QUALIFICATION SPECIFICATION

NOCN_Cskills Awards Level 2 NVQ Diploma in Interior Systems (Construction) - Dry Lining Fixing

Qualification No: **603/0809/6**

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: 0300 999 1177

NOCN_Cskills Awards Level 2 NVQ Diploma in Interior Systems (Construction) - Dry Lining Fixing

Reference : 603/0809/6

Total Qualification Time (TQT) : 630

Award Code : QUC810

Minimum Age : 16

Level : Level 2

Registration Start Date : 1/3/2017

Qualification Overview

The NOCN_Cskills Awards Level 2 NVQ Diploma in Interior Systems (Construction) -Dry Lining Fixing qualification/pathway has been developed for achievement in a real workplace environment which means the learner must be employed to undertake this qualification.

This qualification enables you, the learner, to demonstrate and recognise your skills, knowledge and understanding and to demonstrate your competence in a real workplace environment so you can work in Dry Lining Fixing within the construction industry.

This qualification is supported by the Finishes & Interior Sector (FIS).

Topics Covered In This Qualification

This NOCN_Cskills Awards Level 2 NVQ Diploma in Interior Systems (Construction) -Dry Lining Fixing qualification/pathway supports the learner to attain enabling, fundamental and transferable practical skills with associated underpinning knowledge.

The learner will learn key practical skills and knowledge in these mandatory units.

Please refer to the qualification/pathway specification for a complete list of the units included in this qualification/pathway.

Entry Requirements

There are no formal entry requirements to take this NOCN_Cskills Awards Level 2 NVQ Diploma in Interior Systems (Construction) -Dry Lining Fixing qualification/pathway. This qualification/pathway can be undertaken without any previous training or qualifications in this subject area.

Progression

On completion of the NOCN_Cskills Awards Level 2 NVQ Diploma in Interior Systems (Construction) -Dry Lining Fixing qualification/pathway the learner will have obtained the skills, knowledge and understanding and demonstrated competence to progress on to a higher level qualification in the same or similar occupational area.

Further training and/or experience could enable entry into supervisory and management positions within the workplace.

Industry will accept the qualification/pathway on its own as entry to a job role.

Qualification Structure

Total Qualification Time (TQT) for this qualification: 630

An estimate of the total time it could reasonably be expected for a learner to achieve a qualification. TQT includes guided learning hours (GLH) plus an estimate of the time a learner is likely to spend in preparation, study or other learning activities as directed by but not under the immediate guidance of a lecturer, supervisor, or tutor

Minimum Guided Learning Hours (GLH) for this qualification:314

The time a learner spends in activities under the immediate guidance or supervision of a lecturer, supervisor or tutor. This includes assessment if under supervision.

Qualification Structure:

The NOCN_Cskills Awards Level 2 NVQ Diploma in Interior Systems (Construction) -Glass Partition/Internal Screen Systems qualification/pathway structure below specifies the combination of units that need to be achieved for the individual to be awarded the qualification.

This qualification/pathway consists of five (5) mandatory units.

In order to achieve/pass this qualification/pathway learners must successfully complete/achieve all five (5) Mandatory units.

Units

Qualification Structure : To achieve this qualification a minimum of 5 units need to be attained. This comprises the 5 mandatory units.

Mandatory Group : The learner must achieve all the units in this group.

Title	Reference	Credit Value	Level
Moving, Handling and Storing Resources in the Workplace	F/503/1171	5	Level 2
Installing plasterboard linings in the workplace	J/615/3668	21	Level 2
Installing dry lining systems in the workplace	H/615/3726	32	Level 2
Conforming to Productive Working Practices in the Workplace	J/503/1169	3	Level 2
Conforming to General Health, Safety and Welfare in the Workplace	A/503/1170	2	Level 1

Qualification Assessment & Grading

The learner will be assessed against a set of performance and knowledge statements which have been derived from National Occupational Standards for your occupational area (Recommended Qualification Structure for Interior Systems (Construction) Level 2). The learner will be assessed by an occupationally competent and qualified assessor whose job is to work with the learner and help the learner complete the qualification/pathway. The learner will be required to produce a Portfolio of Evidence showing how they, the learner has met the performance and knowledge criteria for each unit required within the qualification/pathway, as directed by the learner's assessor. In order to achieve/pass this qualification/pathway learners must successfully complete/achieve all five (5) Mandatory units. The qualification/pathway is graded as Pass/Fail.

Fair & Equitable Assessment

Assessments designed by centres must be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustment and Special Considerations Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre approval process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please refer to the NOCN Quality Assurance Manual for further details.

