



PART OF **nocn** GROUP

## **QUALIFICATION SPECIFICATION**

### **NOCN\_Cskills Awards Level 3 NVQ Diploma in Plastering (Construction) - Solid**

Qualification No: **603/2370/X**

Operational Start Date

29th January 2020

To know more about NOCN:

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: 0300 999 1177

# **NOCN\_Cskills Awards Level 3 NVQ Diploma in Plastering (Construction) - Solid**

**Reference :** 603/2370/X

**Total Qualification Time (TQT) :** 910

**Award Code :** QUA840

**Minimum Age :** 16

**Level :** Level 3

**Registration Start Date :** 1/12/2017

## **Qualification Overview**

The NOCN\_Cskills Awards Level 3 NVQ Diploma in Plastering (Construction) qualification has two specialisms/pathways of which Solid is one of them.

The NOCN\_Cskills Awards Level 3 NVQ Diploma in Plastering (Construction) -Solid has been developed for achievement in a real workplace environment which means the learner needs to be employed to undertake this pathway.

This pathway enables you, the learner, to demonstrate and recognise their skills, knowledge and understanding and to demonstrate their competence in a real workplace environment so that the learner can work in a Solid environment. 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 Plastering (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 pathway.

This qualification/pathway supports the learner to attain enabling, fundamental and transferable practical skills with associated underpinning knowledge.

NOCN\_Cskills Awards Level 3 NVQ Diploma in Plastering (Construction) -Solid

Total Qualification Time (TQT) for this qualification: 910

Minimum Guided Learning Hours (GLH) for this qualification: 304

This qualification can be taken as part of an apprenticeship framework, if desired. This qualification sits within the Construction Apprenticeship Framework in England and Wales. For further information about the Construction Apprenticeship Frameworks, please see website: [www.afo.ssalliance.org](http://www.afo.ssalliance.org).

This qualification is supported by Finishes and Interiors Systems (FIS).

## **Topics Covered In This Qualification**

This NOCN\_Cskills Awards Level 3 NVQ Diploma in Plastering (Construction) -Solid 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, optional and additional units.

Please refer to the pathway 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 Plastering (Construction) -Solid pathway. This pathway 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 Plastering (Construction) -Solid 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 or enable entry into supervisory and management positions within the workplace.

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

For further details on other pathway available in this occupational area, see our Qualification Search.

## Qualification Structure

### **Total Qualification Time (TQT) for this qualification: 910**

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: 304**

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 Plastering (Construction) -Solid qualification/pathway structure below specifies the combination of units that need to be achieved for the individual to be awarded the qualification/pathway.**

**This qualification/pathway consists of six (6) mandatory units and three (3) optional units and two (2) additional units.**

**In order to achieve/pass this qualification/pathway learners must successfully complete/achieve all six (6) Mandatory units and one (1) Optional unit of which the learner must achieve/pass.**

There are also additional units that can be taken as part of this qualification. Credit from these units will be included on the certificate but will not count towards this qualification.

## Units

**Qualification Structure :** To achieve this qualification a minimum of 7 units need to be attained. This comprises of 6 units from the Mandatory Group, plus 1 unit from the Optional Group. Additional units can be taken as part of this qualification; however, they will not count towards this qualification.

**Mandatory Group :** The learner must achieve 6 units in this group.

Title	Reference	Credit Value	Level
Producing complex external render finishes in the workplace	M/616/3787	27	Level 3
Developing and Maintaining Good Occupational Working Relationships in the Workplace	M/503/2915	8	Level 5
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
Applying solid plaster to complex internal surfaces in the workplace	D/616/3784	24	Level 3

**Optional Group :** The learner must achieve a minimum of 1 unit in this group.

Title	Reference	Credit Value	Level
Running in-situ mouldings in the workplace	A/616/3789	25	Level 3
Installing mechanically fixed plasterboard in the workplace	L/616/3764	9	Level 2
Installing direct bond dry lining systems in the workplace	A/616/3761	11	Level 2

**Additional Group :** The unit from this group may be taken as part of this qualification; however, they will not count towards this qualification.

Title	Reference	Credit Value	Level
Producing specialised plaster finishes in the workplace	D/616/3803	29	Level 3
Producing granolithic works in the workplace	R/616/3801	17	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 the chosen occupational area (Recommended Qualification Structure for Plastering (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 pathway. The learner will be required to produce a Portfolio of Evidence showing how they have met the performance and knowledge criteria for each unit required within the pathway, as directed by their assessor. The learner must pass each mandatory unit and a minimum of 1 optional unit within this pathway. Occupational expertise requirements for assessors and verifiers are set out in Section 4 of the 'ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment' - for clarity please refer to the hyperlink <https://www.citb.co.uk/qualifications-standards/qualification-framework/>

## 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](http://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. This is available on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk).

## 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 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](mailto:business-enquiries@nocn.org.uk), alternatively 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 these qualifications please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

