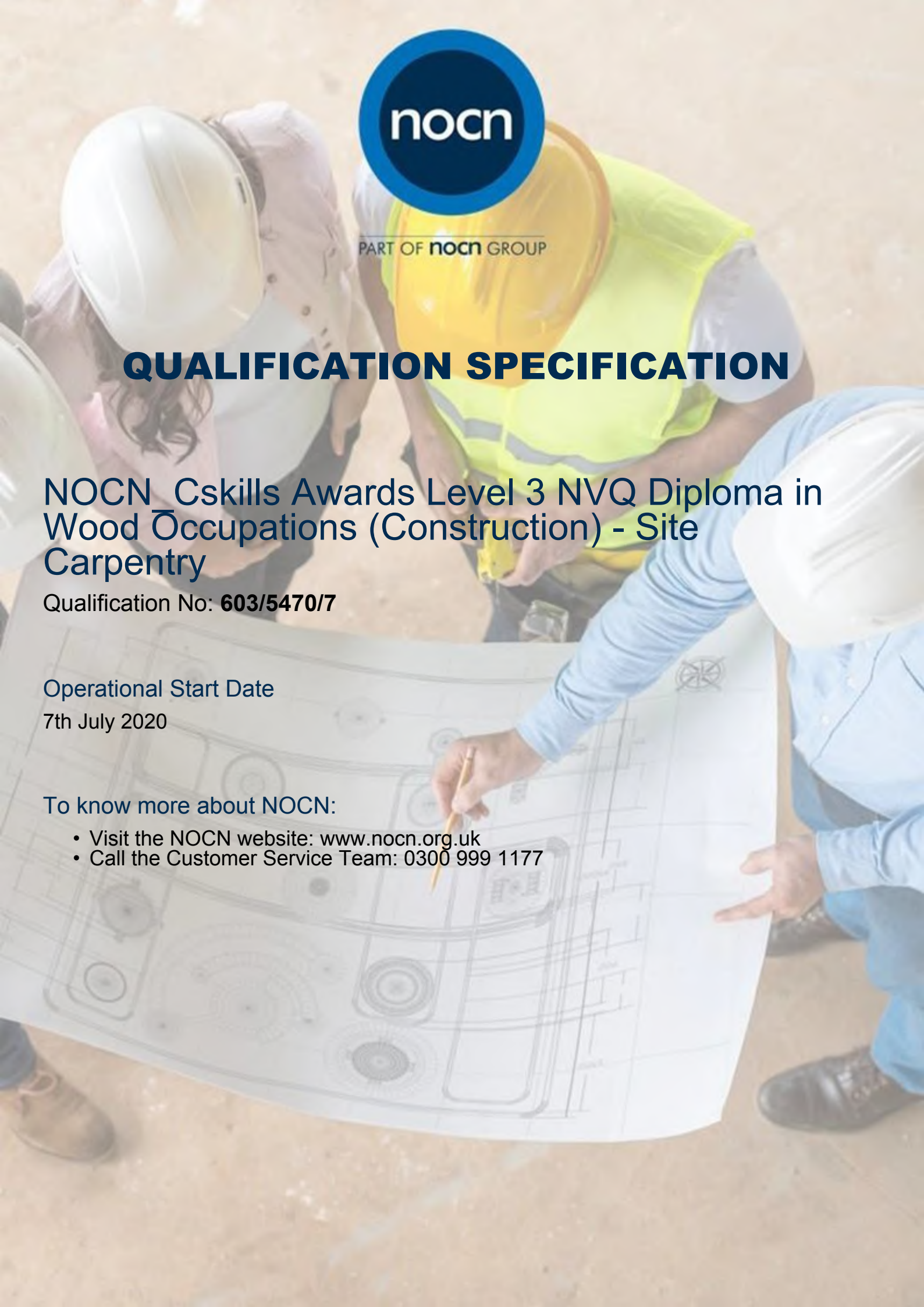

QUALIFICATION SPECIFICATION

NOCN_Cskills Awards Level 3 NVQ Diploma in Wood Occupations (Construction) - Site Carpentry