Recognition of Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support Centres, which is available on the NOCN website.

Centre Requirements

In order to gain and retain NOCN qualification approval status, centres must continue to meet the required standards of NOCN regarding internal management and systems, delivery staff, resources and equipment, assessment and training, internal quality assurance and external assessment arrangements. Each requirement is detailed as one of NOCN's Approval Criteria.

For a full list of NOCN Approval Criteria, as well as further guidance and support in meeting that criteria, please refer to the NOCN Quality Assurance Manual, available on the NOCN website under the 'Help & Support' section.

Centre Staff Requirements

As part of the requirement to deliver this qualification, the Centre staff involved with the delivery, assessment and quality assurance of the qualification must have a demonstrable level of expertise. NOCN expects that all Tutors/Trainers, Assessors and Internal Quality Assurers are able to demonstrate that they have the relevant occupational knowledge and experience to perform their role.

Tutor/Trainer and Assessor Requirements

A Tutor/Trainer includes anyone within your Centre who is facilitating the training to learners in any environment e.g. tutor, trainer, teacher, coach, facilitator.

A Tutor is not required for NOCN_Cskills Awards NVQ qualifications, but is required for construction training diplomas.
All construction qualifications require an Assessor. For training diplomas, an individual can perform both roles of Tutor/Trainer and

Assessor, where they meet the individual requirements for both. Tutors/Trainers and Assessors are not able to perform the role of the Internal Quality Assurer for cohorts where they have delivered training or assessment.

All Tutors/Trainers and Assessors must:

- Hold verifiable knowledge of the occupational standards at or above the level being taught.
- Hold a recognised teaching/training or assessor qualification (dependent on their role), examples of what NOCN will accept are detailed within the Quality Assurance Manual.
- Keep up to date with industry best practice for the duration of their role.
- Maintain a record of Continuous Personal Development (CPD).
- Hold an up to date CV.

Any specific assessment/training requirements are detailed under the Assessment guidance and/or in the requirements section of each unit.

Internal Quality Assurer Requirements

All construction qualifications must be internally quality assured by an appropriately qualified and experienced IQA. Each Centre must have a quality system which ensures that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate any learner. The quality system must ensure the quality of the award, ensuring validity, reliability and consistency.
Further guidance regarding the requirements of a Centre's quality system is detailed within the Quality Assurance Manual.

All Internal Quality Assurers must:

- Hold verifiable knowledge of the occupational standards at or above the level they are quality assuring.
- Hold a recognised internal quality assurance qualification (for NVQs only), examples of what NOCN will accept are detailed within the Quality Assurance Manual.
- Understand the content, structure, assessments and training/testing requirements of the units they are quality assuring.
- Keep up to date with industry best practice for the duration of their role.
- Maintain a record of Continuous Personal Development (CPD).
- Hold an up to date CV.

Resources and Equipment

For training diplomas, centres must have the resource available for the assessment and training requirements as set out by the relevant health and safety acts. There should be adequate provision of physical resources to support the learning and meet the requirements of the qualification/training.

Please refer to the specific resources and equipment specification for each individual training diploma.

External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of Centre approval status.

The External Quality Assurer will make regular visits to all centres. During these visits they will:

• Monitor the Centre's compliance with the Centre approval criteria by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners, and administrative staff.

• Review the standard of the Centre's assessment and internal quality assurance practices and decisions to determine whether all assessment requirements are met to support safe and valid claims for certification.

Refer to the **NOCN Quality Assurance Manual** for further information on the External Quality Assurance process.

Offering This Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering these qualifications, please contact: business-enquiries@nocn.org.uk

Use Horizon to add the qualification to your Centre.

New Centres

If you are interested in offering these qualifications, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering the qualifications please see **Become a Registered Centre** on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

Conforming to General Health, Safety and Welfare in the Workplace

Reference : A/503/1170

Level : Level 1

Credit Value : 2

Guided Learning Hours : 7

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace within the relevant sector of industry.

