ProQual Level 3 NVQ Diploma in Plastering (Construction)

Qualification Specification

Contents

Introduction

The ProQual Level 3 NVQ Diploma in Plastering (Construction) qualification provides a nationally recognised qualification for those working in the construction industry who want to specialise in plastering.

Pathway 1: Level 3 NVQ Diploma in Plastering (Solid)
Pathway 2: Level 3 NVQ Diploma in Plastering (Fibrous)

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

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

Qualification Profile
Level 3 NVQ Diploma in Plastering (Construction)

Qualification title	**ProQual Level 3 NVQ Diploma in Plastering (Construction)**
Ofqual qualification number	603/5875/0
Level	3
Total Qualification Time	910 hours (374 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	25/5/2020
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

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

Qualification Structure

To achieve the qualification candidates must complete the Mandatory/Optional Units from one of the Pathways. Candidates may also complete any of the Pathway One Additional Units but these will not count towards the qualification.

Unit Endorsement information is included in the qualification structure information below.

Pathways

There are 2 Pathways, the Mandatory/Optional unit requirements for each are listed below.

Pathway 1: Level 3 NVQ Diploma in Plastering (Solid)
Pathway 2: Level 3 NVQ Diploma in Plastering (Fibrous)

Pathway 1 : Solid

Candidates must complete SIX Mandatory units, plus ONE Optional unit.

Mandatory Units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	*641*
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	*210v2*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
F/618/1260	Applying solid plaster to complex internal surfaces in the workplace	3	*76v2*
J/618/1261	Producing complex external render finishes in the workplace	3	*77v2*
Optional Units – ONE unit			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
J/615/1564	Installing direct bond dry lining systems in the workplace	2	*68v2*
H/615/1569	Installing mechanically fixed plasterboard in the workplace	2	*71v2*
L/618/1262	Running in-situ mouldings in the workplace	3	*80v2*

Additional Units for Pathway 1			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
R/618/1263	Producing granolithic works in the workplace	3	*78v2*
Y/618/1264	Producing specialised plaster finishes in the workplace *<u>Unit endorsement:</u>* ***One** of the following endorsements required:* *Terrazzo* *Mosaic* *Scagliola* *Polished* *Micro cement*	3	*79v2*

Pathway 2 : Fibrous

Candidates must complete NINE Mandatory units.

Mandatory Units			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	*641*
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	*209v2*
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	*210v2*
R/503/2924	Confirming the occupational method of work in the workplace	3	*211v2*
K/615/1573	Producing fibrous plaster components in the workplace	2	*74v2*
L/618/1262	Running in-situ mouldings in the workplace	3	*80v2*
D/618/1265	Producing complex plasterwork moulds in the workplace	3	*81v3*
H/618/1266	Installing complex fibrous plaster components in the workplace	3	*82v2*
K/618/1267	Repairing complex decorative fibrous plaster components in the workplace	3	*83v2*

Centre Requirements

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

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

Assessors/Internal Quality Assurance
Assessors for each unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

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

Support for Candidates

Materials produced by centres to support candidates should:

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

Links to National Standards / NOS mapping

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

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

Assessment

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

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

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

Evidence can include:

- observation report by assessor
- assignments/projects/reports
- professional discussion
- witness testimony
- candidate product
- worksheets
- record of oral and written questioning
- Recognition of Prior Learning

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

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

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

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

Internal Quality Assurance

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

Adjustments to Assessment

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

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

Results Enquiries and Appeals

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

Certification

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

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

  ProQual Level 3 NVQ Diploma in Plastering (Construction)

Claiming certificates

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

Unit certificates

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

Replacement certificates

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

Title:	Conforming to general health, safety and welfare in the workplace.
Unit Number:	M/508/6537

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.
	1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.
	1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.
	1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
	2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
	2.3	List the current Health and Safety Executive top ten safety risks.

Title:	Conforming to general health, safety and welfare in the workplace.

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
2 continued	2.4 List the current Health and Safety Executive top five health risks.
	2.5 State how changing circumstances within the workplace could cause hazards.
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
	3.4 Safely store health and safety control equipment in accordance with given instructions.
	3.5 Dispose of waste and/or consumable items in accordance with legislation.
	3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback.
	3.7 State the appropriate types of fire extinguishers relevant to the work.
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

Title:	Conforming to general health, safety and welfare in the workplace.

