



## **Level 2 NVQ Diploma in Plastering (Construction)**

### **Qualification Specification**

## Contents

	<b>Page</b>
Introduction	3
Qualification profile	3
Qualification Structure	4
Pathway 1 – Level 2 NVQ Diploma in Plastering (Solid)	5
Pathway 2 – Level 2 NVQ Diploma in Plastering (Fibrous)	6
Pathway 4 – Level 2 NVQ Diploma in Plastering (Heritage Plastering – Fibrous)	7
Centre requirements	8
Support for candidates	8
Links to National Standards / NOS mapping	8
Assessment	9
Internal quality assurance	9
Adjustments to assessment	10
Results enquiries and appeals	10
Certification	10
Units - learning outcomes and assessment criteria	11

## Introduction

The ProQual Level 2 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 2 NVQ Diploma in Plastering (Solid)

Pathway 2: Level 2 NVQ Diploma in Plastering (Fibrous)

Pathway 4: Level 2 NVQ Diploma in Plastering (Heritage Plastering – Fibrous)

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

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

## Qualification Profile

### Level 2 NVQ Diploma in Plastering (Construction)

Qualification title	<b>ProQual Level 2 NVQ Diploma in Plastering (Construction)</b>
Ofqual qualification number	603/0307/4
Level	2
Total Qualification Time	560 hours (188 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	22/08/2016
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

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

## Qualification Structure

To achieve the qualification candidates must complete the three Mandatory units for both of the Pathways plus the required Mandatory or Optional Units from one of the Pathways.

Candidates may complete any of the Additional Units but these will not count towards the qualification.

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

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

Mandatory Units for all Pathways			<i><b>CITB references provided for information only</b></i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643

## Pathways

There are 3 Pathways, the Mandatory/Optional unit requirements for each are listed below.

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

Pathway 2: Level 2 NVQ Diploma in Plastering (Fibrous)

Pathway 4: Level 2 NVQ Diploma in Plastering (Heritage Plastering – Fibrous)

Candidates may also complete any of the Additional units listed on page 8 but these will not count towards the qualification.

### Pathway 1 : Solid

Candidates must complete 6 Mandatory units, plus 1 Optional unit.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643
<b>M/615/1560</b>	Applying finishing plaster to prepared surfaces in the workplace	2	65v2
<b>T/615/1561</b>	Producing internal solid plastering finishes in the workplace	2	66v2
<b>F/615/1563</b>	Applying solid render to background surfaces and producing finishes in the workplace	2	67v2
Optional Units – One unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>J/615/1564</b>	Installing direct bond dry lining systems in the workplace	2	68v2
<b>L/615/1565</b>	Laying sand and cement screeds in the workplace	2	69v2
<b>D/615/1568</b>	Applying projection plaster and render, and maintaining equipment in the workplace	2	70v2
<b>H/615/1569</b>	Installing mechanically fixed plasterboard in the workplace	2	71v2

## Pathway 2 : Fibrous

Candidates must complete 6 Mandatory units.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643
<b>D/615/1571</b>	Positioning and securing fibrous plaster components in the workplace	2	72v2
<b>H/615/1572</b>	Repairing fibrous plaster components in the workplace	2	73v2
<b>K/615/1573</b>	Producing fibrous plaster components in the workplace	2	74v2

## Pathway 4 : Heritage Plastering - Fibrous

Candidates must complete 7 Mandatory units.

Mandatory Units			<b>CITB references provided for information only</b>
Unit Ref.	Title	Level	CITB Internal Unit Ref.
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643
<b>D/615/1571</b>	Positioning and securing fibrous plaster components in the workplace	2	72v2
<b>H/615/1572</b>	Repairing fibrous plaster components in the workplace	2	73v2
<b>K/615/1573</b>	Producing fibrous plaster components in the workplace	2	74v2
<b>M/615/8315</b>	Working on conservation or restoration projects in the workplace <u>Unit Endorsements:</u> <b>One of the following endorsements required:</b> <i>Roofing</i> <i>Lead work</i> <i>Brickwork</i> <i>Earthen structure</i> <i>Stonemasonry</i> <i>Decoration</i> <i>Plastering</i> <i>Wall and floor tiling</i> <i>Carpentry and joinery</i> <i>Iron/metal work</i>	2	546v2

Additional Units for All Pathways			<b>CITB references provided for information only</b>
Unit Ref.	Title	Level	CITB Internal Unit Ref.
<b>M/615/1574</b>	Producing cement castings in the workplace	2	75v2
<b>T/615/1575</b>	Laying screed floors in the workplace <u>Unit Endorsements:</u> <b>One of the following endorsements:</b> <i>Cementitious screeds</i> <i>Flowable screeds</i>	2	314v2