# Applying solid plaster to complex internal surfaces in the workplace

**Reference :** D/616/3784

**Level :** Level 3

**Credit Value :** 24

**Guided Learning Hours :** 80

**Grading Type :** Pass/Fail

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



		<ul style="list-style-type: none"> <li>– specific risks to health.</li> <li>• 3.3           <ul style="list-style-type: none"> <li>· Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to applying solid plaster to complex internal surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:               <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> </li> </ul> </li> <li>• 3.4           <ul style="list-style-type: none"> <li>· Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</li> </ul> </li> <li>• 3.5           <ul style="list-style-type: none"> <li>· 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.</li> </ul> </li> </ul>
4	Select the required quantity and quality of resources for the methods of work to apply solid plaster to complex internal surfaces.	<ul style="list-style-type: none"> <li>• 4.1           <ul style="list-style-type: none"> <li>· Select resources associated with own work in relation to materials, tools and equipment.</li> </ul> </li> <li>• 4.2           <ul style="list-style-type: none"> <li>· Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:               <ul style="list-style-type: none"> <li>– backing coat and finishing plasters, sand, lime, cement and additives</li> <li>– beads and trims, scrim and tapes</li> <li>– expanded metal lath (EML), timber lath</li> <li>– clean water</li> <li>– hand tools, portable power tools and ancillary equipment.</li> </ul> </li> </ul> </li> <li>• 4.3           <ul style="list-style-type: none"> <li>· Describe how the resources should be used correctly and how problems associated with the resources are reported.</li> </ul> </li> <li>• 4.4           <ul style="list-style-type: none"> <li>· Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</li> </ul> </li> <li>• 4.5           <ul style="list-style-type: none"> <li>· Describe any potential hazards associated with the resources and methods of work.</li> </ul> </li> <li>• 4.6           <ul style="list-style-type: none"> <li>· Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply solid plaster to complex internal surfaces.</li> </ul> </li> </ul>
5	Minimise the risk of damage to the work and surrounding area when applying solid plaster to complex internal surfaces.	<ul style="list-style-type: none"> <li>• 5.1           <ul style="list-style-type: none"> <li>· Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</li> </ul> </li> <li>• 5.2           <ul style="list-style-type: none"> <li>· Minimise damage and maintain a clean work space.</li> </ul> </li> <li>• 5.3           <ul style="list-style-type: none"> <li>· Dispose of waste in accordance with current legislation.</li> </ul> </li> <li>• 5.4           <ul style="list-style-type: none"> <li>· Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</li> </ul> </li> <li>• 5.5           <ul style="list-style-type: none"> <li>· Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and</li> </ul> </li> </ul>

		official guidance.
6	Complete the work within the allocated time when applying solid plaster to complex internal surfaces.	<ul style="list-style-type: none"> <li>6.1           <ul style="list-style-type: none"> <li>· Demonstrate completion of the work within the allocated time.</li> </ul> </li> <li>6.2           <ul style="list-style-type: none"> <li>· Describe the purpose of the work programme and explain why deadlines should be kept in relation to:               <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> </li> </ul> </li> </ul>
7	Comply with the given contract information to apply solid plaster to complex internal surfaces to the required specification.	<ul style="list-style-type: none"> <li>7.1           <ul style="list-style-type: none"> <li>· Demonstrate the following work skills when applying solid plaster to complex internal surfaces:               <ul style="list-style-type: none"> <li>– plumb, measuring, marking out, mixing, applying and finishing one, two and three coat plaster.</li> </ul> </li> </ul> </li> <li>7.2           <ul style="list-style-type: none"> <li>· Use and maintain hand tools, portable power tools and ancillary equipment.</li> </ul> </li> <li>7.3           <ul style="list-style-type: none"> <li>· Prepare background surfaces, mix plaster and apply internal solid plaster to six of the following to given working instructions:               <ul style="list-style-type: none"> <li>– to internal and external angles other than 90°</li> <li>– to splayed walls</li> <li>– round or arched windows</li> <li>– round or square columns</li> <li>– attached piers</li> <li>– beams</li> <li>– inclined walls or ceilings</li> <li>– curved surfaces</li> <li>– lath walls or ceilings</li> <li>– expanded metal lath (EML)</li> <li>– prepare background surfaces</li> <li>– mix plaster</li> <li>– apply and finish one, two and three coat plasterwork to splayed walls, round and arched windows, round and square columns, attached piers, beams, inclined walls and ceilings, curved surfaces, lath walls and ceilings and EML to solid and board backgrounds</li> <li>– form internal and external angles other than 90°, reveals and expansion joints</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– use hand tools, portable power tools and ancillary equipment</li> <li>– work at height</li> <li>– use access equipment/working platforms.</li> </ul> </li> </ul> </li> <li>7.4           <ul style="list-style-type: none"> <li>· Describe the needs of other occupations and how to effectively communicate within a team when applying solid plaster to complex internal surfaces.</li> </ul> </li> <li>7.5           <ul style="list-style-type: none"> <li>· Describe how to maintain the tools and equipment used when applying solid plaster to complex internal surfaces.</li> </ul> </li> </ul>

**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. 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 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.	<ul style="list-style-type: none"> <li>1.1               <ul style="list-style-type: none"> <li>Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.</li> </ul> </li> <li>1.2               <ul style="list-style-type: none"> <li>Explain how to summarise the following project data:                   <ul style="list-style-type: none"> <li>required quantities</li> <li>specifications</li> <li>detailed drawings</li> <li>health and safety requirements</li> <li>timescales</li> <li>scope of works.</li> </ul> </li> </ul> </li> <li>1.3               <ul style="list-style-type: none"> <li>Explain the different methods of assessing available project data.</li> </ul> </li> <li>1.4               <ul style="list-style-type: none"> <li>Explain how to use project data to interpret the work method, In relation to:                   <ul style="list-style-type: none"> <li>standard work procedures</li> <li>sequence of work</li> <li>organisation of resources (people, equipment, materials)</li> <li>work techniques</li> <li>working conditions (health, safety and welfare)</li> <li>risk assessment.</li> </ul> </li> </ul> </li> </ul>
2	Obtain additional information from alternative sources in cases where the available project data is insufficient.	<ul style="list-style-type: none"> <li>2.1               <ul style="list-style-type: none"> <li>Collect and collate additional information from alternative sources to clarify the work to be carried out.</li> </ul> </li> <li>2.2               <ul style="list-style-type: none"> <li>Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient:                   <ul style="list-style-type: none"> <li>customers or representatives</li> <li>suppliers</li> <li>regulatory authorities</li> <li>manufacturer's literature.</li> </ul> </li> </ul> </li> </ul>
3	Identify work methods that will make best use of resources and	<ul style="list-style-type: none"> <li>3.1</li> </ul>