Learning Outcomes	Assessment Criteria
The Learner Will	**The Learner Can**
1 Comply with all workplace health, safety and welfare legislation requirements.	• 1.1. · Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area. • 1.2. · Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements. • 1.3. · Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment. • 1.4. · State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: · collective protective measures · personal protective equipment (PPE) · respiratory protective equipment (RPE) · local exhaust ventilation (LEV). • 1.5. · State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions. • 1.6. · State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment. • 1.7. · State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area. • 1.8. · State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	• 2.1. · Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures. • 2.2. · List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities. • 2.3. · List the current Health and Safety Executive top ten safety risks. • 2.4. · List the current Health and Safety Executive top five health risks. • 2.5. · State how changing circumstances within the workplace could

			cause hazards.
		•	2.6. · State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3	Comply with organisational policies and procedures to contribute to health, safety and welfare.	•	3.1. · Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
		•	3.2. · Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
		•	3.3. · Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
		•	3.4. · Safely store health and safety control equipment in accordance with given instructions.
		•	3.5. · Dispose of waste and/or consumable items in accordance with legislation.
		•	3.6. · State the organisational policies and procedures for health, safety and welfare, in relation to: · dealing with accidents and emergencies associated with the work and environment · methods of receiving or sourcing information · reporting · stopping work · evacuation · fire risks and safe exit procedures · consultation and feedback.
		•	3.7. · State the appropriate types of fire extinguishers relevant to the work.
		•	3.8. · State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	•	4.1. · Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
		•	4.2. · State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: · recognising when to stop work in the face of serious and imminent danger to self and/or others · contributing to discussions and providing feedback · reporting changed circumstances and incidents in the workplace · complying with the environmental requirements of the workplace.
		•	4.3. · Give examples of how the behaviour and actions of individuals could affect others within the workplace.
5	Comply with and support all organisational security arrangements and approved procedures.	•	5.1. · Provide appropriate support for security arrangements in accordance with approved procedures: · during the working day · on completion of the day's work · for unauthorised personnel (other operatives and the general public) · for theft.
		•	5.2.

		· State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/

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.

Additional Information on the Assessment of CITB NVQ Unit 641

The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment NVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.

As stated in the guidance as set in Appendix B of the 'ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment'

CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4

2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks'.

2.4 - 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks

All CITB NVQ units – Assessment Criteria 1.4

1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'.

Conforming to Productive Working Practices in the Workplace

Reference : J/503/1169

Level : Level 2

Credit Value : 3

Guided Learning Hours : 10

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive work practices in the workplace within the relevant sector of industry.

Learning Outcomes	Assessment Criteria
The Learner Will	**The Learner Can**
1 Communicate with others to establish productive work practices.	• 1.1. · Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively. • 1.2. · Describe the different methods of communicating with line management, colleagues and customers. • 1.3. · Describe how to use different methods of communication to ensure that the work carried out is productive.
2 Follow organisational procedures to plan the sequence of work.	• 2.1. · Interpret relevant information from organisational procedures in order to plan the sequence of work. • 2.2. · Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively. • 2.3. · Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: · using resources for own and other's work requirements · allocating appropriate work to employees · organising the work sequence · reducing carbon emissions. • 2.4. · Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	• 3.1. · Complete relevant documentation according to the occupation as required by the organisation. • 3.2. · Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: · job cards · worksheets · material/resource lists · time sheets. • 3.3. · Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to	• 4.1.

productive working practices.	· Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.
	• 4.2.
	· Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.
	• 4.3.
	· Describe how to maintain good working relationships, in relation to:
	· individuals
	· customer and operative
	· operative and line management
	· own and other occupations.
	• 4.4.
	· Describe why it is important to work effectively with line management, colleagues and customers.
	• 4.5.
	· Describe how working relationships could have an effect on productive working.
	• 4.6.
	· Describe how to apply principles of equality and diversity when communicating and working with others.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/

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.

Installing dry lining systems in the workplace

Reference : H/615/3726

Level : Level 2

Credit Value : 32

Guided Learning Hours : 160

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing dry lining system in the workplace within the relevant sector of industry.

Learning Outcomes	Assessment Criteria
The Learner Will	**The Learner Can**
1 Interpret the given information relating to the work and resources when installing dry lining systems.	• 1.1 · Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. • 1.2 · Comply with information and/or instructions derived from risk assessments and method statements. • 1.3 · Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. • 1.4 · Describe different types of information, their source and how they are interpreted in relation to: · drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with installing dry lining systems.
2 Know how to comply with relevant legislation and official guidance when installing dry lining systems.	• 2.1 · Describe their responsibilities potential accidents, health hazards and the environment whilst working: · in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. • 2.2 · Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. • 2.3 · Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when installing dry lining systems.	• 3.1 · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing dry lining systems. • 3.2 · Demonstrate compliance with given information and relevant legislation when installing dry lining systems in relation to the following: · safe use of access equipment · safe use, storage and handling of materials, tools and equipment · specific risks to health. • 3.3 · Explain why and when health and safety control equipment,

identified by the principles of prevention, should be used, relating to installing dry lining systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:

· collective protective measures

· personal protective equipment (PPE)

· respiratory protective equipment (RPE)

· local exhaust ventilation (LEV).