Qualification No: **603/5470/7**

Operational Start Date

7th July 2020

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 3 NVQ Diploma in Wood Occupations (Construction) - Site Carpentry

Reference : 603/5470/7

Total Qualification Time (TQT) : 1280

Award Code : QUA902

Minimum Age : 16

Level : Level 3

Registration Start Date : 1/5/2020

Qualification Overview

The NOCN_Cskills Awards Level 3 NVQ Diploma in Wood Occupations (Construction) -Site Carpentry qualification has been developed for achievement in a real workplace environment which means the learner must be employed to undertake this qualification.

This qualification enables the learner, to recognise their skills, knowledge and understanding as well as demonstrating their competence in the workplace when carrying out the role of a Site Carpenter within the construction industry.

Topics Covered In This Qualification

This NOCN_Cskills Awards Level 3 NVQ Diploma in Wood Occupations (Construction) -Site Carpentry qualification 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 and optional units.

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

Entry Requirements

There are no formal entry requirements to take this NOCN_Cskills Awards Level 3 NVQ Diploma in Wood Occupations (Construction) -Site Carpentry qualification. This qualification can be undertaken without any previous training or qualifications in this subject area.

Progression

On completion of the NOCN_Cskills Awards Level 3 NVQ Diploma in Wood Occupations (Construction) -Site Carpentry qualification 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 on its own as entry to a job role.

Qualification Structure

Total Qualification Time (TQT) for this qualification: 1280

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: 629

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 3 NVQ Diploma in Wood Occupations (Construction) -Site Carpentry qualification structure below specifies the combination of units that need to be achieved for the individual to be awarded the qualification.

This qualification consists of Seven (7) mandatory units and Three optional units.

In order to achieve/pass this qualification learners must successfully complete/achieve all Seven (7) Mandatory units and Two (2) Optional units.

Units

Qualification Structure : To achieve this qualification a minimum of 9 units need to be attained. This comprises of 7 units from the Mandatory Group and 2 units from the Optional Group.

Mandatory Group : The learner must achieve 7 units in this group.

Title	Reference	Credit Value	Level
Setting up and using transportable cutting and shaping machines in the workplace	Y/617/9305	26	Level 2
Installing bespoke second fixing components in the workplace	A/617/9345	23	Level 3
Installing bespoke first fixing components in the workplace	H/617/9341	18	Level 3
Developing and Maintaining Good Occupational Working Relationships in the Workplace	Y/617/9062	8	Level 3
Conforming to General Health, Safety and Welfare in the Workplace	A/503/1170	2	Level 1
Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	A/503/2772	10	Level 3
Confirming the Occupational Method of Work in the Workplace	R/503/2924	11	Level 3

Optional Group : The learner must achieve a minimum of 2 units in this group.

Title	Reference	Credit Value	Level
Maintaining non-structural and structural components in the workplace	F/617/9346	29	Level 3
Erecting structural carcassing components in the workplace	J/617/9316	20	Level 2
Erecting roof structure carcassing components in the workplace	J/617/4665	26	Level 3

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 (RQS) for Wood Occupations (Construction) Level 3). 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. The learner will be required to produce a Portfolio of Evidence showing how you have met the performance and knowledge criteria for each unit required within the qualification, as directed by your assessor. In order to achieve/pass this qualification/pathway learners must successfully complete/achieve all Seven (7) Mandatory units and Two (2) Optional units.

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 Adjustments 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 Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk 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 recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.Verify recommendations for achievement submitted by the Centre via Quartzweb if the Centre does not hold DCS.

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

Offering This Qualification

Existing Centres

If your centre is already recognised to offer NOCN qualifications and would like more information about this qualification, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre please see Become a Registered Centre on our website www.nocn.org.uk and complete the New Business Enquiry Form.