	<p>meet project, statutory and contractual requirements.</p> <ul style="list-style-type: none"> <li>· Examine potential work methods to carry out the occupational work activity.</li> <li>• 3.2 <ul style="list-style-type: none"> <li>· Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.</li> </ul> </li> <li>• 3.3 <ul style="list-style-type: none"> <li>· 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: <ul style="list-style-type: none"> <li>· health and safety welfare (principles of protection)</li> <li>· fire protection</li> <li>· access and egress</li> <li>· equipment availability</li> <li>· availability of competent workforce</li> <li>· pollution risk</li> <li>· waste and disposal</li> <li>· zero and low carbon outcomes</li> <li>· weather conditions.</li> </ul> </li> </ul> </li> <li>• 3.4 <ul style="list-style-type: none"> <li>· 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: <ul style="list-style-type: none"> <li>· conforming to statutory requirements</li> <li>· customer and user needs</li> <li>· contract requirements in terms of time, quantity and quality</li> <li>· environmental considerations.</li> </ul> </li> </ul> </li> <li>• 3.5 <ul style="list-style-type: none"> <li>· Explain how different methods of work can achieve zero/low carbon outcomes.</li> </ul> </li> </ul>
4	<p>Confirm and communicate the selected work method to relevant personnel.</p> <ul style="list-style-type: none"> <li>• 4.1 <ul style="list-style-type: none"> <li>· Confirm the selected occupational work method that meets project, statutory and contractual requirements.</li> </ul> </li> <li>• 4.2 <ul style="list-style-type: none"> <li>· Communicate appropriately to relevant people on the selected occupational work method.</li> </ul> </li> <li>• 4.3 <ul style="list-style-type: none"> <li>· Describe the different techniques and methods of confirming and communicating work methods to relevant people.</li> </ul> </li> <li>• 4.4 <ul style="list-style-type: none"> <li>· Explain the principles of equality and diversity and how to apply them when working and communicating with others.</li> </ul> </li> </ul>

**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.	<ul style="list-style-type: none"> <li>1.1 Identify work activities, assess required resources and plan the sequence of work.</li> <li>1.2 Identify work activities and formulate a plan for their own sequence of work.</li> <li>1.3 Explain the types of work relative to the occupational area and how to identify different work activities.</li> <li>1.4 Explain methods of assessing the resources needed from a range of available information.</li> <li>1.5 Explain the required information and the different methods used to prepare a work programme relative to the occupational area.</li> </ul>
2	Obtain clarification and advice where the resources required are not available.	<ul style="list-style-type: none"> <li>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.</li> <li>2.2 Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.</li> </ul>
3	Evaluate the work activities and the requirements of any significant external factors against the project requirements.	<ul style="list-style-type: none"> <li>3.1 Assess progress of work against project requirements, taking into account external factors relating to:               <ul style="list-style-type: none"> <li>other occupations and /or customers</li> <li>resources</li> <li>weather conditions</li> <li>health and safety requirements.</li> </ul> </li> <li>3.2 Explain different methods of evaluating work activities against the following project requirements:               <ul style="list-style-type: none"> <li>contract conditions</li> <li>contract programme</li> <li>health and safety requirements of operatives.</li> </ul> </li> <li>3.3 Evaluate the requirements of significant external factors that could affect the progress of work, in relation to:</li> </ul>

		<ul style="list-style-type: none"> <li>· other related programmes</li> <li>· special working conditions</li> <li>· weather conditions</li> <li>· other occupations/people</li> <li>· resources</li> <li>· health and safety requirements.</li> </ul>
4	Identify work activities which influence each other and make the best use of the resources available.	<ul style="list-style-type: none"> <li>• 4.1 <ul style="list-style-type: none"> <li>· Determine work activities that have an influence on each other.</li> </ul> </li> <li>• 4.2 <ul style="list-style-type: none"> <li>· Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> <li>· occupations and/or customers associated with the work</li> <li>· tools, plant and/or ancillary equipment</li> <li>· materials and components.</li> </ul> </li> </ul> </li> <li>• 4.3 <ul style="list-style-type: none"> <li>· Explain different methods and sources that can identify which work activities influence each other.</li> </ul> </li> <li>• 4.4 <ul style="list-style-type: none"> <li>· Describe how to determine the sequence of work activities and how long each work activity will take.</li> </ul> </li> <li>• 4.5 <ul style="list-style-type: none"> <li>· Describe what zero and low carbon requirements are.</li> </ul> </li> <li>• 4.6 <ul style="list-style-type: none"> <li>· 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.</li> </ul> </li> </ul>
5	Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	<ul style="list-style-type: none"> <li>• 5.1 <ul style="list-style-type: none"> <li>· Evaluate project progress against the work programme to identify any changed circumstances.</li> </ul> </li> <li>• 5.2 <ul style="list-style-type: none"> <li>· Inform line management and/or customers on the type and extent of any required changes to the work programme.</li> </ul> </li> <li>• 5.3 <ul style="list-style-type: none"> <li>· 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.</li> </ul> </li> <li>• 5.4 <ul style="list-style-type: none"> <li>· Explain how to assess contractual/work effects resulting from alterations to the work programme.</li> </ul> </li> <li>• 5.5 <ul style="list-style-type: none"> <li>· Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.</li> </ul> </li> </ul>