## 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 12.

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

## Internal Quality Assurance

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

## Adjustments to Assessment

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

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

## Results Enquiries and Appeals

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

## Certification

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

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

**ProQual Level 2 NVQ 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.

### Unit M/508/6537

#### Conforming to general health, safety and welfare in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Comply with all workplace health, safety and welfare legislation requirements.	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.</p> <p>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:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.</p> <p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.</p> <p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.</p>
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	<p>2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.</p> <p>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.</p> <p>2.3 List the current Health and Safety Executive top ten safety risks.</p> <p>2.4 List the current Health and Safety Executive top five health risks.</p> <p>2.5 State how changing circumstances within the workplace could cause hazards.</p> <p>2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	<p>3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.</p> <p>3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.</p> <p>3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.</p> <p>3.4 Safely store health and safety control equipment in accordance with given instructions.</p> <p>3.5 Dispose of waste and/or consumable items in accordance with legislation.</p> <p>3.6 State the organisational policies and procedures for health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback.</li> </ul> <p>3.7 State the appropriate types of fire extinguishers relevant to the work.</p> <p>3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.</p>
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	<p>4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.</p> <p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace.</li> </ul> <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.</p>
5 Comply with and support all organisational security arrangements and approved procedures.	<p>5.1 Provide appropriate support for security arrangements in accordance with approved procedures:</p> <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day's work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

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

### Unit T/508/6538

#### Conforming to productive working practices in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Communicate with others to establish productive work practices.	<p>1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.</p> <p>1.2 Describe the different methods of communicating with line management, colleagues and customers.</p> <p>1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.</p>
2 Follow organisational procedures to plan the sequence of work.	<p>2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work.</p> <p>2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.</p> <p>2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to:</p> <ul style="list-style-type: none"> <li>– using resources for own and other's work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul> <p>2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.</p>
3 Maintain relevant records in accordance with the organisational procedures.	<p>3.1 Complete relevant documentation according to the occupation as required by the organisation.</p> <p>3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to:</p> <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul> <p>3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.</p>
4 Maintain good working relationships when conforming to productive working practices.	<p>4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.</p> <p>4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.</p> <p>4.3 Describe how to maintain good working relationships, in relation to:</p> <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul> <p>4.4 Describe why it is important to work effectively with line management, colleagues and customers.</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>4.5 Describe how working relationships could have an effect on productive working.</p> <p>4.6 Describe how to apply principles of equality and diversity when communicating and working with others.</p>

**Unit Y/508/6533**

**Moving, handling and storing resources in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Comply with given information when moving, handling and/or storing resources.	<p>1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.</p> <p>1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.</p> <p>1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.</p> <p>1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.</p>
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.</p> <p>2.4 State the appropriate types of fire extinguishers relevant to the work.</p> <p>2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.</p>
3 Maintain safe working practices when moving, handling and/or storing resources.	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.</p> <p>3.2 Use lifting aids safely as appropriate to the work.</p> <p>3.3 Protect the environment in accordance with safe working practices as appropriate to the work.</p> <p>3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.</p> <p>3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	<p>4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work.</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding and securing systems.</li> </ul> <p>4.3 Describe how the resources should be handled and how any problems associated with the resources are reported.</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work.</p>
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	<p>5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2 Dispose of waste and packaging in accordance with legislation.</p> <p>5.3 Maintain a clean work space when moving, handling or storing resources.</p> <p>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</p> <p>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.</p>
6 Complete the work within the allocated time when moving, handling and/or storing resources.	<p>6.1 Demonstrate completion of the work within the allocated time.</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given occupational resource	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources:

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>information to move, handle and/or store resources to the required guidance.</p>	<ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul> <p>7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:</p> <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.</p> <p>7.4 Describe the needs of other occupations when moving, handling and/or storing resources.</p>

**Unit M/615/1560**

**Applying finishing plaster to prepared surfaces in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when applying finishing plaster to prepared surfaces	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, manufacturers' information and current regulations governing buildings</li> </ul>
2 Know how to comply with relevant legislation and official guidance when applying finishing plaster to prepared surfaces	<p>2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>• in the workplace,</li> <li>• below ground level,</li> <li>• in confined spaces,</li> <li>• at height,</li> <li>• with tools and equipment,</li> <li>• with materials and substances,</li> <li>• with movement/storage of materials and</li> <li>• by manual handling and mechanical lifting.</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when applying finishing plaster to background prepared surfaces	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying finishing plaster to prepared surfaces</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when applying finishing plaster to prepared surfaces in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used,</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>relating to applying finishing plaster to prepared surfaces, and the types, purpose and limitations of each type, the work situation and general work environment in relation to:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• local exhaust ventilation (LEV)</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> </ul> <p>3.4 Describe how relevant health and safety control equipment should be used in accordance with given working instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities</p>
<p>4 Select the required quantity and quality of resources for the methods of work to apply finishing plaster to prepared surfaces</p>	<p>4.1 Select resources associated with own work in relation to materials, components, tools and ancillary equipment</p> <p>4.2 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• plaster</li> <li>• clean water</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply finishing plaster to prepared surfaces</p>
<p>5 Minimise the risk of damage to the work and surrounding area when applying finishing plaster to prepared surfaces</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>5.5 State why the disposal of waste should be carried out in relation to the work</p>
<p>6 Complete the work within the allocated time when applying finishing plaster to prepared surfaces</p>	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>7 Comply with the given contract information to apply finishing plaster to prepared surfaces to the required specification</p>	<ul style="list-style-type: none"> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul> <p>7.1 Demonstrate the following work skills when applying finishing plaster to prepared surfaces:</p> <ul style="list-style-type: none"> <li>• checking,</li> <li>• applying and</li> <li>• finishing</li> </ul> <p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 Check surface, mix and apply finishing plasters to two of the following to given working instructions.</p> <ul style="list-style-type: none"> <li>• pre-plastered surfaces</li> <li>• plasterboard</li> <li>• finished concrete</li> </ul> <p>7.4 Describe how to apply safe work and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• mix plasters</li> <li>• check surface preparation</li> <li>• apply finishing plasters to vertical and horizontal surfaces (pre-plastered, plasterboard and finished concrete)</li> </ul> <p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying finishing plaster to prepared surfaces</p> <p>7.7 Describe how to maintain the tools and equipment used when applying finishing plaster to prepared surfaces</p>