Confirming the Occupational Method of Work in the Workplace

Reference : R/503/2924

Level : Level 3

Credit Value : 11

Guided Learning Hours : 37

Grading Type : Pass/Fail

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

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Assess available project data accurately to determine the occupational method of work.	• 1.1 · Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work. • 1.2 · Explain how to summarise the following project data: · required quantities · specifications · detailed drawings · health and safety requirements · timescales · scope of works. • 1.3 · Explain the different methods of assessing available project data. • 1.4 · Explain how to use project data to interpret the work method, In relation to: · standard work procedures · sequence of work · organisation of resources (people, equipment, materials) · work techniques · working conditions (health, safety and welfare) · risk assessment.
2	Obtain additional information from alternative sources in cases where the available project data is insufficient.	• 2.1 · Collect and collate additional information from alternative sources to clarify the work to be carried out. • 2.2 · Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: · customers or representatives · suppliers · regulatory authorities · manufacturer's literature.
3	Identify work methods that will make best use of resources and	• 3.1

	meet project, statutory and contractual requirements.	· Examine potential work methods to carry out the occupational work activity. • 3.2 · Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria. • 3.3 · Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: · health and safety welfare (principles of protection) · fire protection · access and egress · equipment availability · availability of competent workforce · pollution risk · waste and disposal · zero and low carbon outcomes · weather conditions. • 3.4 · Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: · conforming to statutory requirements · customer and user needs · contract requirements in terms of time, quantity and quality · environmental considerations. • 3.5 · Explain how different methods of work can achieve zero/low carbon outcomes.
4	Confirm and communicate the selected work method to relevant personnel.	• 4.1 · Confirm the selected occupational work method that meets project, statutory and contractual requirements. • 4.2 · Communicate appropriately to relevant people on the selected occupational work method. • 4.3 · Describe the different techniques and methods of confirming and communicating work methods to relevant people. • 4.4 · Explain the principles of equality and diversity and how to apply them when working and communicating with others.

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.

Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

Reference : A/503/2772

Level : Level 3

Credit Value : 10

Guided Learning Hours : 33

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Confirming Work Activities and Resources for an Occupational Work Area in the Workplace within the relevant sector of industry.

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

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

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.

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'.

Developing and Maintaining Good Occupational Working Relationships in the Workplace

Reference : Y/617/9062

Level : Level 3

Credit Value : 8

Guided Learning Hours : 27

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence developing and maintaining good working relationships in the workplace within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Develop, maintain and encourage working relationships to promote good will and trust.	• 1.1 · Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved. • 1.2 · Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others. • 1.3 · Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people. • 1.4 · Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	• 2.1 · Communicate on the following work activity information to relevant people following organisational procedures: · appropriate timescales · health and safety requirements · co ·ordination of work procedures. • 2.2 · Explain the different methods and techniques used to inform relevant people about work activities. • 2.3 · Explain the effects of not informing relevant people with the expected level of urgency. • 2.4 · Explain the different types of work activity related information and to what level of detail the following people would expect to receive: · colleagues · employers · customers · contractors · suppliers of products and services · other people affected by the work/project.
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	• 3.1 · Give appropriate advice and information to relevant people about

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

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 bespoke first fixing components in the workplace

Reference : H/617/9341

Level : Level 3

Credit Value : 18

Guided Learning Hours : 90

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Installing bespoke first fixing components 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 bespoke first fixing components.	• 1.1 · Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. • 1.2 · Comply with information and/or instructions derived from risk assessments and method 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, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing first fixing components.
2	Know how to comply with relevant legislation and official guidance when installing bespoke first fixing components.	• 2.1 · Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials 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, operative and vehicles. • 2.3 · Explain what the accident reporting procedures are and who is responsible for making reports. • 2.4 · Describe the types of fire extinguishers available when installing bespoke first fixing components and describe how and when they are used.
3	Maintain safe and healthy working practices when installing bespoke first fixing components.	• 3.1 · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing bespoke first fixing components. • 3.2 · Demonstrate compliance with given information and relevant legislation when installing bespoke first fixing components in relation to at least two of 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 bespoke first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). • 3.4 · 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 bespoke first fixing components.	• 4.1 · Select resources associated with own work in relation to materials, components, fixings, tools and equipment. • 4.2 · Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, metals, frames, linings, staircases, adhesives, sealants and fixings – hand and power tools • 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 and procedure to install bespoke first fixing components.
5	Minimise the risk of damage to the work and surrounding area when installing bespoke first fixing components.	• 5.1 · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2 · Maintain a clear and tidy 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 bespoke first fixing components.	• 6.1 · Demonstrate completion of the work within the allocated time. • 6.2 · Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to install bespoke first	• 7.1