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



		<ul style="list-style-type: none"> <li>cause hazards.</li> <li>2.6. <ul style="list-style-type: none"> <li>State the methods used for reporting changed circumstances, hazards and incidents in the workplace.</li> </ul> </li> </ul>
3	Comply with organisational policies and procedures to contribute to health, safety and welfare.	<ul style="list-style-type: none"> <li>3.1. <ul style="list-style-type: none"> <li>Interpret and comply with given instructions to maintain safe systems of work and quality working practices.</li> </ul> </li> <li>3.2. <ul style="list-style-type: none"> <li>Contribute to discussions by offering/providing feedback relating to health, safety and welfare.</li> </ul> </li> <li>3.3. <ul style="list-style-type: none"> <li>Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.</li> </ul> </li> <li>3.4. <ul style="list-style-type: none"> <li>Safely store health and safety control equipment in accordance with given instructions.</li> </ul> </li> <li>3.5. <ul style="list-style-type: none"> <li>Dispose of waste and/or consumable items in accordance with legislation.</li> </ul> </li> <li>3.6. <ul style="list-style-type: none"> <li>State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>dealing with accidents and emergencies associated with the work and environment</li> <li>methods of receiving or sourcing information</li> <li>reporting</li> <li>stopping work</li> <li>evacuation</li> <li>fire risks and safe exit procedures</li> <li>consultation and feedback.</li> </ul> </li> </ul> </li> <li>3.7. <ul style="list-style-type: none"> <li>State the appropriate types of fire extinguishers relevant to the work.</li> </ul> </li> <li>3.8. <ul style="list-style-type: none"> <li>State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.</li> </ul> </li> </ul>
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	<ul style="list-style-type: none"> <li>4.1. <ul style="list-style-type: none"> <li>Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.</li> </ul> </li> <li>4.2. <ul style="list-style-type: none"> <li>State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>contributing to discussions and providing feedback</li> <li>reporting changed circumstances and incidents in the workplace</li> </ul> </li> <li>complying with the environmental requirements of the workplace.</li> </ul> </li> <li>4.3. <ul style="list-style-type: none"> <li>Give examples of how the behaviour and actions of individuals could affect others within the workplace.</li> </ul> </li> </ul>
5	Comply with and support all organisational security arrangements and approved procedures.	<ul style="list-style-type: none"> <li>5.1. <ul style="list-style-type: none"> <li>Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>during the working day</li> <li>on completion of the day's work</li> <li>for unauthorised personnel (other operatives and the general public)</li> <li>for theft.</li> </ul> </li> </ul> </li> <li>5.2.</li> </ul>

	· State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.
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**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 :** M/503/2915

**Level :** Level 5

**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.	<ul style="list-style-type: none"> <li>1.1 · Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.</li> <li>1.2 · Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.</li> <li>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.</li> <li>1.4 · Explain the principles of equality and diversity and how to apply them when working and communicating with others.</li> </ul>
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	<ul style="list-style-type: none"> <li>2.1 · Communicate on the following work activity information to relevant people following organisational procedures:               <ul style="list-style-type: none"> <li>· appropriate timescales</li> <li>· health and safety requirements</li> <li>· co-ordination of work procedures.</li> </ul> </li> <li>2.2 · Explain the different methods and techniques used to inform relevant people about work activities.</li> <li>2.3 · Explain the effects of not informing relevant people with the expected level of urgency.</li> <li>2.4 · Explain the different types of work activity related information and to what level of detail the following people would expect to receive:               <ul style="list-style-type: none"> <li>· colleagues</li> <li>· employers</li> <li>· customers</li> <li>· contractors</li> <li>· suppliers of products and services</li> <li>· other people affected by the work/project.</li> </ul> </li> </ul>
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	<ul style="list-style-type: none"> <li>3.1 · Give appropriate advice and information to relevant people about</li> </ul>

		<p>the different methods of carrying out occupational work activities to achieve the required outcome.</p> <ul style="list-style-type: none"> <li>• 3.2 <ul style="list-style-type: none"> <li>· Explain the techniques of encouraging questions and/or requests for clarification and comments.</li> </ul> </li> <li>• 3.3 <ul style="list-style-type: none"> <li>· Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> <li>· progress</li> <li>· results</li> <li>· achievements</li> <li>· occupational problems</li> <li>· occupational opportunities</li> <li>· health and safety requirements</li> <li>· CO</li> <li>· ordained work.</li> </ul> </li> </ul> </li> </ul>
4	Clarify proposals with relevant people and discuss alternative suggestions.	<ul style="list-style-type: none"> <li>• 4.1 <ul style="list-style-type: none"> <li>· Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.</li> </ul> </li> <li>• 4.2 <ul style="list-style-type: none"> <li>· Explain the methods of clarifying alternative proposals with relevant people.</li> </ul> </li> <li>• 4.3 <ul style="list-style-type: none"> <li>· Explain the methods of suggesting alternative proposals.</li> </ul> </li> </ul>
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	<ul style="list-style-type: none"> <li>• 5.1 <ul style="list-style-type: none"> <li>· Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.</li> </ul> </li> <li>• 5.2 <ul style="list-style-type: none"> <li>· Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.</li> </ul> </li> </ul>