**Unit T/615/1561**

**Producing internal solid plastering finishes in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when producing internal solid plastering finishes	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>• drawings</li> <li>• specifications</li> <li>• schedules</li> <li>• method statements</li> <li>• risk assessments</li> <li>• manufacturers' information</li> <li>• current regulations governing buildings</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing internal solid plastering finishes	<p>2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>• in the workplace</li> <li>• below ground level</li> <li>• in confined spaces</li> <li>• at height</li> <li>• with tools and equipment</li> <li>• with materials and substances</li> <li>• with movement/storage of materials</li> <li>• by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when producing internal solid plastering finishes	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing internal solid plastering finishes</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when producing internal solid plastering finishes in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>to producing internal solid plastering finishes, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul> <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities</p>
<p>4 Select the required quantity and quality of resources for the methods of work to produce internal solid plastering finishes</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and ancillary equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• backing coat and finishing plasters, sand, lime, cement and additives</li> <li>• beads, trims, and fibre/paper tapes</li> <li>• manufactured boards</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce internal solid plastering finishes</p>
<p>5 Minimise the risk of damage to the work and surrounding area when producing internal solid plastering finishes</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>
<p>6</p>	<p>6.1 Demonstrate completion of the work within the allocated time</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
Complete the work within the allocated time when producing internal solid plastering finishes	<p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
7 Comply with the given contract information to produce internal solid plastering finishes to the required specification	<p>7.1 Demonstrate the following work skills when producing internal solid plastering finishes:</p> <ul style="list-style-type: none"> <li>• measuring</li> <li>• marking out</li> <li>• preparing</li> <li>• mixing</li> <li>• applying</li> <li>• finishing</li> </ul> <p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 Prepare background surfaces, mix and apply internal plasters to given working instructions to the following:</p> <ul style="list-style-type: none"> <li>• one-coat work</li> <li>• two-coat work</li> <li>• 90° internal and external angle</li> <li>• reveals, cills and soffits (door and/or windows)</li> <li>• walls and ceilings</li> </ul> <p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• mix plaster</li> <li>• prepare backgrounds surfaces</li> <li>• install expanded metal lath (EML) and timber lath</li> <li>• apply and finish one- and two-coat plasterwork to internal solid backgrounds, EML, timber lath backgrounds, and to manufactured boards, walls and ceilings</li> <li>• form internal and external angles, reveals and expansion joints</li> </ul> <p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when producing internal solid plastering finishes</p>



## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	7.7 Describe how to maintain the tools and equipment used when producing internal solid plastering finishes

