscreen wall cladding systems.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Minimise the risk of damage to the work and surrounding area when installing rainscreen wall cladding systems.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection.
		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 rainscreen wall cladding 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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme – quality control.
7	Comply with the given contract information to install rainscreen wall cladding systems to the required specification.	7.1	Demonstrate the following work skills when installing rainscreen wall cladding systems: – measuring, marking out, fitting, positioning and securing.
		7.2	Install rainscreen wall cladding systems and the following components to contract specification: – terracotta tiles – single and/or composite panels.
		7.3	Ensure testing and/or inspections have been carried out for hand tools, portable power tools, appropriate levelling instruments and ancillary equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Safely use hand tools, portable power tools, appropriate levelling instruments and ancillary equipment.
	7.5	Safely store the tools and equipment used when installing rainscreen wall cladding systems.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess suitability of background materials – form internal and external angles – form opening reveals – use hand tools, power tools and equipment – install rainscreen cladding and associated components: terracotta tiles, single and composite panels.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing rainscreen wall cladding systems.
	7.8	Describe how to maintain the tools and equipment used when installing rainscreen wall cladding systems.

Unit T/503/2737
Installing Specialised Wall Cladding and Bespoke Systems in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing specialised wall cladding and bespoke systems.	1.1	Interpret and extract relevant information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when installing specialised wall cladding and bespoke systems.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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.
		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 installing specialised wall cladding and bespoke systems.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing specialised wall cladding and bespoke systems.
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing specialised wall cladding and bespoke systems, and the types, purpose and limitations of each type, the work

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to install specialised wall cladding and bespoke systems.	4.1	Select resources associated with own work in relation to materials, components and specialised fixings for compatible materials, tools and equipment, appropriate access equipment and loading and unloading.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – terracotta tiles, masonry cladding, single skin and composite panels, panel hangers, drips, cover strips, fixings, fittings and other materials associated with specialised cladding and bespoke systems – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install specialised wall cladding and bespoke systems.
5	Minimise the risk of damage to the work and surrounding area when installing specialised wall cladding and bespoke systems.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection.
		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 specialised wall cladding and bespoke 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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme – quality control.
7	Comply with the given contract information to install specialised wall cladding and bespoke systems to the required specification.	7.1	Demonstrate the following work skills when installing specialised wall cladding and bespoke systems: – measuring, marking out, fitting, positioning and securing.
		7.2	Install specialised wall cladding, bespoke systems and the following components to contract specification: – stone cladding – single and/or composite panels.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Ensure testing and/or inspections have been carried out for hand tools, portable power tools, appropriate levelling instruments and ancillary equipment.
	7.4	Safely use hand tools, portable power tools, appropriate levelling instruments and ancillary equipment.
	7.5	Safely store the tools and equipment used when installing specialised wall cladding and bespoke systems.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess suitability of background materials – form internal and external angles – form opening reveals – use hand tools, power tools and equipment – install specialised cladding, bespoke systems and associated components: stone cladding, single and/or composite panels.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when specialised wall cladding and bespoke systems.
	7.8	Describe how to maintain the tools and equipment used when installing specialised wall cladding and bespoke systems.

Unit A/503/2738
Installing Timber Wall Cladding Systems in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing timber wall cladding systems.	1.1	Interpret and extract relevant information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when installing timber wall cladding systems.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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.
		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 installing timber wall cladding systems.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing timber wall cladding systems.
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing timber wall cladding systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to install timber wall cladding systems.	4.1	Select resources associated with own work in relation to materials, components and specialised fixings for compatible materials, tools and equipment, appropriate access equipment and loading and unloading.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – terracotta tiles, masonry cladding, single skin and composite panels, panel hangers, drips, cover strips, fixings, fittings and other materials associated with timber cladding – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install timber wall cladding systems.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Minimise the risk of damage to the work and surrounding area when installing timber wall cladding systems.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection.
		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 timber wall cladding 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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme – quality control.
7	Comply with the given contract information to install timber wall cladding systems to the required specification.	7.1	Demonstrate the following work skills when installing timber wall cladding systems: – measuring, marking out, fitting, positioning and securing.
		7.2	Install timber wall cladding to contract specification.
		7.3	Ensure testing and/or inspections have been carried out for hand tools, portable power tools, appropriate levelling instruments and ancillary equipment.
		7.4	Safely use hand tools, portable power tools, appropriate levelling instruments and ancillary equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	7.5 Safely store the tools and equipment used when installing timber wall cladding systems.
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess suitability of background materials – form internal and external angles – form opening reveals – use hand tools, power tools and equipment – install timber cladding.
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing timber wall cladding systems.
	7.8 Describe how to maintain the tools and equipment used when installing timber wall cladding systems.