**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.

# Producing complex external render finishes in the workplace

**Reference :** M/616/3787

**Level :** Level 3

**Credit Value :** 27

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

		<ul style="list-style-type: none"> <li>– specific risks to health</li> <li>• 3.3 <ul style="list-style-type: none"> <li>· Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to producing complex external render finishes, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> </li> </ul> </li> <li>• 3.4 <ul style="list-style-type: none"> <li>· Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</li> </ul> </li> <li>• 3.5 <ul style="list-style-type: none"> <li>· 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.</li> </ul> </li> </ul>
4	Select the required quantity and quality of resources for the methods of work to produce complex external render finishes.	<ul style="list-style-type: none"> <li>• 4.1 <ul style="list-style-type: none"> <li>· Select resources associated with own work in relation to materials, tools and equipment.</li> </ul> </li> <li>• 4.2 <ul style="list-style-type: none"> <li>· Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– render, sand, lime, cement and additives</li> <li>– clean water</li> <li>– hand tools, portable power tools and equipment.</li> </ul> </li> </ul> </li> <li>• 4.3 <ul style="list-style-type: none"> <li>· Describe how the resources should be used correctly and how problems associated with the resources are reported.</li> </ul> </li> <li>• 4.4 <ul style="list-style-type: none"> <li>· Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</li> </ul> </li> <li>• 4.5 <ul style="list-style-type: none"> <li>· Describe any potential hazards associated with the resources and methods of work.</li> </ul> </li> <li>• 4.6 <ul style="list-style-type: none"> <li>· Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex external render finishes.</li> </ul> </li> </ul>
5	Minimise the risk of damage to the work and surrounding area when producing complex external render finishes.	<ul style="list-style-type: none"> <li>• 5.1 <ul style="list-style-type: none"> <li>· Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</li> </ul> </li> <li>• 5.2 <ul style="list-style-type: none"> <li>· Minimise damage and maintain a clean work space.</li> </ul> </li> <li>• 5.3 <ul style="list-style-type: none"> <li>· Dispose of waste in accordance with current legislation.</li> </ul> </li> <li>• 5.4 <ul style="list-style-type: none"> <li>· Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</li> </ul> </li> <li>• 5.5 <ul style="list-style-type: none"> <li>· 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.</li> </ul> </li> </ul>
6	Complete the work within the allocated time when producing	<ul style="list-style-type: none"> <li>• 6.1</li> </ul>

	complex external render finishes.	<ul style="list-style-type: none"> <li>· Demonstrate completion of the work within the allocated time.</li> <li>• 6.2           <ul style="list-style-type: none"> <li>· Describe the purpose of the work programme and explain why deadlines should be kept in relation to:               <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> </li> </ul> </li> </ul>
7	Comply with the given contract information to produce complex external render finishes to the required specification.	<ul style="list-style-type: none"> <li>• 7.1           <ul style="list-style-type: none"> <li>· Demonstrate the following work skills when producing complex external render finishes:               <ul style="list-style-type: none"> <li>– measuring, marking out, applying and finishing two and three coat render.</li> </ul> </li> </ul> </li> <li>• 7.2           <ul style="list-style-type: none"> <li>· Use and maintain hand tools, portable power tools and ancillary equipment</li> </ul> </li> <li>• 7.3           <ul style="list-style-type: none"> <li>· Prepare backgrounds, mix render and produce four of the following external render finishes to given working instructions:               <ul style="list-style-type: none"> <li>– tyrolean</li> <li>– dash</li> <li>– ashlar joint</li> <li>– rough cast (harling, wetdash)</li> <li>– scraped</li> <li>– textured</li> <li>– simulated stone</li> <li>– decorative</li> </ul> </li> </ul> </li> <li>• 7.4           <ul style="list-style-type: none"> <li>· Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:               <ul style="list-style-type: none"> <li>– prepare background surfaces</li> <li>– mix sand, cement and lime based external renders</li> <li>– apply two and three coat rendering to external solid backgrounds and expanded metal lath</li> <li>– form internal and external angles, reveals and expansion joints</li> <li>– form tyrolean, dash, ashlar joint, rough cast (harling, wet dash), scraped, textured, simulated stone and decorative render finishes</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– use hand tools, portable power tools and ancillary equipment</li> <li>– work at height</li> <li>– use access equipment/working platforms.</li> </ul> </li> </ul> </li> <li>• 7.5           <ul style="list-style-type: none"> <li>· Describe the needs of other occupations and how to effectively communicate within a team when producing complex external render finishes.</li> </ul> </li> <li>• 7.6           <ul style="list-style-type: none"> <li>· Describe how to maintain the tools and equipment used when producing complex external render finishes.</li> </ul> </li> </ul>

**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. 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 direct bond dry lining systems in the workplace

**Reference :** A/616/3761

**Level :** Level 2

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



		<p>and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>◦ collective protective measures</li> <li>◦ personal protective equipment (PPE)</li> <li>◦ respiratory protective equipment (RPE)</li> <li>◦ local exhaust ventilation (LEV)</li> </ul> <p>• 3.4.</p> <ul style="list-style-type: none"> <li>· Describe how relevant health and safety control equipment should be used in accordance with given working instructions.</li> </ul> <p>• 3.5.</p> <ul style="list-style-type: none"> <li>· 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.</li> </ul>
4	Select the required quantity and quality of resources for the methods of work to install direct bond dry lining systems.	<ul style="list-style-type: none"> <li>• 4.1.</li> <li>· Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</li> <li>• 4.2.</li> <li>· Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</li> <li>◦ manufactured proprietary boards</li> <li>◦ bonding compounds</li> <li>◦ fixings</li> <li>◦ hand tools, portable power tools and ancillary equipment.</li> <li>• 4.3.</li> <li>· Describe how the resources should be used correctly and how problems associated with the resources are reported.</li> <li>• 4.4.</li> <li>· Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</li> <li>• 4.5.</li> <li>· Describe any potential hazards associated with the resources and methods of work.</li> <li>• 4.6.</li> <li>· Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install direct bond dry lining systems.</li> </ul>
5	Minimise the risk of damage to the work and surrounding area when installing direct bond dry lining systems.	<ul style="list-style-type: none"> <li>• 5.1.</li> <li>· Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</li> <li>• 5.2.</li> <li>· Minimise damage and maintain a clean work space.</li> <li>• 5.3.</li> <li>· Dispose of waste in accordance with current legislation.</li> <li>• 5.4.</li> <li>· Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</li> <li>• 5.5.</li> <li>· 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.</li> </ul>
6	Complete the work within the allocated time when installing direct bond dry lining systems.	<ul style="list-style-type: none"> <li>• 6.1.</li> <li>· Demonstrate completion of the work within the allocated time.</li> <li>• 6.2.</li> <li>· Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</li> <li>◦ types of progress charts, timetables and estimated times</li> <li>◦ organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7	Comply with the given contract information to install direct bond dry lining systems to the required specification.	<ul style="list-style-type: none"> <li>• 7.1.</li> <li>· Demonstrate the following work skills when installing direct bond dry lining systems:</li> <li>◦ measuring, marking out, mixing, cutting, applying, fitting, finishing, positioning and securing.</li> <li>• 7.2.</li> <li>· Use and maintain hand tools, portable power tools and ancillary equipment.</li> </ul>