**Unit F/615/1563**

**Applying solid render to background surfaces and producing finishes in the workplace**

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

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.3 Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to applying solid render to background surfaces and producing finishes and the types, purpose and limitations of each type, the work situation and general work environment in relation to:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul> <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with given working instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>
<p>4 Select the required quantity and quality of resources for the methods of work to apply solid render to background surfaces and produce finishes</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• render, sand, lime, cement and additives</li> <li>• bellcasts and beads, expanded metal lath (EML)</li> <li>• dash, rough-cast (harling, wet dash), proprietary pre-cast finish, synthetic and non-synthetic renders</li> <li>• reinforcement, stress patches, sealants, fixings and fittings</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply external solid render to background surfaces and produce finishes</p>
<p>5 Minimise the risk of damage to the work and surrounding area when applying solid render to background</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with legislation</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
surfaces and producing external solid render finishes.	<p>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</p> <p>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</p>
6 Complete the work within the allocated time when applying solid render to background surfaces and producing external solid render finishes	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to apply solid render to background surfaces and to produce finishes to the required specification	<p>7.1 Demonstrate the following work skills when applying solid render to background surfaces and producing finishes</p> <ul style="list-style-type: none"> <li>measuring</li> <li>marking out</li> <li>mixing</li> <li>applying</li> <li>finishing</li> </ul> <p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 Apply base coats, reinforcing mesh and stress patches</p> <p>7.4 Prepare background surfaces, mix and apply solid render to bellcasts, internal and external angles, walls, reveals and soffits and to one of the following background surfaces to given working instructions</p> <ul style="list-style-type: none"> <li>brick</li> <li>block</li> <li>concrete</li> <li>rubble stone masonry</li> <li>external insulation</li> <li>expanded metal lath (EML).</li> </ul> <p>7.5 Produce a plain-faced finish coat to external walls and/or external insulation plus one of the following finishes to given working instructions</p> <ul style="list-style-type: none"> <li>dash</li> <li>rough-cast (harling, wet dash)</li> <li>synthetic or non-synthetic renders</li> <li>proprietary pre-cast</li> </ul> <p>7.6 Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>carry out pre-installation checks to include structural integrity, dampness, vents, services (gas, electric, water, media cables)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>• mix render to the required strength for background surfaces and supporting fixtures</li> <li>• prepare backgrounds surfaces</li> <li>• recognise the procedures to check flues and combustion air ventilation</li> <li>• understand the implications of existing guarantees and warranties</li> </ul>
7.7	<p>Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• apply base coats, reinforcing mesh and stress patches</li> <li>• apply multiple coat renders to external walls</li> <li>• form internal and external angles, reveals, soffits, expansion joints and bellcasts</li> <li>• position, secure and apply renders to expanded metal lath (EML)</li> <li>• apply dash, plain-faced coat, rough-cast (harling, wet-dash), synthetic and non-synthetic renders and proprietary pre-cast finishes and sealants to external surfaces and external insulation including door and window reveals</li> </ul>
7.8	<p>Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• complete post installation checks: compliance with specifications, resistance to water penetration, anchorage/fixing, vents, services (gas, electric, water, media cables)</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> </ul>
7.9	<p>Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul>
7.10	<p>Describe the needs of other occupations and how to effectively communicate within a team when applying solid render to background surfaces and producing finishes</p>
7.11	<p>Describe how to maintain the tools and equipment used when applying solid render to background surfaces and producing finishes</p>

**Unit J/615/1564**

**Installing direct bond dry lining systems in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when installing direct bond dry lining systems	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>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.</p>
2 Know how to comply with relevant legislation and official guidance when installing direct bond dry lining systems	<p>2.1 Describe their responsibilities regarding potential accident , 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</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when installing direct bond dry lining systems	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing direct bond dry lining systems</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment identified by the principles of 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:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul> <p>3.4 Describe how relevant health and safety control equipment should be used in accordance with given working instructions</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>4 Select the required quantity and quality of resources for the methods of work to install direct bond dry lining systems</p>	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities</p> <p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• manufactured proprietary boards</li> <li>• bonding compounds</li> <li>• fixings</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install direct bond dry lining systems</p>
<p>5 Minimise the risk of damage to the work and surrounding area when installing direct bond dry lining systems</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>
<p>6 Complete the work within the allocated time when installing direct bond dry lining systems</p>	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
<p>7 Comply with the given contract information to install direct bond dry lining systems to the required specification</p>	<p>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</p> <p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>7.3 Prepare background surfaces, mix bonding compounds and install dry lining systems to given working instructions to include</p> <ul style="list-style-type: none"> <li>• direct bonding to solid backgrounds</li> <li>• form openings with reveals</li> <li>• form seals around perimeter and services</li> <li>• fit around services</li> </ul> <p>7.4 Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• mix bonding compounds</li> <li>• install internal dry linings by direct bond to solid backgrounds</li> <li>• form openings and reveals</li> <li>• fit around services</li> <li>• form seals around perimeter and services</li> <li>• repair direct bond dry internal linings</li> <li>• maintain ventilation as appropriate</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul> <p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing direct bond dry lining systems</p> <p>7.6 Describe how to maintain the tools and equipment used when installing direct bond dry lining systems</p>



**Unit L/615/1565**
**Laying sand and cement screeds in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when laying sand and cement screeds	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>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.</p>
2 Know how to comply with relevant legislation and official guidance when laying sand and cement screeds	<p>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</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making the reports</p>
3 Maintain safe and healthy working practices when laying sand and cement screeds	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying sand and cement screeds</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when laying sand and cement screeds in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to laying sand and cement screeds, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities</p>
<p>4 Select the required quantity and quality of resources for the methods of work to lay sand and cement screeds</p>	<p>4.1 Select resources associated with own work in relation to materials, components, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• sand, cement, ready-mixed screeds</li> <li>• damp-proof membranes (DPM)</li> <li>• reinforcement fibre/mesh</li> <li>• expansion joints</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay sand and cement screeds</p>
<p>5 Minimise the risk of damage to the work and surrounding area when laying sand and cement screeds</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>
<p>6 Complete the work within the allocated time when laying sand and cement screeds</p>	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
<p>7 Comply with the given contract information to lay sand and cement screeds</p>	<p>7.1 Demonstrate the following work skills when laying sand and cement screeds:</p> <p>measuring, marking out, cleaning, laying, compacting and finishing</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
to the required specification	<p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 Prepare surfaces, mix and lay floor screeds to given working instructions relating to the following: sand and cement screeds, level and/or to falls</p> <p>7.4 Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• prepare floor surfaces</li> <li>• lay and finish sand and cement screeds to level and falls</li> <li>• fall to drainage outlets and form skirtings</li> <li>• remove defective and repair sand and cement screeds</li> <li>• install damp proof membranes (DPM)</li> <li>• prepare screed materials</li> <li>• accommodate movement</li> <li>• lay bonded and floating screeds</li> <li>• accommodate for insulation and underfloor heating</li> <li>• reinforce screeds (fibres and mesh)</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms</li> </ul> <p>7.5 Describe how to recognise and determine when specialist skills and knowledge are required and report accordingly</p> <p>7.6 Describe the specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</p> <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when laying sand and cement screeds</p> <p>7.8 Describe how to maintain the tools and equipment used when laying sand and cement screeds</p>