Unit F/503/2496
Installing Low Level Timber Decks in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing low level timber decks.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, official guidance and regulations associated with low level timber decks.
2	Know how to comply with relevant legislation and official guidance when installing low level timber decks.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when installing low level timber decks and describe how and when they are used.
3		3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with legislation and

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	Maintain safe working practices when installing low level timber decks.		organisational requirements when installing low level timber decks.
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing low level timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to install low level timber decks.	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: – treated timber – metal fixings – mortar and other chemical fixing agents – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.5	Describe any potential hazards associated with the resources and method of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install low level timber decks.
5	Minimise the risk of damage to the work and surrounding area when installing low level timber decks.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing low level timber decks.	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to install low level timber decks to the required specification.	7.1	Demonstrate the following work skills when installing low level timber decks: – measuring, marking out, cutting, fitting, levelling, plumbing, finishing, positioning and securing.
		7.2	Prepare site for, and install, low level timber decks, walkways or boardwalks to given working instructions.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Incorporate five of the following when installing low level timber decks, walkways or boardwalks: – embedded column footings – raised column footings – wall plates – blocking – bracing – parapets or balustrades – stairs – ramps.
	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when installing low level timber decks.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm load bearing requirements – identify desired service life – identify parts of the low level deck, walkway or boardwalk (top rail, parapet, hand rail, balusters, newel post, edge joist, piers, column, bracing, blocking, joists, wall plate, deck boards) – fit wall plates by masonry and other chemically cured fixings – mix concrete and mortar – prepare embedded and raised column footings – prepare and form piers – space columns.
	7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assemble beams and posts – mount joists – fit blocking and bracing – maximise optional cantilever

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– prepare, fit and fix battens and deck boards – fit parapets, including handrails, top rails and base rails – fit access stairs and ramps – cap vertical components – advice on aftercare and maintenance – use hand tools, power tools and equipment – work at height – use access equipment.
	7.9	Describe the needs of other occupations and how to effectively communicate within a team when installing low level timber decks.
	7.10	Describe how to maintain the tools and equipment used when installing low level timber decks.

Unit L/503/2498
Installing Elevated Timber Decks in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing elevated timber decks.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, official guidance and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when installing elevated timber decks.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4	State the types of fire extinguishers available when installing elevated timber decks and describe how and when they are used.
3	Maintain safe working practices when installing elevated timber decks.	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing elevated timber decks.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing elevated timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to install elevated timber decks.	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: – treated timber – metal fixings – mortar and other chemical fixing agents – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to installing elevated timber decks.
5	Minimise the risk of damage to the work and surrounding area when installing elevated timber decks.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing elevated timber decks.	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to install elevated timber decks to the required specification.	7.1	Demonstrate the following work skills when installing elevated timber decks: – measuring, marking out, cutting, fitting, levelling, plumbing, finishing, positioning and securing.
		7.2	Prepare site for, and install, elevated timber decks, balconies, walkways or boardwalks to given working instructions.
		7.3	Incorporate the following when installing elevated timber decks, balconies, walkways or board walks:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– embedded column footings – raised column footings – wall plates – blocking – bracing – parapets or balustrades – stairs with landings – ramps.
	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when installing elevated timber decks.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm load bearing requirements – identify desired service life – identify parts of the elevated deck, balcony, walkway or boardwalk (top rail, parapet, hand rail, balusters, newel post, edge joist, piers, column, bracing, blocking, joists, wall plate, deck boards) – fit wall plates by masonry and other chemically cured fixings – mix concrete and mortar – prepare embedded and raised column footings – prepare and form piers.
	7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – space columns – assemble beams and posts – mount joists – fit blocking and bracing including diagonal bracing – maximise optional cantilever – prepare, fit and fix battens and deck boards

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– fit parapets, including handrails, top rails and base rails – fit access stairs with landings and ramps.
	7.9	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – cap vertical components – advice on aftercare and maintenance – use hand tools, power tools and equipment – work at height – use access equipment.
	7.10	Describe the needs of other occupations and how to effectively communicate within a team when installing elevated timber decks.
	7.11	Describe how to maintain the tools and equipment used when installing elevated timber decks.

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