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
	4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace.
	4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.
5 Comply with and support all organisational security arrangements and approved procedures.	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft.
	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Title:	Conforming to general health, safety and welfare in the workplace.
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

Title:	Confirming work activities and resources for an occupational work area in the workplace
Unit Number:	A/503/2772

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Identify work activities, assess required resources and plan the sequence of work.	1.1	Identify work activities, assess required resources and plan the sequence of work.
	1.2	Identify work activities and formulate a plan for their own sequence of work.
	1.3	Explain the types of work relative to the occupational area and how to identify different work activities.
	1.4	Explain methods of assessing the resources needed from a range of available information.
	1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area.
2 Obtain clarification and advice where the resources required are not available.	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.
	2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.
3 Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1	Assess progress of work against project requirements, taking into account external factors relating to: – other occupations and /or customers – resources – weather conditions – health and safety requirements.
	3.2	Explain different methods of evaluating work activities against the following project requirements: – contract conditions – contract programme – health and safety requirements of operatives.
	3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: – other related programmes – special working conditions – weather conditions – other occupations/people – resources – health and safety requirements.

Title:	Confirming work activities and resources for an occupational work area in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Identify work activities which influence each other and make the best use of the resources available.	4.1 Determine work activities that have an influence on each other.
	4.2 Evaluate which work activities make the best use of available resources in relation to: – occupations and/or customers associated with the work – tools, plant and/or ancillary equipment – materials and components.
	4.3 Explain different methods and sources that can identify which work activities influence each other.
	4.4 Describe how to determine the sequence of work activities and how long each work activity will take.
	4.5 Describe what zero and low carbon requirements are.
	4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1 Evaluate project progress against the work programme to identify any changed circumstances.
	5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme.
	5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.
	5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme.
	5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

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

Title:	Developing and maintaining good occupational working relationships in the workplace
Unit Number:	M/503/2915

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.
	1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.
	1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.
	1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1 Communicate on the following work activity information to relevant people following organisational procedures: – appropriate timescales – health and safety requirements – co-ordination of work procedures.
	2.2 Explain the different methods and techniques used to inform relevant people about work activities.
	2.3 Explain the effects of not informing relevant people with the expected level of urgency.
	2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive: – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project.

Title:	Developing and maintaining good occupational working relationships in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.
	3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.
	3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: – progress – results – achievements – occupational problems – occupational opportunities – health and safety requirements – co-ordinated work.
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.
	4.2 Explain the methods of clarifying alternative proposals with relevant people.
	4.3 Explain the methods of suggesting alternative proposals.
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.
	5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

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

Title:	Confirming the occupational method of work in the workplace	
Unit Number:	R/503/2924	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Assess available project data accurately to determine the occupational method of work.		1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.
		1.2 Explain how to summarise the following project data: – required quantities – specifications – detailed drawings – health and safety requirements – timescales – scope of works.
		1.3 Explain the different methods of assessing available project data.
		1.4 Explain how to use project data to interpret the work method, In relation to: – standard work procedures – sequence of work – organisation of resources (people, equipment, materials) – work techniques – working conditions (health, safety and welfare) – risk assessment.
2 Obtain additional information from alternative sources in cases where the available project data is insufficient.		2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out.
		2.3 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: – customers or representatives – suppliers – regulatory authorities – manufacturer's literature.

Title:	Confirming the occupational method of work in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
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.
	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.

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

Title:	Applying solid plaster to complex internal surfaces in the workplace	
Unit Number:	F/618/1260	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when applying solid plaster to complex internal surfaces.		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 statement, risk assessments, manufacturers' information and current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when applying solid plaster to complex internal surfaces.		2.1 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.
		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 applying solid plaster to complex internal surfaces.		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 applying solid plaster to complex internal surfaces.
		3.2 Demonstrate compliance with given information and relevant legislation when applying solid plaster to complex internal surfaces in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Applying solid plaster to complex internal surfaces in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to applying solid plaster to complex internal surfaces, 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 apply solid plaster to complex internal surfaces.	4.1 Select resources associated with own work in relation to materials, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – backing coat and finishing plasters, sand, lime, cement and additives – beads and trims, scrim and tapes – expanded metal lath (EML), timber lath – clean water – hand tools, portable power tools and ancillary 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 methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply solid plaster to complex internal surfaces.