- 7.3.
  - Prepare background surfaces, mix bonding compounds and install dry lining systems to given working instructions to include
  - direct bonding to solid backgrounds
  - form openings with reveals
  - form seals around perimeter and services
  - fit around services.
- 7.4.
  - Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - mix bonding compounds
  - install internal dry linings by direct bond to solid backgrounds
  - form openings and reveals
  - fit around services
  - form seals around perimeter and services
  - repair direct bond dry internal linings
  - maintain ventilation as appropriate
  - recognise and determine when specialist skills and knowledge are required and report accordingly
  - understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
  - use hand tools, portable power tools and ancillary equipment
  - work at height
  - use access equipment/working platforms.
- 7.5.
  - Describe the needs of other occupations and how to effectively communicate within a team when installing direct bond dry lining systems.
- 7.6.
  - Describe how to maintain the tools and equipment used when installing direct bond dry lining systems.

**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. 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 mechanically fixed plasterboard in the workplace

**Reference** : L/616/3764

**Level** : Level 2

**Credit Value** : 9

**Guided Learning Hours** : 30

**Grading Type** : Pass/Fail

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

		<p>installing mechanically fixed plasterboard, and the types, purpose and limitations of each type the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>◦ collective protective measures</li> <li>◦ personal protective equipment (PPE)</li> <li>◦ respiratory protective equipment (RPE)</li> <li>◦ local exhaust ventilation (LEV).</li> </ul> <p>• 3.4.</p> <ul style="list-style-type: none"> <li>· Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</li> </ul> <p>• 3.5.</p> <ul style="list-style-type: none"> <li>· 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.</li> </ul>
4	Select the required quantity and quality of resources for the methods of work to install mechanically fixed plasterboard.	<ul style="list-style-type: none"> <li>• 4.1.</li> <li>· Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</li> <li>• 4.2.</li> <li>· Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</li> <li>◦ manufactured proprietary boards</li> <li>◦ fittings and fixings</li> <li>◦ hand tools, portable power tools and ancillary equipment.</li> <li>• 4.3.</li> <li>· Describe how the resources should be used correctly and how problems associated with the resources are reported.</li> <li>• 4.4.</li> <li>· Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</li> <li>• 4.5.</li> <li>· Describe any potential hazards associated with the resources and methods of work.</li> <li>• 4.6.</li> <li>· Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install mechanically fixed plasterboard.</li> </ul>
5	Minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard.	<ul style="list-style-type: none"> <li>• 5.1.</li> <li>· Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</li> <li>• 5.2.</li> <li>· Minimise damage and maintain a clean work space.</li> <li>• 5.3.</li> <li>· Dispose of waste in accordance with current legislation.</li> <li>• 5.4.</li> <li>· Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</li> <li>• 5.5.</li> <li>· Explain why the disposal of waste should be safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</li> </ul>
6	Complete the work within the allocated time when installing mechanically fixed plasterboard.	<ul style="list-style-type: none"> <li>• 6.1.</li> <li>· Demonstrate completion of the work within the allocated time.</li> <li>• 6.2.</li> <li>· Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</li> <li>◦ types of progress charts, timetables and estimated times</li> <li>◦ organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7	Comply with the given contract information to install mechanically fixed plasterboard to the required specification.	<ul style="list-style-type: none"> <li>• 7.1.</li> <li>· Demonstrate the following work skills when installing mechanically fixed plasterboard:</li> <li>◦ measuring, marking out, cutting, applying, fitting, fixing, finishing, positioning and securing.</li> <li>• 7.2.</li> </ul>

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

# Running in-situ mouldings in the workplace

**Reference** : A/616/3789

**Level** : Level 3

**Credit Value** : 25

**Guided Learning Hours** : 83

**Grading Type** : Pass/Fail

**Aim** : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in running in-situ mouldings 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 running in-situ mouldings.	<ul style="list-style-type: none"> <li>1.1 · Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.</li> <li>1.2 · Comply with information and/or instructions derived from risk assessments and method statements.</li> <li>1.3 · Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</li> <li>1.4 · Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings.</li> </ul>
2	Know how to comply with relevant legislation and official guidance when running in-situ mouldings.	<ul style="list-style-type: none"> <li>2.1 · Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> <li>2.2 · Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</li> <li>2.3 · Explain what the accident reporting procedures are and who is responsible for making reports.</li> </ul>
3	Maintain safe and healthy working practices when running in-situ mouldings.	<ul style="list-style-type: none"> <li>3.1 · Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when running in-situ mouldings.</li> <li>3.2</li> </ul>