**Unit D/615/1568**
**Applying projection plaster and render, and maintaining equipment in the workplace**

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Interpret the given information relating to the work and resources when applying projection plaster and render, and maintaining equipment	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>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</p>
2 Know how to comply with relevant legislation and official guidance when applying projection plaster and render, and maintaining equipment	<p>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</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when applying projection plaster and render, and maintaining equipment	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying projection plaster and render, and maintaining equipment</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when applying projection plaster and render, and maintaining equipment in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to applying projection plaster and render, and maintaining equipment, and the types, purpose and limitations of each type the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>local exhaust ventilation (LEV)</li> </ul>
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities
4 Select the required quantity and quality of resources for the methods of work to apply projection plaster and render and maintain equipment	4.1 Select resources associated with own work in relation to materials, components, tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>projection plaster and render</li> <li>clean water</li> <li>hand tools, plaster and render spray equipment, and associated equipment</li> </ul> 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply projection plaster and render
5 Minimise the risk of damage to the work and surrounding area when applying projection plaster and render, and maintaining equipment	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance
6 Complete the work within the allocated time when applying projection plaster and render, and maintaining equipment	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
7 Comply with the given contract information to	7.1 Demonstrate the following work skills when applying projection plaster and render, and maintaining equipment:

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
apply projection plaster and render, and maintain equipment to the required specification	<p>measuring, loading and applying</p> <p>7.2 Use and maintain hand tools, plaster and render spray equipment and associated equipment.</p> <p>7.3 Prepare, load and operate equipment and apply plaster and/or render to vertical and horizontal surfaces (internal and/or external) to given working instructions</p> <p>7.4 Clean and maintain plaster/render equipment</p> <p>7.5 Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• prepare, load and operate plastering and render equipment</li> <li>• apply plaster and render to vertical and horizontal surfaces (internal and/or external)</li> <li>• clean and maintain plastering and rendering equipment</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, plaster and render spray equipment and associated equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying projection plaster and render, and maintaining equipment</p> <p>7.7 Describe how to maintain the hand tools, plaster and render spray equipment and associated equipment used when applying projection plaster and render</p>

**Unit H/615/1569**
**Installing mechanically fixed plasterboard in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when installing mechanically fixed plasterboard	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>drawings, specifications, schedules, method statement, risk assessments, manufacturers' information and current regulations governing buildings</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing mechanically fixed plasterboard.	<p>2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when installing mechanically fixed plasterboard	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing mechanically fixed plasterboard</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when installing mechanically fixed plasterboard in relation to the following:</p> <ul style="list-style-type: none"> <li>safe use of access equipment/working platforms</li> <li>safe use, storage and handling of materials, tools and equipment</li> <li>specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment identified by 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:</p> <ul style="list-style-type: none"> <li>collective protective measures</li> <li>personal protective equipment (PPE)</li> <li>respiratory protective equipment (RPE)</li> <li>local exhaust ventilation (LEV)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities</p>
4 Select the required quantity and quality of resources for the methods of work to install mechanically fixed plasterboard	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• manufactured proprietary boards</li> <li>• fittings and fixings</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install mechanically fixed plasterboard</p>
5 Minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>
6 Complete the work within the allocated time when installing mechanically fixed plasterboard	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
7 Comply with the given contract information to install mechanically fixed	<p>7.1 Demonstrate the following work skills when installing mechanically fixed plasterboard:</p> <p>measuring, marking out, cutting, applying, fitting, fixing, finishing, positioning and securing</p>



## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>plasterboard to the required specification</p>	<p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 Prepare backgrounds and install plasterboard to given working instructions relating to the following:</p> <ul style="list-style-type: none"> <li>• clad to timber and/or metal</li> <li>• form openings with and without reveals</li> <li>• fit around services</li> </ul> <p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• identify appropriate standard, performance and uses of the plasterboard</li> <li>• install and mechanically fix plasterboard to timber and metal internal backgrounds</li> <li>• form openings with and without reveals</li> <li>• fit around services</li> <li>• repair damaged boarded areas</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms</li> </ul> <p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing mechanically fixed plasterboard</p> <p>7.6 Describe how to maintain the tools and equipment used when installing mechanically fixed plasterboard</p>