Title:	Applying solid plaster to complex internal surfaces in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when applying solid plaster to complex internal surfaces.	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 applying solid plaster to complex internal surfaces.	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 apply solid plaster to complex internal surfaces to the required specification.	7.1 Demonstrate the following work skills when applying solid plaster to complex internal surfaces: – plumb, measuring, marking out, mixing, applying and finishing one-, two- and three-coat plaster.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Prepare background surfaces, mix plaster and apply internal solid plaster to six of the following to given working instructions: – to internal and external angles other than 90° – to splayed walls – round or arched windows – round or square columns – attached piers – beams – inclined walls or ceilings – curved surfaces – lath walls or ceilings – expanded metal lath (EML)

Title:	Applying solid plaster to complex internal surfaces in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare background surfaces – mix plaster – apply and finish one-, two- and three-coat plasterwork to splayed walls, round and arched windows, round and square columns, attached piers, beams, inclined walls and ceilings, curved surfaces, lath walls and ceilings and EML to solid and board backgrounds – form internal and external angles other than 90°, reveals and expansion joints – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when applying solid plaster to complex internal surfaces.
	7.6 Describe how to maintain the tools and equipment used when applying solid plaster to complex internal surfaces.

Title:	Applying solid plaster to complex internal surfaces in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy Workplace evidence of skills cannot be simulated
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	80

Title:	Producing complex external render finishes in the workplace
Unit Number:	J/618/1261

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Interpret the given information relating to the work and resources when producing complex external render finishes.	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 current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when producing complex external render finishes.	2.1	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.
	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 complex external render finishes.	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 complex external render finishes.
	3.2	Demonstrate compliance with given information and relevant legislation when producing complex external render finishes in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Producing complex external render finishes in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to producing complex external render finishes, 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 produce complex external render finishes.	4.1 Select resources associated with own work in relation to materials, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – render, sand, lime, cement and additives – clean water – hand tools, portable 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 methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex external render finishes.

Title:	Producing complex external render finishes in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when producing complex external render finishes.	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 complex external render finishes.	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 produce complex external render finishes to the required specification.	7.1 Demonstrate the following work skills when producing complex external render finishes: – measuring, marking out, applying and finishing two- and three-coat render.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment
	7.3 Prepare backgrounds, mix render and produce four of the following external render finishes to given working instructions: – tyrolean – dash – ashlar joint – rough cast (harling, wetdash) – scraped – textured – simulated stone – decorative

Title:	Producing complex external render finishes in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare background surfaces – mix sand, cement and lime based external renders – apply two- and three-coat rendering to external solid backgrounds and expanded metal lath – form internal and external angles, reveals and expansion joints – form tyrolean, dash, ashlar joint, rough cast (harling, wet dash), scraped, textured, simulated stone and decorative render finishes – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when producing complex external render~~ing~~ finishes.
	7.6 Describe how to maintain the tools and equipment used when producing complex external render finishes.

Title:	Producing complex external render finishes in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	90

Title:	Installing direct bond dry lining systems in the workplace	
Unit Number:	J/615/1564	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when installing direct bond dry lining systems.		1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2 Comply with information and/or instructions derived from risk assessments and method statements.
		1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statement, risk assessments, manufacturers' information and current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when installing direct bond dry lining systems.		2.1 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.
		2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when installing direct bond dry lining systems.		3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing direct bond dry lining systems.
		3.2 Demonstrate compliance with given information and relevant legislation when in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Installing direct bond dry lining systems in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to installing direct bond dry lining systems, 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 relevant health and safety control equipment should be used in accordance with given working instructions.
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to install direct bond dry lining systems.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – manufactured proprietary boards – bonding compounds – fixings – hand tools, portable power tools and ancillary 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 methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install direct bond dry lining systems.