	fixing components to the required specification.	· Demonstrate the following work skills when installing bespoke first fixing components: – measuring, marking out, fitting, finishing, positioning and securing. • 7.2 · Use and maintain hand and power tools. • 7.3 · Install at least three of the following to given working instructions: – bespoke frames (door and/or window) – shaped linings (door and/or hatch) – partitions (with openings and change of direction) – staircases (with turns). • 7.4 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix bespoke door and window frames, window boards, shaped linings, partitions full or partial height (with openings and change of direction), plasterboard, staircases (with turns) – form joints associated with bespoke first fixing – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment. • 7.5 · Describe the needs of other occupations and how to effectively communicate within a team when installing bespoke first fixing components. • 7.6 · Describe the methods of sharpening the hand tools used when installing bespoke first fixing components. • 7.7 · Describe how to maintain the tools and equipment used when installing bespoke first fixing components. • 7.8 · Describe how to sharpen the hand tools used when installing bespoke first fix components.

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.
Three of the following endorsements required:
-Frames (door and/or window)
-Linings (door and/or hatch)
-Floor joist coverings (or flat roof decking)
-Partitions
-Staircases
-Roof verge and eaves finishings.

Installing bespoke second fixing components in the workplace

Reference : A/617/9345

Level : Level 3

Credit Value : 23

Guided Learning Hours : 123

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Installing bespoke second fixing components 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 bespoke second fixing components.	• 1.1 · Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. • 1.2 · Comply with information and/or instructions derived from risk assessments and method 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', oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing bespoke second fixing components.
2	Know how to comply with relevant legislation and official guidance when installing bespoke second fixing components.	• 2.1 · Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials 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, operative and vehicles. • 2.3 · Explain what the accident reporting procedures are and who is responsible for making reports. • 2.4 · Describe the types of fire extinguishers available when installing second fixing components and describe how and when they are used.
3	Maintain safe and healthy working practices when installing bespoke second fixing components.	• 3.1 · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing bespoke second fixing components. • 3.2 · Demonstrate compliance with given information and relevant legislation when installing bespoke second fixing components in relation to at least two of 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 bespoke second fixing components, and the types, purpose and limitations of each type the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). • 3.4 · 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 bespoke second fixing components.	• 4.1 · Select resources associated with own work in relation to materials, components, fixings, tools and equipment. • 4.2 · Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, timber boarding, plastics, metals, doors, mouldings, ironmongery, prefabricated units, adhesives, sealants and fixings – hand and power tools. • 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 and procedure to install bespoke second fixing components.
5	Minimise the risk of damage to the work and surrounding area when installing bespoke second fixing components.	• 5.1 · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2 · Maintain a clear and tidy 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 bespoke second fixing components.	• 6.1 · Demonstrate completion of the work within the allocated time. • 6.2 · Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will