**Unit D/615/1571**

**Positioning and securing fibrous plaster components in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when positioning and securing fibrous plaster components	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statement, risk assessments, manufacturers' information and current regulations governing buildings</li> </ul>
2 Know how to comply with relevant legislation and official guidance when positioning and securing fibrous plaster components	<p>2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when positioning and securing fibrous plaster components	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when positioning and securing fibrous plaster components</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when positioning and securing fibrous plaster components in relation to the following:</p> <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to positioning and securing fibrous plaster components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
4 Select the required quantity and quality of resources for the methods of work to position and secure fibrous plaster components.	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– casting and fixing plasters</li> <li>– adhesives</li> <li>– reinforcing materials</li> <li>– timber and fixings</li> <li>– clean water</li> <li>– hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and method of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to position and secure fibrous plaster components</p>
5 Minimise the risk of damage to the work and surrounding area when positioning and securing fibrous plaster components	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>
6 Complete the work within the allocated time when positioning and securing fibrous plaster components	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
7 Comply with the given contract information to position and secure fibrous plaster components to the required specification	<p>7.1 Demonstrate the following work skills when positioning and securing fibrous plaster components: measuring, marking out, cutting, jointing, fixing, positioning, securing and finishing</p> <p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>7.3 Prepare backgrounds and install fibrous plasterwork to given working instructions to two of the following:</p> <ul style="list-style-type: none"> <li>• plain cornice mouldings</li> <li>• dado/panel mouldings</li> <li>• plain-faced casts</li> </ul> <p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• install fibrous plaster cornice, dado, panel and plain faced (including rebated) mouldings</li> <li>• identify the differences between mirrored and balanced mitres</li> <li>• set out to mark positioning of un-mirrored mitres</li> <li>• identify proprietary methods of fixing</li> <li>• form and reinforce joints</li> <li>• form internal and external returns and stop ends</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms</li> </ul> <p>7.5 Describe how to recognise and determine when specialist skills and knowledge are required and report accordingly</p> <p>7.6 Describe the specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</p> <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when positioning and securing fibrous plaster components</p> <p>7.8 Describe how to maintain the tools and equipment used when positioning and securing fibrous plaster components</p>

**Unit H/615/1572**
**Repairing fibrous plaster components in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when repairing fibrous plaster components	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>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</p>
2 Know how to comply with relevant legislation and official guidance when repairing fibrous plaster components	<p>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</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when repairing fibrous plaster components	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing fibrous plaster components</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when repairing fibrous plaster components in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to repairing fibrous plaster components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
4 Select the required quantity and quality of resources for the methods of work to repair fibrous plaster components	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
	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• casting plasters and adhesives</li> <li>• reinforcing material</li> <li>• release agents</li> <li>• timber and fixings</li> <li>• clean water</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul>
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources
5 Minimise the risk of damage to the work and surrounding area when repairing fibrous plaster components	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 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
6 Complete the work within the allocated time when repairing fibrous plaster components	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
	6.1 Demonstrate completion of the work within the allocated time
7 Comply with the given contract information to	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
	7.1 Demonstrate the following work skills when repairing fibrous plaster components:

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
repair fibrous plaster components to the required specification	<p>measuring, marking out, cutting, removing, replicating, fixing, positioning, securing and finishing</p> <p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 Prepare/repair backgrounds, mix casting plasters and adhesives, and repair the following existing fibrous plasterwork to given working instructions:</p> <ul style="list-style-type: none"> <li>• plain cornice mouldings</li> <li>• dado/panel mouldings</li> <li>• plain-faced casts</li> </ul> <p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• prepare and repair backgrounds</li> <li>• mix casting plasters and adhesives</li> <li>• repair fibrous plaster cornice, dado and panel mouldings and plain faced casts</li> <li>• replicate mouldings using relevant methods and materials (silicone, clay, profile gauge)</li> <li>• form, repair and reinforce joints</li> <li>• form internal and external returns and stop ends</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms</li> </ul> <p>7.5 Describe how to recognise and determine when specialist skills and knowledge are required and report accordingly</p> <p>7.6 Describe the specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</p> <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when repairing fibrous plaster components</p> <p>7.8 Describe how to maintain the tools and equipment used when repairing fibrous plaster components</p>