Title:	Installing direct bond dry lining systems in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when installing direct bond dry lining 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 current legislation.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing direct bond dry lining systems.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 direct bond dry lining systems to the required specification.	7.1 Demonstrate the following work skills when installing direct bond dry lining systems: – measuring, marking out, mixing, cutting, applying, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Prepare background surfaces, mix bonding compounds and install dry lining systems to given working instructions to include – direct bonding to solid backgrounds – form openings with reveals – form seals around perimeter and services – fit around services

Title:	Installing direct bond dry lining systems in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.4 Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mix bonding compounds – install internal dry linings by direct bond to solid backgrounds – form openings and reveals – fit around services – form seals around perimeter and services – repair direct bond dry internal linings – maintain ventilation as appropriate – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing direct bond dry lining systems.
	7.6 Describe how to maintain the tools and equipment used when installing direct bond dry lining systems.

Title:	Installing direct bond dry lining systems in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	37

Title:	Installing mechanically fixed plasterboard in the workplace	
Unit Number:	H/615/1569	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when installing mechanically fixed plasterboard.		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 statement, risk assessments, manufacturers' information and current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when installing mechanically fixed plasterboard.		2.1 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.
		2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when installing mechanically fixed plasterboard.		3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing mechanically fixed plasterboard.
		3.2 Demonstrate compliance with given information and relevant legislation when installing mechanically fixed plasterboard in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Installing mechanically fixed plasterboard in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment identified by principles of prevention should be used, relating to installing mechanically fixed plasterboard, 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 install mechanically fixed plasterboard.	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: – manufactured proprietary boards – fittings and fixings – hand tools, portable power tools and ancillary 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 methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install mechanically fixed plasterboard.

Title:	Installing mechanically fixed plasterboard in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard.	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 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 mechanically fixed plasterboard.	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 install mechanically fixed plasterboard to the required specification.	7.1 Demonstrate the following work skills when installing mechanically fixed plasterboard: – measuring, marking out, cutting, applying, fitting, fixing, finishing, positioning and securing.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment
	7.3 Prepare backgrounds and install plasterboard to given working instructions relating to the following: – clad to timber and/or metal – form openings with and without reveals – fit around services

Title:	Installing mechanically fixed plasterboard in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify appropriate standard, performance and uses of the plasterboard – install and mechanically fix plasterboard to timber and metal internal backgrounds – form openings with and without reveals – fit around services – repair damaged boarded areas – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing mechanically fixed plasterboard.
	7.6 Describe how to maintain the tools and equipment used when installing mechanically fixed plasterboard.

Title:	Installing mechanically fixed plasterboard in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30

Title:	Running in-situ mouldings in the workplace	
Unit Number:	L/618/1262	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when running in-situ mouldings.	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 current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when running in-situ mouldings.	2.1	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.
	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 running in-situ mouldings.	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 running in-situ mouldings.
	3.2	Demonstrate compliance with given information and relevant legislation when running in-situ mouldings in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Running in-situ mouldings in the workplace	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
3 continued	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to running in-situ mouldings, 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 hazards.
4 Select the required quantity and quality of resources for the methods of work to run in-situ mouldings.	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-based products, sheet materials, metal laths, sand, cement, lime, plaster – bonding agents, additives – clean water, – fixings and fittings – hand tools, portable power tools and ancillary 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 methods of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to run in-situ mouldings.

Title:	Running in-situ mouldings in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
5 Minimise the risk of damage to the work and surrounding area when running in-situ mouldings.	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 running in-situ mouldings.	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 run in-situ mouldings to the required specification.	7.1	Demonstrate the following work skills when running in-situ mouldings: – measuring, marking out, fitting, applying, running, positioning and securing.
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Prepare backgrounds and moulds, gauge and mix materials and run in-situ mouldings, straight and/or curved, to given working instructions for any one of the following: – cornices – dados – skirting – panels – angles – arches

Title:	Running in-situ mouldings in the workplace	
Additional information about this unit		
7 continued	7.4	Form joints; mitres; returns; stop-ends; short breaks.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – produce templates and construct running moulds – prepare backgrounds, set out and run in-situ straight and curved mouldings for cornices, dados, skirting, angles, panels and arches – prepare, gauge and mix materials – form short breaks and returns, short lengths and returns, joints and mitres – set out and fix running rules in situ, including overlaps – reproduce shape of existing mould to form template – core-out moulding – prevent build-up and gathering-on – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when running in-situ mouldings.
	7.7	Describe how to maintain the tools and equipment used when running in-situ mouldings.