		affect the work programme.
7	Comply with the given contract information and the required specification to install bespoke second fixing components.	• 7.1 · Demonstrate the following work skills when installing bespoke second fixing components: – measuring, marking out, fitting, finishing, positioning and securing. • 7.2 · Use and maintain hand and power tools. • 7.3 · Install to given working instructions side hung doors (double or pairs), ironmongery (in pair or sets) and mouldings (detailed architrave, skirting) plus at least Two of the following: · accessible service encasement – bespoke prefabricated units or fitments – cladding or panelling – stair components (balustrades, handrails, spindles with turns). • 7.4 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix internal and external side hung doors (double or pairs), fire resisting and non ·fire resisting doors, door closers, ironmongery (in pairs or sets), detailed architraves, skirting, dado rails, picture rails, internal and external cladding, accessible service encasements, bespoke prefabricated units and stair components (with turns) – form joints associated with bespoke second fixing – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment. • 7.5 · Describe the needs of other occupations and how to effectively communicate within a team when installing bespoke second fixing components. • 7.6 · Describe how to maintain the tools and equipment used when installing bespoke second fixing components. • 7.7 · Describe how to sharpen the hand tools used when installing bespoke second fix components.

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.
Five of the following endorsements required:
-Side hung doors
-Mouldings (architrave, skirting)
-Ironmongery
-Service encasement
-Prefabricated units
-Cladding or panelling
-Stair components (balustrades, handrails, spindles).

Setting up and using transportable cutting and shaping machines in the workplace

Reference : Y/617/9305

Level : Level 2

Credit Value : 26

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 Setting up and using transportable cutting and shaping machines 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 setting up and using transportable cutting and shaping machines.	• 1.1 · Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. • 1.2 · Comply with information and/or instructions derived from risk assessments and method statements. • 1.3 · Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. • 1.4 · Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with setting up and using transportable cutting and shaping machines.
2	Know how to comply with relevant legislation and official guidance when setting up and using transportable cutting and shaping machines.	• 2.1 · Describe their responsibilities regarding potential accidents health hazards and environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials 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 operative and vehicles. • 2.3 · Explain what the accident reporting procedures are and who is responsible for making reports. • 2.4 · Describe the types of fire extinguishers available when setting up and using transportable cutting and shaping machines and describe how and when they are used.
3	Maintain safe and healthy working practices when setting up and using transportable cutting and shaping machines.	• 3.1 · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when setting up and using transportable cutting and shaping machines. • 3.2 · Demonstrate compliance with given information and relevant legislation when setting up and using transportable cutting and

		shaping machines in relation to –safe use of access equipment –safe 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 setting up and using transportable cutting and shaping machines, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). • 3.4 · Describe how the relevant health and safety control equipment should be used in accordance with the given 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 set up and use transportable cutting and shaping machines.	• 4.1 · Select resources associated with own work in relation to materials, components and fixings, tools, equipment and accessories. • 4.2 · Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – accessories – attachments – hand and power tools. • 4.3 · Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability. • 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 and procedure to process materials when setting up and using transportable cutting and shaping machines.
5	Minimise the risk of damage to the work and surrounding area when setting up and using transportable cutting and shaping machines.	• 5.1 · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2 · Maintain a clear and tidy work space. • 5.3 · Dispose of waste in accordance with current legislation. • 5.4 · Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. • 5.5 · Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when setting up and using transportable cutting and shaping machines.	• 6.1 · Demonstrate completion of the work within the allocated time. • 6.2 · Describe the purpose of the work programme and explain why deadlines should be kept in relation to:

		– types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to set up and use transportable cutting and shaping machines to the required specification.	• 7.1 · Demonstrate the following work skills when setting up and using transportable cutting and shaping machines: – measuring, marking out, fitting, fixing, positioning, securing and operating. • 7.2 · Use and maintain hand and power tools. • 7.3 · Set up and use at least three of the following powered cutting machines to given working instructions: – saw (at least three from the following: circular, chop, mitre, bench or table, jig, reciprocating, oscillating) – drill – planer – biscuit jointer – disc cutter – morticer. • 7.4 · Set up and use at least two of the following powered shaping machines to given working instructions: – thicknesser – sander (orbital, belt, disc) – router – laminate trimmer – planer • 7.5 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – check powered transportable cutting and shaping machines (fuel and electric mains and battery) for serviceability – set up machines in preparation for use –check voltage requirements, safety cut offs and circuit breakers –check fuel, type, mix and additives – fix and secure work – select and ensure safety guards are in place in accordance with machine instructions –select accessories for the machine and the work –identify maintenance requirements for accessories, sharpening and aligning –cut and shape materials to agreed tolerances – change accessories: drill bits, router bits, discs, planner blades, saw blades, tools, abrasives – use templates, profiles and jigs –recognise and determine when specialist skills and knowledge are required and report accordingly –use hand and power tools –work at height ·use access equipment. • 7.6 · Describe the needs of other occupations and how to effectively communicate within a team when setting up and using transportable cutting and shaping machines. • 7.7 · Describe how to maintain the tools, accessories and equipment used when setting up and using transportable cutting and shaping machines.