- 3.4
· Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
- 3.5
· Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task
·related activities.

4	Select the required quantity and quality of resources for the methods of work to install dry lining systems.	•	4.1 · Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		•	4.2 · Describe the characteristics, quality, uses, sustainability, limitations, and defects associated with the resources in relation to: · panels, plasterboards, metal sections, timber battens, fixings, fittings · hand tools, portable power tools and equipment.
		•	4.3 · Describe how to confirm that the resources and materials conform to the specification.
		•	4.4 · Describe how the resources should be used correctly and how problems associated with the resources are reported.
		•	4.5 · Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		•	4.6 · Describe any potential hazards associated with the resources and methods of work.
		•	4.7 · Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install dry lining systems.
5	Minimise the risk of damage to the work and surrounding area when installing dry lining systems.	•	5.1 · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		•	5.2 · Maintain a clean work space.
		•	5.3 · Dispose of waste in accordance with current legislation.
		•	5.4 · Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		•	5.5 · Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing dry lining systems.	•	6.1 · Demonstrate completion of the work within the allocated time.
		•	6.2 · Describe the purpose of the work programme and explain why deadlines should be kept in relation to: · types of progress charts, timetables and estimated times · organisational procedures for reporting circumstances which will

			affect the work programme.
7	Comply with the given contract information to install dry lining systems to the required specification.	•	7.1 · Demonstrate the following work skills when installing dry lining systems: · measuring, marking out, fitting, positioning and securing.
		•	7.2 · Use and maintain hand tools, portable power tools and ancillary equipment.
		•	7.3 · Install the following, including fixing deflection heads, forming openings and junctions, and carrying out repairs, to given working instructions · metal stud partitions · metal furring ceilings · framed wall linings · framed and frameless beam and column encasement systems
		•	7.4 · Install at least two of the following systems to given working instructions, including fixing deflection heads, forming openings and junctions, and carrying out repairs · twin walls · staggered studs · service shaft partitions · curved walls · walls over three metres high
		•	7.5 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements – check vertical and horizontal datum – establish the suitability of the existing substrate – identify the location of, and work around, mechanical and electrical services – ensure the use of an appropriate fixing regime – fix deflection heads – install dry lining systems including metal stud partitions, metal furring ceilings, wall linings, framed and frameless beam and column encasement systems – form openings and junctions – repair damaged partitions and ceilings – install twin walls, staggered studs and service shaft partitions – form and install curved walls – install walls over three metres high – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.
		•	7.6 · Describe the needs of other occupations and how to communicate effectively within a team when installing dry lining systems.
		•	7.7 · Describe how to maintain the tools and equipment used when installing dry lining systems.

Assessment guidance and/or requirements : This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for
Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.

Installing plasterboard linings in the workplace

Reference : J/615/3668

Level : Level 2

Credit Value : 21

Guided Learning Hours : 120

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing plasterboard linings in the workplace within the relevant sector of industry.

Learning Outcomes	Assessment Criteria
The Learner Will	**The Learner Can**
1 Interpret the given information relating to the work and resources when installing plasterboard linings.	• 1.1 · Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. • 1.2 · Comply with information and/or instructions derived from risk assessments and method statements. • 1.3 · Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. • 1.4 · Describe different types of information, their source and how they are interpreted in relation to: · drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with installing plasterboard linings.
2 Know how to comply with relevant legislation and official guidance when installing plasterboard linings.	• 2.1 · Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: · in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. • 2.2 · Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. • 2.3 · Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices installing plasterboard linings.	• 3.1 · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing plasterboard linings. • 3.2 · Demonstrate compliance with given information and relevant legislation when installing plasterboard linings in relation to the following: · safe use of access equipment · safe use, storage and handling of materials, tools and equipment · specific risks to health. • 3.3 · Explain why and when health and safety control equipment,

identified by the principles of prevention should be used, relating to installing plasterboard linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:

· collective protective measures

· personal protective equipment (PPE)

· respiratory protective equipment (RPE)

· local exhaust ventilation (LEV).

- 3.4
· Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
- 3.5
· Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task
·related activities.