Title:	Running In-situ mouldings in the workplace
Additional information about this unit	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	83

Title:	Producing granolithic works in the workplace
Unit Number:	R/618/1263

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when producing granolithic works.	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 current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when producing granolithic works.	2.1 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.
	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 granolithic works.	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 granolithic works.
	3.2 Demonstrate compliance with given information and relevant legislation when producing granolithic works in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Producing granolithic works in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing granolithic works, 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 produce granolithic works.	4.1 Select resources associated with own work in relation to materials, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: – granolithic aggregates, granite dust, sands, carborundum, cement and additives – formwork components – bonding and release agents – expansion joints – clean water – hand tools, portable power tools and ancillary 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 methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce granolithic works.

Title:	Producing granolithic works in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when producing granolithic works.	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 granolithic works.	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 produce granolithic works to the required specification.	7.1 Demonstrate the following work skills when producing granolithic works: – measuring, marking out, mixing, laying, compacting and finishing.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Prepare backgrounds/surfaces and produce to given working instructions: – granolithic beds/floors, level and to falls – drainage outlets.
	7.4 Lay skirtings to given working instructions.

Title:	Producing granolithic works in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – ensure the stability of the substrate – prepare backgrounds/surfaces – lay and finish granolithic beds/floors and topping work, level and to falls – form skirtings, steps and drainage outlets – form imitation stonework – mix granolithic paving/topping material – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/work platforms
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when producing granolithic works.
	7.7 Describe how to maintain the tools and equipment used when producing granolithic works.

Title:	Producing granolithic works in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	57

Title:	Producing specialised plaster finishes in the workplace
Unit Number:	Y/618/1264

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when producing specialised plaster finishes.	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 current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when producing specialised plaster finishes.	2.1 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.
	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 specialised plaster finishes.	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 specialised plaster finishes.
	3.2 Demonstrate compliance with given information and relevant legislation when producing specialised plaster finishes in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Producing specialised plaster finishes in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to producing specialised plaster finishes., 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 produce specialised plaster finishes.	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: – stone, aggregate, mosaic, cement, plaster, pigments and pre-cast components – additives, fixings, bonding agents – clean water – hand tools, portable power tools and ancillary 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 methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce specialist plaster finishes..

Title:	Producing specialised plasters finishes in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when producing specialised plaster finishes.	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 specialised plaster finishes.	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.

Title:	Producing specialised plaster finishes in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to produce specialised plaster finishes to the required specification.	7.1 Demonstrate the following work skills when producing specialised plaster finishes. – measuring, marking out, applying and finishing.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Inspect and prepare backgrounds, mix materials and produce one of the following specialist plaster finishes to given working instructions: – terrazzo – mosaic – scagliola – polished – micro cement
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – inspect and prepare backgrounds – mix materials – prepare and apply plaster to produce terrazzo, mosaic, scagliola, micro cement and polished plaster finishes – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when producing specialised plaster finishes.
	7.6 Describe how to maintain the tools and equipment used when producing specialised plaster finishes.

Title:	Producing specialised plaster finishes in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. ProQual Level 3 NVQ Diploma in Plastering (Construction) **One** of the following endorsements required: Terrazzo Mosaic Scagliola Polished Micro cement
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	97

Title:	Producing complex plasterwork moulds in the workplace
Unit Number:	D/618/1265

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when producing complex plasterwork moulds.	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 current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when producing complex plasterwork moulds.	2.1 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.
	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 complex plasterwork moulds.	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 complex plasterwork moulds.
	3.2 Demonstrate compliance with given information and relevant legislation when producing complex plasterwork moulds in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Producing complex plasterwork moulds in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to producing complex plasterwork moulds, 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 produce complex plasterwork moulds.	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: – casting plasters – rubber, GRP (glass reinforced plastic), resins, release agents, catalysts, reinforcement – timber, timber-based sheet material, zinc, steel and fixings – clean water – hand tools, portable power tools and ancillary 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 methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex plasterwork moulds.