		<p>Demonstrate compliance with given information and relevant legislation when running in</p> <p>·situ mouldings in relation to the following:</p> <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> </ul> <p>• 3.3</p> <p>Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to running in</p> <p>·situ mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> <p>• 3.4</p> <p>Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p> <p>• 3.5</p> <p>Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task</p> <p>·related hazards.</p>
4	Select the required quantity and quality of resources for the methods of work to run in-situ mouldings.	<p>• 4.1</p> <p>Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>• 4.2</p> <p>Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, timber</li> <li>·based products, sheet materials, metal laths, sand, cement, lime, plaster</li> <li>– bonding agents, additives</li> <li>– clean water,</li> <li>– fixings and fittings</li> <li>– hand tools, portable power tools and ancillary equipment.</li> </ul> <p>• 4.3</p> <p>Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>• 4.4</p> <p>Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>• 4.5</p> <p>Describe any potential hazards associated with the resources and methods of work.</p> <p>• 4.6</p> <p>Describe how to calculate quantity, length, area and wastage associated with the method/procedure to run in</p> <p>·situ mouldings.</p>
5	Minimise the risk of damage to the work and surrounding area when running in-situ mouldings.	<p>• 5.1</p> <p>Protect the work and its surrounding area from damage in accordance with safe working practices and organisational</p>

		<p>procedures.</p> <ul style="list-style-type: none"> <li>• 5.2 Minimise damage and maintain a clean work space.</li> <li>• 5.3 Dispose of waste in accordance with current legislation.</li> <li>• 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.</li> <li>• 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.</li> </ul>
6	Complete the work within the allocated time when running in-situ mouldings.	<ul style="list-style-type: none"> <li>• 6.1 Demonstrate completion of the work within the allocated time.</li> <li>• 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.</li> </ul>
7	Comply with the given contract information to run in-situ mouldings to the required specification.	<ul style="list-style-type: none"> <li>• 7.1 Demonstrate the following work skills when running in situ mouldings: – measuring, marking out, fitting, applying, running, positioning and securing.</li> <li>• 7.2 Use and maintain hand tools, portable power tools and ancillary equipment.</li> <li>• 7.3 Prepare backgrounds and moulds, gauge and mix materials and run in situ mouldings, straight and/or curved, to given working instructions for any one of the following: – cornices – dados – skirting – panels – angles – arches.</li> <li>• 7.4 Form joints; mitres; returns; stop ends; short breaks.</li> <li>• 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – produce templates and construct running moulds – prepare backgrounds, set out and run in situ straight and curved mouldings for cornices, dados, skirting, angles, panels and arches</li> </ul>



- prepare, gauge and mix materials
- form short breaks and returns, short lengths and returns, joints and mitres
- set out and fix running rules in situ, including overlaps
- reproduce shape of existing mould to form template
- core
- out moulding
- prevent build
- up and gathering
- on
- recognise and determine when specialist skills and knowledge are required and report accordingly
- understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
- use hand tools, portable power tools and ancillary equipment
- work at height
- use access equipment/working platforms.

• 7.6

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Describe the needs of other occupations and how to effectively communicate within a team when running in  
·situ mouldings.

• 7.7

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Describe how to maintain the tools and equipment used when running in  
·situ mouldings.

**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 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 except for the following items from assessment criteria 7.3:

Prepare backgrounds and moulds, gauge and mix materials and run in-situ mouldings, straight and/or curved, to given working instructions for any one of the following:

cornices  
dados  
skirting  
panels  
angles  
arches

# Producing granolithic works in the workplace

**Reference** : R/616/3801

**Level** : Level 3

**Credit Value** : 17

**Guided Learning Hours** : 57

**Grading Type** : Pass/Fail

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

		<ul style="list-style-type: none"> <li>– specific risks to health.</li> <li>• 3.3           <ul style="list-style-type: none"> <li>· Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing granolithic works, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:               <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> </li> </ul> </li> <li>• 3.4           <ul style="list-style-type: none"> <li>· Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</li> </ul> </li> <li>• 3.5           <ul style="list-style-type: none"> <li>· 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.</li> </ul> </li> </ul>
4	Select the required quantity and quality of resources for the methods of work to produce granolithic works	<ul style="list-style-type: none"> <li>• 4.1           <ul style="list-style-type: none"> <li>· Select resources associated with own work in relation to materials, tools and equipment.</li> </ul> </li> <li>• 4.2           <ul style="list-style-type: none"> <li>· Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:               <ul style="list-style-type: none"> <li>– granolithic aggregates, granite dust, sands, carborundum, cement and additives</li> <li>– formwork components</li> <li>– bonding and release agents</li> <li>– expansion joints</li> <li>– clean water</li> <li>– hand tools, portable power tools and ancillary equipment.</li> </ul> </li> </ul> </li> <li>• 4.3           <ul style="list-style-type: none"> <li>· Describe how the resources should be used correctly and how problems associated with the resources are reported.</li> </ul> </li> <li>• 4.4           <ul style="list-style-type: none"> <li>· Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</li> </ul> </li> <li>• 4.5           <ul style="list-style-type: none"> <li>· Describe any potential hazards associated with the resources and methods of work.</li> </ul> </li> <li>• 4.6           <ul style="list-style-type: none"> <li>· Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce granolithic works.</li> </ul> </li> </ul>
5	Minimise the risk of damage to the work and surrounding area when producing granolithic works.	<ul style="list-style-type: none"> <li>• 5.1           <ul style="list-style-type: none"> <li>· Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</li> </ul> </li> <li>• 5.2           <ul style="list-style-type: none"> <li>· Minimise damage and maintain a clean work space.</li> </ul> </li> <li>• 5.3           <ul style="list-style-type: none"> <li>· Dispose of waste in accordance with current legislation.</li> </ul> </li> <li>• 5.4           <ul style="list-style-type: none"> <li>· Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</li> </ul> </li> <li>• 5.5           <ul style="list-style-type: none"> <li>· Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and</li> </ul> </li> </ul>