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.
Three of the following cutting machines endorsements required :
Saw – three from: circular, chop, mitre, bench or table, jig, reciprocating, oscillating
Drill
Planer

Biscuit jointer
Disc cutter
Morticer.
PLUS
Two of the following shaping machines:
Thicknesser
Sander (orbital, belt, disc)
Router
Laminate trimmer
Planer.

Erecting roof structure carcassing components in the workplace

Reference : J/617/4665

Level : Level 3

Credit Value : 26

Guided Learning Hours : 95

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Erecting roof structure carcassing components 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 erecting roof structure carcassing components.	• 1.1. · Interpret and extract relevant information from drawings,specifications, schedules, digital information, 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, digital information and 3D modelling, method statements, risk assessments, manufacturers' information, official guidance and current regulations governing buildings associated with erecting roof structure carcassing component.
2	Know how to comply with relevant legislation and official guidance when erecting roof structure carcassing components.	• 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 and storage of materials 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, operative and vehicles. • 2.3. · Explain what the accident reporting procedures are and who is responsible for making reports. • 2.4. · Describe the types of fire extinguishers available when erecting roof structure carcassing components and describe how and when they are used.
3	Maintain safe and healthy working practices when erecting roof structure carcassing components.	• 3.1. · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting roof structure carcassing components. • 3.2. · Demonstrate compliance with given information and relevant legislation when erecting roof structure carcassing components in relation to the following: – safe use ofaccess equipment and/or working platforms – 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 erecting roof structure carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). • 3.4. · Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. • 3.5. · Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task ·related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect roof structure carcassing components.	• 4.1. · Select resources associated with own work in relation to materials, components, fixings, tools and equipment. • 4.2. · Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber and timber based materials, sheet material, metals, trussed rafters, prefabricated frames,adhesives, sealants, fixings, fittings and associated ancillary items – 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 and procedure to erect roof structure carcassing components.
5	Minimise the risk of damage to the work and surrounding area when erecting roof structure carcassing components.	• 5.1. · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2. · Maintain a clear and tidy work space. • 5.3. · Dispose of waste in accordance with current legislation. • 5.4. · Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. • 5.5. · Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when erecting roof structure carcassing components.	• 6.1. · Demonstrate completion of the work within the allocated time. • 6.2. · Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

7	Comply with the given contract information to erect roof structure carcassing components to the required specification.	• 7.1. · Demonstrate the following work skills when erecting roof structure carcassing components: – measuring, marking out, fitting, aligning, finishing, positioning and securing. • 7.2. · Use and maintain hand tool, portable power tools and ancillary equipment. • 7.3. · Incorporate at least two of the following to given working instructions on timber frame roofs: – hips and/or valleys – roof verge and eaves – parapet finishings – false chimneys – openings (e.g. windows, hatches, dormers, roof lights and vents) • 7.4. · Determine the specification of cut roof component bevels and lengths. • 7.5. · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – extract and transfer data from drawings for the installation of roof structure carcassing – provide information for Building Information Modelling (BIM) – identify roof structure carcassing components – check existing levels and setting out lines – prepare and fix trussed rafters – apply geometry to determine bevels and lengths for cut, equal and unequal, gabled and hipped roofs, with valleys and dormers – form joints associated with carcassing – make and assemble cut roofs – install on timber frame roofs: hips and valleys, timber and plastic verge and eaves, parapet finishings, false chimneys, openings (e.g. windows, hatches, dormers, roof lights and vents) – work with plant and machinery to lift and transfer loads – install insulation to achieve the specified energy and carbon performance – avoid thermal bridging, bypassing and condensation – apply the principles of airtightness and ventilation – recognise and determine when specialist skills and knowledge are required and report accordingly – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipmentand working platforms – economise use of water, report leaks and turn taps off – recycle materials and minimise waste. • 7.6. · Describe the needs of other occupations and how to effectively communicate within a team when erecting roof structure carcassing components. • 7.7. · Describe how to maintain the tools and equipment used when erecting roof structure carcassing components.