Title:	Producing complex plasterwork moulds in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when producing complex plasterwork moulds.	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 complex plasterwork moulds.	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 produce complex plasterwork moulds to the required specification.	7.1 Demonstrate the following work skills when producing complex plasterwork moulds: – measuring, marking out, cutting, positioning and securing.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Prepare bench, set out and produce plasterwork casting and running moulds to given working instructions to cast for three of the following: – intricate designs – patterns and motifs – arches – curves and ellipses – circular areas – run for cornices, dados, skirtings and panels

Title:	Producing complex plasterwork moulds in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.4 Produce decorative mouldings
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare bench – check setting-out and profiles against drawings/instructions/samples – understand the appropriate uses of rigid, loose piece and flexible casting moulds used to cast for intricate designs, patterns and motifs, arches, curves and ellipses, circular areas and decorative mouldings – identify the appropriate materials and reinforcements for both rigid and flexible moulds – understand casting and site installation requirements – set out and produce running moulds and enrichments for cornices, dados, skirtings and panels – produce intricate designs, patterns and motifs, curves, domes, vaults/lunettes, arches, circles, ellipses, columns and decorative mouldings – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when producing complex plasterwork moulds.
	7.7 Describe how to maintain the tools and equipment used when producing complex plasterwork moulds.

Title:	Producing complex plasterwork moulds in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	93

Title:	Installing complex fibrous plaster components in the workplace
Unit Number:	H/618/1266

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when installing complex fibrous plaster components.	1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 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 current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when installing complex fibrous plaster components.	2.1 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.
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when installing complex fibrous plaster components.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing complex fibrous plaster components.
	3.2 Demonstrate compliance with given information and relevant legislation when installing complex fibrous plaster components in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Installing complex fibrous plaster components in the workplace	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
3 continued		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing complex fibrous plaster 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)
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
		3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to install complex fibrous plaster 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: – casting plaster, reinforcing material, timber, gridwork and fixings – suspension materials – adhesives – clean water – hand tools, portable power tools and ancillary equipment.
		4.3 Describe how the resources should be used correctly, 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 install complex fibrous plaster components.

Title:	Installing complex fibrous plaster components in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when installing complex fibrous plaster components.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Minimise damage and maintain a clean work space.
	5.3 Dispose of waste in accordance with current legislation.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Describe 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 complex fibrous plaster components.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 complex fibrous plaster components to the required specification.	7.1 Demonstrate the following work skills when installing complex fibrous plaster components: – measuring, marking out, fitting, positioning and securing.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Survey to minimise waste

Title:	Installing complex fibrous plaster components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.4 Prepare background surfaces, mix casting plasters and install fibrous plaster mouldings to decorative cornices and/or dados and/or panels and to two of the following to given working instructions: – arches or pilasters – domes – lunettes – barrel vaulted or shaped ceilings – decorative ceilings – cross vaulted ceilings – balanced mitred mouldings.
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare background surfaces – mix casting plasters and adhesives – install grid work where necessary – install fibrous plaster mouldings for decorative cornices, decorative dados, decorative panels, arches, pilasters, domes, lunettes – install fibrous plaster mouldings for barrel vaulted and shaped ceilings, cross vaulted ceilings, balanced mitred mouldings and decorative ceilings – secure structure using wire and wad and mechanically fixed methods – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing complex fibrous plaster components.
	7.7 Describe how to maintain the tools and equipment used when installing complex fibrous plaster components.