**Unit K/615/1573**
**Producing fibrous plaster components in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when producing fibrous plaster components	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>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</p>
2 Know how to comply with relevant legislation and official guidance when producing fibrous plaster components	<p>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</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when producing fibrous plaster components	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing fibrous plaster components</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when producing fibrous plaster components in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment identified by the principles of 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:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities</p>
4 Select the required quantity and quality of resources for the methods of work to produce fibrous plaster components	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• casting plasters</li> <li>• reinforcing material</li> <li>• timber, zinc and fixings</li> <li>• hot and cold pour</li> <li>• sealant, additives, release agents</li> <li>• clean water</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce fibrous plaster components</p>
5 Minimise the risk of damage to the work and surrounding area when producing fibrous plaster components	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>
6 Complete the work within the allocated time when producing fibrous plaster components	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
7 Comply with the given contract information to	<p>7.1 Demonstrate the following work skills when producing fibrous plaster components:</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
produce fibrous plaster components to the required specification	<p>measuring, marking out, cutting, positioning, gauging, mixing, casting and running mouldings</p> <p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 Construct models and running moulds</p> <p>7.4 Prepare bench, install reinforcement and produce plasterwork to given working instructions to form three of the following:</p> <ul style="list-style-type: none"> <li>• straight and radial moulds</li> <li>• flood moulds and casts</li> <li>• reverse (negative) cornice moulds and casts</li> <li>• plain-faced rebated slabs</li> </ul> <p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• construct models and running moulds</li> <li>• prepare bench</li> <li>• install reinforcement</li> <li>• mix casting plasters and use retarders where appropriate</li> <li>• produce reverse (negative) cornice moulds and casts</li> <li>• produce straight and radial moulds</li> <li>• produce mouldings using flood moulds and casts</li> <li>• produce plain faced rebated slabs</li> <li>• prepare mould compounds</li> <li>• identify different types of casting plasters and retarders, and their appropriate uses</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms</li> </ul> <p>7.6 Describe how to recognise and determine when specialist skills and knowledge are required and report accordingly</p> <p>7.7 Describe the specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</p> <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when producing fibrous plaster components</p> <p>7.9 Describe how to maintain the tools and equipment used when producing fibrous plaster components</p>

**Unit M/615/1574**
**Producing cement castings in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when producing cement castings	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules method statement, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>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</p>
2 Know how to comply with relevant legislation and official guidance when producing cement castings	<p>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</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when producing cement castings	<p>3.1 Use health and safety equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing cement castings</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when producing cement castings in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing cement castings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities</p>
4 Select the required quantity and quality of resources for the methods of work to produce cement castings	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• mould compounds, aggregates, cement, lime, casting plasters and specialised casting materials</li> <li>• reinforcing material</li> <li>• timber, zinc and fixings</li> <li>• additives and release agent</li> <li>• hot and cold pour</li> <li>• clean water</li> <li>• hand tools, portable power tools, vibrating table and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce cement castings</p>
5 Minimise the risk of damage to the work and surrounding area when producing cement castings	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>
6 Complete the work within the allocated time when producing cement castings	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
7 Comply with the given contract information to produce cement castings to the required specification	<p>7.1 Demonstrate the following work skills when producing cement castings: measuring, marking out, gauging, mixing, and casting a running finish</p> <p>7.2 Use and maintain hand tools, portable power tools, vibrating table and ancillary equipment</p> <p>7.3 Construct models and running moulds</p> <p>7.4 Prepare bench, install reinforcements, and produce cement castings to given working instructions from the following:</p> <ul style="list-style-type: none"> <li>• running straight and radial moulds</li> <li>• flood moulds, case moulds and casts</li> </ul> <p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• construct models and running moulds</li> <li>• prepare bench</li> <li>• install reinforcement</li> <li>• produce running straight and radial moulds</li> <li>• produce mouldings using flood, case moulds and casts</li> <li>• prepare mould compounds, aggregates, cement, lime, casting plasters and specialised casting materials</li> <li>• mix, place and compact material to make castings</li> <li>• remove and cure castings</li> <li>• use hand tools, portable power tools, vibrating table and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul> <p>7.6 Describe how to recognise and determine when specialist skills and knowledge are required and report accordingly</p> <p>7.7 Describe the specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</p> <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when producing cement castings</p> <p>7.9 Describe how to maintain the tools and equipment used when producing cement castings</p>

**Unit T/615/1575**

**Laying screed floors in the workplace**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the work and resources when laying screed floors	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to: drawings, specifications, schedules, method statements, risk assessments, work instructions, electronic data, manufacturers' information and current regulations</p>
2 Know how to comply with relevant legislation and official guidance when laying screed floors	<p>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.</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>
3 Maintain safe and healthy working practices when laying screed floors	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying screed floors</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when laying screed floors in relation to:</p> <ul style="list-style-type: none"> <li>• safe handling of materials</li> <li>• safe use and storage of materials, tools and equipment</li> <li>• specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to laying screed floors, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul> <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p>

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	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 lay screed floors	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>• battens, reinforcement and drainage accessories</li> <li>• movement and construction joints</li> <li>• bonding agents, sand, cement, additives, aggregates, colouring agents, membranes</li> <li>• flowable screeds</li> <li>• hand tools, portable power tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to lay screed floors</p>
5 Minimise the risk of damage to the work and surrounding area when laying screed floors	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>
6 Complete the work within the allocated time when laying screed floors	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
7 Comply with the given contract information to lay screed floors to the required specification	7.1 Demonstrate the following work skills when laying screed floors: measuring, marking out, locating, securing, forming, fixing, mixing, transporting, laying, testing, compacting, protecting and curing

## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment</p> <p>7.3 Lay screeds to floors and stairs to given working instructions using sand and cementitious screeds or flowable screeds</p> <p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• set out for line and level</li> <li>• locate and protect cast-in services (heating, water, gas, electric and waste)</li> <li>• prepare and protect service penetrations</li> <li>• position and secure reinforcement, spacers and fixings</li> <li>• form drainage inlets, drainage channels and outlets</li> </ul> <p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• form joints, movement (expansion), anti-crack applicable to bay sizes</li> <li>• inspect prepared substrate to include cleanliness, testing and application of primers and damp proof membranes (DPM)</li> <li>• check and monitor ambient conditions</li> <li>• mix screeds using paddle, spiral and forced action mixer</li> <li>• transport screed material using mechanical (pumps, bulk bags by lifting equipment) and by hand (shovelled, barrowed)</li> </ul> <p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• working with and around plant and machinery</li> <li>• test screed mix for consistency</li> <li>• prepare samples for testing</li> <li>• lay and compact screed (vibrating screed beam and rollers) to floors, doors and around fixings to specified thickness, level and finish</li> <li>• monitor and control exposure to vibration</li> </ul> <p>7.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• protect and cure screed</li> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• meet agreed quality criteria</li> <li>• record and report</li> <li>• use hand tools, portable power tools and ancillary equipment</li> </ul> <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when laying screed floors</p>



## Units – Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	7.9 Describe how to maintain the tools and equipment used when laying screed floors

## Units – Learning Outcomes and Assessment Criteria

**Title:** Working on conservation and restoration projects in the workplace

**Unit Number:** M/615/8315

### 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 working on conservation and restoration projects. | <p>1.1 Interpret and extract relevant information from drawings, specifications, method statements, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations and regulations governing buildings.</li> </ul> |
| 2 Know how to comply with relevant legislation and official guidance when working on conservation and restoration projects. | <p>2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports.</p>  |
| 3 Maintain safe and healthy working practices when working on conservation and restoration projects.                        | <p>3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when working on conservation and restoration projects.</p> <p>3.2 Comply with information relating to specific risks to health when working on conservation and restoration projects</p>  |

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Working on conservation and restoration projects in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
3 Continued	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to working on conservation and restoration projects, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>
4 Select the required quantity and quality of resources for the methods of work to work on conservation and restoration projects.	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– conservation and restoration materials or structural components</li> <li>– hand and/or powered tools and equipment.</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work.</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to work on conservation and restoration projects.</p>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Working on conservation and restoration projects in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
5 Minimise the risk of damage to the work and surrounding area when working on conservation and restoration projects.	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 working on conservation and restoration projects.	6.1 Demonstrate completion of the work within the allocated time. 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to work on conservation and restoration projects to the required specification.	7.1 Demonstrate the following work skills when working on conservation and restoration projects: <ul style="list-style-type: none"> <li>– measuring, marking out, adapting, aligning, applying, making good, maintaining, conserving, restoring or reinstating, finishing, positioning and securing.</li> </ul> 7.2 Use specialist heritage and historical conservation/restoration skills to sample, select, prepare, match, maintain or repair in at least one of the following occupational areas, to given working instructions: <ul style="list-style-type: none"> <li>– roofing</li> <li>– lead work</li> <li>– brickwork</li> <li>– earthen structure</li> <li>– stonemasonry</li> <li>– decoration</li> <li>– plastering</li> <li>– wall and floor tiling</li> <li>– carpentry and joinery.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

**Title:** Working on conservation and restoration projects in the workplace

### Learning outcomes

*The learner will be able to:*

### Assessment criteria

*The learner can:*

- 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.
- 7.4 Safely store the materials, tools and equipment used when working on conservation and restoration projects.
- 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - validate appropriate ways in which the work should be carried out
  - recognise sensitive areas
  - maintain heritage and archaeological integrity
  - maintain the principles of minimum intervention and reversible alterations
  - remove deteriorated and/or inappropriate materials
  - remove and restore fabric, materials or structural components
  - repair removed fabric, materials or structural components
  - replace fabric, materials or structural components
  - repair fabric, materials or structural components in-situ
  - maintain existing structure
  - integrate existing and new constructional components or finishes
  - store salvageable fabric, materials and structural components.
- 7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - stop work at the point when conjecture begins and report findings
  - record work carried out (written, photographic or digital)
  - recognise and/or report endangered/protected flora and fauna
  - use hand tools, power tools and equipment
  - work at height
  - use access equipment.
- 7.7 Describe the needs of other occupations and how to effectively communicate within a team when working on conservation and restoration projects.
- 7.8 Describe how to maintain the tools and equipment used when working on conservation and restoration projects.

## Units – Learning Outcomes and Assessment Criteria

**Title:** Working on conservation and restoration projects in the workplace

### Additional information about this unit

**Assessment Guidance**

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

**Sector Subject Area**

5.2 Building and Construction

**Availability for use**

Shared unit

**Unit guided learning hours**

100



[www.proqualab.com](http://www.proqualab.com)

[enquiries@proqualab.com](mailto:enquiries@proqualab.com)

Tel: +44 (0)1430 423822