		official guidance.
6	Complete the work within the allocated time when producing granolithic works.	<ul style="list-style-type: none"> <li>6.1 · Demonstrate completion of the work within the allocated time.</li> <li>6.2 · Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> </li> </ul>
7	Comply with the given contract information to produce granolithic works to the required specification.	<ul style="list-style-type: none"> <li>7.1 · Demonstrate the following work skills when producing granolithic works: <ul style="list-style-type: none"> <li>– measuring, marking out, mixing, laying, compacting and finishing.</li> </ul> </li> <li>7.2 · Use and maintain hand tools, portable power tools and ancillary equipment.</li> <li>7.3 · Prepare backgrounds/surfaces and produce to given working instructions: <ul style="list-style-type: none"> <li>– granolithic beds/floors, level and to falls</li> <li>– drainage outlets.</li> </ul> </li> <li>7.4 · Lay skirtings to given working instructions.</li> <li>7.5 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– ensure the stability of the substrate</li> <li>– prepare backgrounds/surfaces</li> <li>– lay and finish granolithic beds/floors and topping work, level and to falls</li> <li>– form skirtings, steps and drainage outlets</li> <li>– form imitation stonework</li> <li>– mix granolithic paving/topping material</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– use hand tools, portable power tools and ancillary equipment</li> <li>– work at height</li> <li>– use access equipment/work platforms.</li> </ul> </li> <li>7.6 · Describe the needs of other occupations and how to effectively communicate within a team when producing granolithic works.</li> <li>7.7 · Describe how to maintain the tools and equipment used when producing granolithic works.</li> </ul>

**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. 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.

# Producing specialised plaster finishes in the workplace

**Reference** : D/616/3803

**Level** : Level 3

**Credit Value** : 29

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

		<ul style="list-style-type: none"> <li>– specific risks to health.</li> <li>• 3.3           <ul style="list-style-type: none"> <li>· Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to producing specialised plaster finishes., and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:               <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> </li> </ul> </li> <li>• 3.4           <ul style="list-style-type: none"> <li>· Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</li> </ul> </li> <li>• 3.5           <ul style="list-style-type: none"> <li>· 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.</li> </ul> </li> </ul>
4	Select the required quantity and quality of resources for the methods of work to produce specialised plaster finishes.	<ul style="list-style-type: none"> <li>• 4.1           <ul style="list-style-type: none"> <li>· Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</li> </ul> </li> <li>• 4.2           <ul style="list-style-type: none"> <li>· Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:               <ul style="list-style-type: none"> <li>– stone, aggregate, mosaic, cement, plaster, pigments and pre cast components</li> <li>– additives, fixings, bonding agents</li> <li>– clean water</li> <li>– hand tools, portable power tools and ancillary equipment.</li> </ul> </li> </ul> </li> <li>• 4.3           <ul style="list-style-type: none"> <li>· Describe how the resources should be used correctly and how problems associated with the resources are reported.</li> </ul> </li> <li>• 4.4           <ul style="list-style-type: none"> <li>· Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</li> </ul> </li> <li>• 4.5           <ul style="list-style-type: none"> <li>· Describe any potential hazards associated with the resources and methods of work.</li> </ul> </li> <li>• 4.6           <ul style="list-style-type: none"> <li>· Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce specialist plaster finishes.</li> </ul> </li> </ul>
5	Minimise the risk of damage to the work and surrounding area when producing specialised plaster finishes	<ul style="list-style-type: none"> <li>• 5.1           <ul style="list-style-type: none"> <li>· Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</li> </ul> </li> <li>• 5.2           <ul style="list-style-type: none"> <li>· Minimise damage and maintain a clean work space.</li> </ul> </li> <li>• 5.3           <ul style="list-style-type: none"> <li>· Dispose of waste in accordance with current legislation.</li> </ul> </li> <li>• 5.4           <ul style="list-style-type: none"> <li>· Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</li> </ul> </li> <li>• 5.5           <ul style="list-style-type: none"> <li>· 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.</li> </ul> </li> </ul>

6	Complete the work within the allocated time when producing specialised plaster finishes.	<ul style="list-style-type: none"> <li>• 6.1 · Demonstrate completion of the work within the allocated time.</li> <li>• 6.2 · Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> </li> </ul>
7	Comply with the given contract information to produce specialised plaster finishes to the required specification.	<ul style="list-style-type: none"> <li>• 7.1 · Demonstrate the following work skills when producing specialised plaster finishes. <ul style="list-style-type: none"> <li>– measuring, marking out, applying and finishing.</li> </ul> </li> <li>• 7.2 · Use and maintain hand tools, portable power tools and ancillary equipment.</li> <li>• 7.3 · Inspect and prepare backgrounds, mix materials and produce one of the following specialist plaster finishes to given working instructions: <ul style="list-style-type: none"> <li>– terrazzo</li> <li>– mosaic</li> <li>– scagliola</li> <li>– polished</li> <li>– micro cement.</li> </ul> </li> <li>• 7.4 · Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– inspect and prepare backgrounds</li> <li>– mix materials</li> <li>– prepare and apply plaster to produce terrazzo, mosaic, scagliola, micro cement and polished plaster finishes</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– use hand tools, portable power tools and ancillary equipment</li> <li>– work at height</li> <li>– use access equipment/working platforms</li> </ul> </li> <li>• 7.5 · Describe the needs of other occupations and how to effectively communicate within a team when producing specialised plaster finishes.</li> <li>• 7.6 · Describe how to maintain the tools and equipment used when producing specialised plaster finishes.</li> </ul>

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Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- Terrazzo
- Mosaic
- Scagliola
- Polished
- Micro cement.



PART OF **nocn** GROUP

Acero Building  
1 Concourse Way  
**Sheaf Street**  
Sheffield  
South Yorkshire  
England  
S1 2BJ

**Tel:** 0300 999 1177

**Email:** [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

**[www.nocn.org.uk](http://www.nocn.org.uk)**