4	Select the required quantity and quality of resources for the methods of work to install plasterboard linings.	•	4.1 · Select resources associated with own work in relation to materials, components, fixings, tools and equipment. • 4.2 · Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: · wallboards, thermal boards, glass reinforced gypsum board, bonding compounds, fixings, fittings · hand tools, portable power tools and equipment. • 4.3 · Describe how to confirm that the resources and materials conform to the specification. • 4.4 · Describe how the resources should be used correctly and how problems associated with the resources are reported. • 4.5 · Explain why the organisational procedures have been developed and how they are used for the selection of required resources. • 4.6 · Describe potential hazards associated with the resources and methods of work. • 4.7 · Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install plasterboard linings.
5	Minimise the risk of damage to the work and surrounding area when installing plasterboard linings.	•	5.1 · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2 · Maintain a clean work space. • 5.3 · Dispose of waste in accordance with current legislation. • 5.4 · Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. • 5.5 · Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing plasterboard linings.	•	6.1 · Demonstrate completion of the work within the allocated time. • 6.2 · Describe the purpose of the work programme and explain why deadlines should be kept in relation to: · types of progress charts, timetables and estimated times · organisational procedures for reporting circumstances which will

			affect the work programme.
7	Comply with the given contract information to install plasterboard linings to the required specification.	•	7.1 · Demonstrate the following work skills when installing plasterboard linings: · measuring, marking out, fitting, finishing, positioning and securing.
		•	7.2 · Use and maintain hand tools, portable power tools and ancillary equipment.
		•	7.3 · Install plasterboard linings to one of following, including forming openings and carrying out repairs, to given working instructions: · to timber and/or metal (tacking) · to solid backgrounds by direct bonding (dot and dab).
		•	7.4 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements – check vertical and horizontal datum – establish the suitability of the existing substrate – ensure the use of an appropriate fixing regime – identify the location of, and work around, mechanical and electrical services – install and repair plasterboard linings to timber and metal (tacking) and by direct bonding to solid backgrounds (dot and dab) – form openings – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.
		•	7.5 · Describe the needs of other occupations and how to communicate effectively within a team when installing plasterboard linings.
		•	7.6 · Describe how to maintain the tools and equipment used when installing plasterboard linings.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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.
One of the following endorsements required:
- timber and/or metal (tacking)
- solid backgrounds by direct bonding (dot & dab).

Moving, Handling and Storing Resources in the Workplace

Reference : F/503/1171

Level : Level 2

Credit Value : 5

Guided Learning Hours : 17

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving, handling and storing resources in the workplace within the relevant sector of industry.

Learning Outcomes	Assessment Criteria
The Learner Will	**The Learner Can**
1 Comply with given information when moving, handling and/or storing resources.	• 1.1. · Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation. • 1.2. · Interpret the given information relating to the use and storage of lifting aids and equipment. • 1.3. · Describe the different types of technical, product and regulatory information, their source and how they are interpreted. • 1.4. · State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. • 1.5. · Describe how to obtain information relating to using and storing lifting aids and equipment.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	• 2.1. · Describe their responsibilities under current legislation and official guidance whilst working: · in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. • 2.2. · Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. • 2.3. · Explain what the accident reporting procedures are and who is responsible for making the reports. • 2.4. · State the appropriate types of fire extinguishers relevant to the work. • 2.5. · Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3 Maintain safe working practices when moving, handling and/or storing resources.	• 3.1. · Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources. • 3.2. · Use lifting aids safely as appropriate to the work. • 3.3. · Protect the environment in accordance with safe working practices as appropriate to the work. • 3.4.

		· Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: · collective protective measures · personal protective equipment (PPE) · respiratory protective equipment (RPE) · local exhaust ventilation (LEV).
		• 3.5. · Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
		• 3.6. · State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task ·related hazards.
4	Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	• 4.1. · Select the relevant resources to be moved, handled and/or stored, associated with own work.
		• 4.2. · Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: · lifting and handling aids · container(s) · fixing, holding and securing systems.
		• 4.3. · Describe how the resources should be handled and how any problems associated with the resources are reported.
		• 4.4. · Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		• 4.5. · Describe any potential hazards associated with the resources and methods of work.
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	• 5.1. · Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
		• 5.2. · Dispose of waste and packaging in accordance with legislation.
		• 5.3. · Maintain a clean work space when moving, handling or storing resources.
		• 5.4. · Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		• 5.5. · Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when moving, handling and/or storing resources.	• 6.1. · Demonstrate completion of the work within the allocated time.
		• 6.2. · State the purpose of the work programme and explain why deadlines should be kept in relation to: · progress charts, timetables and estimated times · organisational procedures for reporting circumstances which will affect the work programme.

7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	•	7.1. · Demonstrate the following work skills when moving, handling and/or storing occupational resources: · moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.
		•	7.2. · Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: · sheet material · loose material · bagged or wrapped material · fragile material · tools and equipment · components · liquids.
		•	7.3. · Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
		•	7.4. · Describe the needs of other occupations when moving, handling and/or storing resources.

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