Title:	Installing complex fibrous plaster components in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

Title:	Repairing complex decorative fibrous plaster components in the workplace
Unit Number:	K/618/1267

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when repairing complex decorative fibrous plaster components.	1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 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 current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when repairing complex decorative fibrous plaster components.	2.1 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.
	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 repairing complex decorative fibrous plaster components.	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 repairing complex decorative fibrous plaster components.
	3.2 Demonstrate compliance with given information and relevant legislation when repairing complex decorative fibrous plaster components in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Repairing complex decorative fibrous plaster components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to repairing complex decorative fibrous plaster 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)
	3.4 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 repairing complex decorative fibrous plaster 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: – casting plasters, reinforcing material, timber and fixings – release agents – thixotropic rubber – clean water – hand tools, portable power tools and ancillary equipment.
	4.3 Describe how the resources should be used correctly, 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 repair complex decorative fibrous plaster components.

Title:	Repairing complex decorative fibrous plaster components in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when repairing complex decorative fibrous plaster components.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Minimise damage and maintain a clean work space.
	5.3 Dispose of waste in accordance with current legislation.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when repairing complex decorative fibrous plaster components.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 repair complex decorative fibrous plaster components to the required specification.	7.1 Demonstrate the following work skills when repairing complex decorative fibrous plaster components: – surveying, measuring, marking out, removing, replicating, fixing, positioning, securing and finishing.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Prepare background surfaces, mix casting plasters, take thixotropic squeeze (impression) and repair one of the following complex decorative fibrous plasterwork components to given working instructions of: – cornices – dados – skirtings – panels
	7.4 Tie-back fibrous plaster components to structure.

Title:	Repairing complex decorative fibrous plaster components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.5 Describe how to apply safe and-healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare background surfaces – mix casting plasters – take impressions, including thixotropic squeezes – repair complex decorative fibrous plaster components – tie-back fibrous plaster components to structure – replicate mouldings – reinforce-around damaged areas – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing complex decorative fibrous plaster components.
	7.7 Describe how to maintain the tools and equipment used when repairing complex decorative fibrous plaster components.

Title:	Repairing complex decorative fibrous plaster components in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	60

Title:	Producing fibrous plaster components in the workplace
Unit Number:	K/615/1573

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when producing fibrous plaster components.	1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 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 current regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when producing fibrous plaster components.	2.1 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.
	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 fibrous plaster components.	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 fibrous plaster components.
	3.2 Demonstrate compliance with given information and relevant legislation when producing fibrous plaster components in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health

Title:	Producing fibrous plaster components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 continued	3.3 Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to producing fibrous plaster 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)
	3.4 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 ~~hazards~~.
4 Select the required quantity and quality of resources for the methods of work to produce fibrous plaster 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: – casting plasters – reinforcing material – timber, zinc and fixings – hot and cold pour – sealant, additives, release agents – clean water – hand tools, portable power tools and ancillary 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 methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce fibrous plaster components.

Title:	Producing fibrous plaster components in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when producing fibrous plaster components.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Minimise damage and maintain a clean work space.
	5.3 Dispose of waste in accordance with current legislation.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when producing fibrous plaster components.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 produce fibrous plaster components to the required specification.	7.1 Demonstrate the following work skills when producing fibrous plaster components: – measuring, marking out, cutting, positioning, gauging, mixing, casting and running mouldings.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Construct models and running moulds
	7.4 Prepare bench, install reinforcement and produce plasterwork to given working instructions to form three of the following: – straight and radial moulds – flood moulds and casts – reverse (negative) cornice moulds and casts – plain-faced rebated slabs

Title:	Producing fibrous plaster components in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 continued	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – construct models and running moulds – prepare bench – install reinforcement – mix casting plasters and use retarders where appropriate – produce reverse (negative) cornice moulds and casts – produce straight and radial moulds – produce mouldings using flood moulds and casts – produce plain faced rebated slabs – prepare mould compounds – identify different types of casting plasters and retarders, and their appropriate uses – recognise and determine when specialist skills and knowledge are required and report accordingly – understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment/working platforms.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when producing fibrous plaster components.
	7.7 Describe how to maintain the tools and equipment used when producing fibrous plaster components.

Title:	Producing fibrous plaster components in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	57

Tel: 01430 423822

www.proqualab.com

enquiries@proqualab.com

ProQual AB Limited, ProQual House, Unit 1, Innovation Drive, Newport HU15 2HG
Company Registration Number: 07464445