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.
Two of the following endorsements required:
- Hips and/or valleys
- Roof verge and eaves
- Parapet finishings
- False chimneys
- Openings (e.g. windows, hatches, dormers, roof lights and vents).

Erecting structural carcassing components in the workplace

Reference : J/617/9316

Level : Level 2

Credit Value : 20

Guided Learning Hours : 97

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Erecting structural carcassing components 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 erecting structural carcassing components.	• 1.1 · Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. • 1.2 · Comply with information and/or instructions derived from risk assessments and method 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, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with erecting structural carcassing components
2	Know how to comply with relevant legislation and official guidance when erecting structural carcassing components.	• 2.1 · Describe their responsibilities under regarding potential accidents, health hazards and environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials 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, operative and vehicles. • 2.3 · Explain what the accident reporting procedures are and who is responsible for making reports. • 2.4 · State the types of fire extinguishers available when erecting structural carcassing components and describe how and when they are used.
3	Maintain safe and healthy working practices when erecting structural carcassing components.	• 3.1 · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when with erecting structural carcassing components. • 3.2 · Demonstrate compliance with given information and relevant legislation when erecting structural carcassing components for at least two of 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 erecting structural carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). • 3.4 · Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions. • 3.5 · Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task ·related activities.
4	Select the required quantity and quality of resources for the methods of work to erect structural carcassing components.	• 4.1 · Select resources associated with own work in relation to materials, components, fixings, tools and equipment. • 4.2 · Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials, plastic mouldings, metals, trussed rafters, adhesives, sealants and fixings – hand and power tools. • 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 and procedure to erect structural carcassing components.
5	Minimise the risk of damage to the work and surrounding area when erecting structural carcassing components.	• 5.1 · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2 · Maintain a clear and tidy work space. • 5.3 · Dispose of waste in accordance with current legislation. • 5.4 · Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. • 5.5 · Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when erecting structural carcassing components.	• 6.1 · Demonstrate completion of the work within the allocated time. • 6.2 · State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.

7	Comply with the given contract information to erect structural carcassing components to the required specification.	• 7.1 · Demonstrate the following work skills when erecting structural carcassing components: – measuring, marking out, fitting, finishing, positioning and securing. • 7.2 · Use and maintain hand and power tools. • 7.3 · Erect one of the following to given working instructions: – inclined roofs with gables – load bearing partitions – joists (ground, upper or flat roof), including coverings (flat roofs, decks or floors). • 7.4 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix gable roof trussed rafters, cut roofs, ground, upper and flat roof joists, load bearing partitions – form joints associated with carcassing – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment. • 7.5 · Describe the needs of other occupations and how to effectively communicate within a team when erecting structural carcassing components. • 7.6 · Describe the methods of sharpening the hand tools used when erecting structural carcassing components. • 7.7 · Describe how to maintain the tools and equipment used when erecting structural carcassing components.

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 :
Inclined roofs with gables
Load bearing partitions
Joists (ground, upper or flat roof) including coverings (flat roofs, decks or floors).

Maintaining non-structural and structural components in the workplace

Reference : F/617/9346

Level : Level 3

Credit Value : 29

Guided Learning Hours : 127

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Maintaining non-structural and structural components 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 maintaining non-structural and structural components.	• 1.1 · Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. • 1.2 · Comply with information and/or instructions derived from risk assessments and method statements. • 1.3 · Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. • 1.4 · Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with maintaining non ·structural and structural components.
2	Know how to comply with relevant legislation and official guidance when maintaining non-structural and structural components.	• 2.1 · Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials 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 operative and vehicles. • 2.3 · Explain what the accident reporting procedures are and who is responsible for making reports. • 2.4 · Describe the types of fire extinguishers available when maintaining non ·structural and structural components and describe how and when they are used.
3	Maintain safe and healthy working practices when maintaining non-structural and structural components.	• 3.1 · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non ·structural and structural components. • 3.2

		· Demonstrate compliance with given information and relevant legislation when maintaining non ·structural and structural components in relation to: –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 maintaining non ·structural and structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). • 3.4 · Describe how the relevant health and safety control equipment should be used in accordance with the given 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 maintain non-structural and structural components.	• 4.1 · Select resources associated with own work in relation to materials, components, fixings, tools and equipment. • 4.2 · Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber based products, composite materials and metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants and ironmongery – fittings and fixings – hand and power tools • 4.3 · Describe how to confirm that the resources and materials conform with the specification including suitability, moisture and durability. • 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 and procedure to maintain non ·structural and structural components.
5	Minimise the risk of damage to the work and surrounding area when maintaining non-structural and structural components.	• 5.1 · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2 · Maintain a clear and tidy 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 maintaining	• 6.1

	non-structural and structural components.	· 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 productivity targets and time scales – how times are estimated – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to maintain non-structural and structural components to the required specification.	• 7.1 · Demonstrate the following work skills when maintaining non ·structural and structural components: – measuring, marking out, fitting, splicing, finishing, positioning and securing. • 7.2 · Use and maintain hand and power tools • 7.3 · Repair and/or replace at least three of the following non ·structural components to given working instructions in timber, timber ·based products, composite materials and metal: – frames (to include priming the repair) – mouldings (to include priming the repair) – floor joist covering (or flat roof) – sash cords – windows replacement glazing – fascias, soffits and bargeboards – non ·structural stair components – false ceiling. • 7.4 · Repair and/or replace at least two of the following structural components to given working instructions in timber, timber ·based products, composite materials and metal:: – stall risers – structural joists (including support) – structural rafters (including support) – structural stair components – load bearing partitions – form openings. • 7.5 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – replace and repair the following structural components in timber, timber based products, composite materials and metal: stall risers, structural joist (including support), structural rafters (including support) structural stair components, load bearing partitions and form openings – replace and repair the following structural components in timber, timber based products, composite materials and metal: stall risers, structural joist (including support), structural rafters (including support) structural stair components, load bearing partitions and form openings – identify load bearing points – prop and support existing structures – replace frames and mouldings – repair or replace door and window ironmongery – repair and replace guttering and downpipes – repair and replace fascias, soffits and barge boards – form joints associated with repairs – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – identify and follow the installation quality requirements – work with, around and in close proximity to plant and machinery – use hand and power tools – work at height – use access equipment. • 7.6 · Describe the needs of other occupations and how to effectively communicate within a team when maintaining non ·structural and structural components.

		•	7.7 · Describe how to maintain the tools and equipment used when maintaining non ·structural and structural components. • 7.8 · Describe how to sharpen the hand tools used when maintaining non ·structural and structural components.

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.
Three of the following endorsements for non-structural components:
-Frames (to include priming the repair)
-Mouldings (to include priming the repair)
-Floor joist covering (or flat roof)
-Sash cords
-Windows replacement glazing
-Fascia, soffits and bargeboards
-Non-structural stair components
-False ceiling.

Plus
-Two of the following endorsements for structural components:
-Stall risers
-Structural joists (including support)
-Structural rafters (including support)
-Structural stair components
-Load bearing partitions
-Form openings.