

# **Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction)**

## **Specification**

Competence-based qualification

First registration October 2011

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Edexcel Level 3 NVQ Diploma in Plastering (Construction) (QCF)

The QN remains the same.

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## Summary of Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction) specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	4
Guided learning definition updated	10
QCF references removed from unit titles and unit levels in all units	14-131

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).

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# Introducing Pearson Edexcel NVQ qualifications

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## What are NVQ qualifications?

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National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).



## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction)	600/3263/7	01/10/11

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Key features of the Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction)

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This qualification:

- is nationally recognised
- is based on the ConstructionSkills National Occupational Standards (NOS). The NOS, Assessment requirements/Strategy and qualification structure are owned by ConstructionSkills.

The Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction) has been approved as a component for the ConstructionSkills Apprenticeship framework.

## What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and the built environment sector working across a broad range of areas. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

## What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction industry as defined by ConstructionSkills, the Sector Skills Council. As such, it contributes to the development of skilled labour in the sector. The Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction) may contribute towards the competence element of an Apprenticeship.

## What is the potential job role for those working towards this qualification?

- Plasterer

**What progression opportunities are available to learners who achieve this qualification?**

This qualification allows learners to demonstrate competence in plastering at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

# What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction)?

The Total Qualification Time (TQT) for this qualification is 920.

The Total Guided Learning Hours for this qualification are 307.

To achieve the Pearson Edexcel Level 3 NVQ Diploma in Plastering (Construction) learners must complete all 4 mandatory units in Group A, plus one pathway from Group B to achieve a minimum total of 92 credits. In addition, learners may choose to do any one of the additional units from Group C. Credit from this will be noted on the certificate, but will not count as part of the qualification.

	Units	Level	Credit	GLH
	<b>A – mandatory units</b>			
	<i>Credit value required: minimum 31.</i>			
Unit 1	A/503/1170 – Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
Unit 2	A/503/2772 – Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10	33
Unit 3	M/503/2915 – Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	27
Unit 4	R/503/2924 – Confirming the Occupational Method of Work in the Workplace	3	11	37
	<b>B – pathways</b>			
	<i>Credit value required: minimum 61.</i>			
	<b>B1 – Plastering – Solid (Pathway 1) Mandatory units</b>			
	<i>Credit value required: minimum 54.</i>			
Unit 5	H/600/7875 – Producing Complex Internal Solid Plastering Finishes in the Workplace	3	27	90
Unit 6	T/600/7878 – Producing Complex External Rendering Finishes in the Workplace	3	27	90
	<b>B1 – Plastering – Solid (Pathway 1) optional units</b>			
	<i>Credit value required: minimum 14.</i>			
Unit 7	H/600/7696 – Installing Direct Bond Dry Linings in the Workplace	2	15	50
Unit 8	Y/600/7713 – Installing Mechanically Fixed Plasterboard in the Workplace	2	14	47
Unit 9	D/600/7891 – Running In situ Mouldings in the Workplace	3	25	83

	<b>Units</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
	<b>B2 – Plastering – Fibrous (Pathway 2) Mandatory units</b>			
	<i>Credit value required: minimum 45.</i>			
Unit 10	T/600/7895 – Producing Complex Plasterwork Moulds in the Workplace	3	27	90
Unit 11	R/600/7905 – Installing Complex Fibrous Plaster Components in the Workplace	3	18	60
	<b>B2 – Plastering – Fibrous (Pathway 2) optional units</b>			
	<i>Credit value required: minimum 16.</i>			
Unit 12	D/600/7891 – Running In situ Mouldings in the Workplace	3	25	83
Unit 13	H/600/7908 – Repairing Complex Fibrous Plaster Components in the Workplace	3	16	53
	<b>C – additional units</b>			
Unit 14	A/600/7882 – Producing Granolithic Paving Work in the Workplace	3	16	53
Unit 15	R/600/7886 – Producing Specialised Plasterer’s Surfaces in the Workplace	3	29	97

# How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Assessment requirements/Strategy for the sector, or
- as part of a training programme.

## Assessment requirements/Strategy

The Assessment requirements/Strategy for this qualification have been included in *Annexe C*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The Assessment Strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit, learners must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the Assessment Strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the Assessment Strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/Strategy*. Staff assessing the learner must meet the requirements within the overarching Assessment Strategy for the sector.



# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



# Units



## **Unit 1: Conforming to General Health, Safety and Welfare in the Workplace**

**Unit reference number:** A/503/1170

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 7

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### **Unit summary**

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

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with all workplace health, safety and welfare legislation requirements</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV)</li> </ul> <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p> <p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work</p>			
<p>2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures</p>	<p>2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures</p> <p>2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities</p> <p>2.3 List the current Health and Safety Executive top ten safety risks</p> <p>2.4 List the current Health and Safety Executive top five health risks</p> <p>2.5 State how changing circumstances within the workplace could cause hazards</p> <p>2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices 3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare 3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures 3.4 Safely store health and safety control equipment in accordance with given instructions 3.5 Dispose of waste and/or consumable items in accordance with legislation 3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <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>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.7 State the appropriate types of fire extinguishers relevant to the work  3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare  4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>- recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>- contributing to discussions and providing feedback</li> <li>- reporting changed circumstances and incidents in the workplace</li> <li>- complying with the environmental requirements of the workplace</li> </ul> 4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with and support all organisational security arrangements and approved procedures	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: <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> 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 2: Confirming Work Activities and Resources for an Occupational Work Area in the Workplace**

**Unit reference number:** A/503/2772

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 33

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify work activities, assess required resources and plan the programme of work	1.1 Identify work activities, assess required resources and plan the sequence of work 1.2 Identify work activities and formulate a plan for their own sequence of work 1.3 Explain the types of work relative to the occupational area and how to identify different work activities 1.4 Explain methods of assessing the resources needed from a range of available information 1.5 Explain the required information and the different methods used to prepare a work programme relative to the occupational area			
2 Obtain clarification and advice where the resources required are not available	2.1 Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available 2.2 Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Evaluate the work activities and the requirements of any significant external factors against the project requirements</p>	<p>3.1 Assess progress of work against project requirements, taking into account external factors relating to:</p> <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> <p>3.2 Explain different methods of evaluating work activities against the following project requirements:</p> <ul style="list-style-type: none"> <li>- contract conditions</li> <li>- contract programme</li> <li>- health and safety requirements of operatives</li> </ul> <p>3.3 Evaluate the requirements of significant external factors that could affect the progress of work, in relation to:</p> <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Identify work activities which influence each other and make the best use of the resources available	4.1 Determine work activities that have an influence on each other 4.2 Evaluate which work activities make the best use of available resources in relation to: <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> 4.3 Explain different methods and sources that can identify which work activities influence each other 4.4 Describe how to determine the sequence of work activities and how long each work activity will take 4.5 Describe what zero and low carbon requirements are 4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers	5.1 Evaluate project progress against the work programme to identify any changed circumstances 5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme 5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements 5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme 5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop, maintain and encourage working relationships to promote goodwill and trust	1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved  1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others  1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people  1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency</p>	<p>2.1 Communicate on the following work activity information to relevant people following organisational procedures:</p> <ul style="list-style-type: none"> <li>- appropriate timescales</li> <li>- health and safety requirements</li> <li>- coordination of work procedures.</li> </ul> <p>2.2 Explain the different methods and techniques used to inform relevant people about work activities</p> <p>2.3 Explain the effects of not informing relevant people with the expected level of urgency</p> <p>2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive</p> <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments</p>	<p>3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome</p> <p>3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments</p> <p>3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to:</p> <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-ordinated work</li> </ul>			
<p>4 Clarify proposals with relevant people and discuss alternative suggestions</p>	<p>4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved</p> <p>4.2 Explain the methods of clarifying alternative proposals with relevant people</p> <p>4.3 Explain the methods of suggesting alternative proposals</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect	5.1 Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work  5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

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*(if sampled)*



## **Unit 4: Confirming the Occupational Method of Work in the Workplace**

**Unit reference number:** R/503/2924

**Level:** 3

**Credit value:** 11

**Guided learning hours:** 37

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Assess available project data accurately to determine the occupational method of work</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work</p> <p>1.2 Explain how to summarise the following project data:</p> <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> <p>1.3 Explain the different methods of assessing available project data</p> <p>1.4 Explain how to use project data to interpret the work method, In relation to:</p> <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Obtain additional information from alternative sources in cases where the available project data is insufficient</p>	<p>2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out</p> <p>2.2 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient:</p> <ul style="list-style-type: none"> <li>- customers or representatives</li> <li>- suppliers</li> <li>- regulatory authorities</li> <li>- manufacturer’s literature</li> </ul>			
<p>3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements</p>	<p>3.1 Examine potential work methods to carry out the occupational work activity</p> <p>3.2 Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria</p> <p>3.3 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to:</p> <ul style="list-style-type: none"> <li>- health and safety welfare (principles of protection)</li> <li>- fire protection</li> <li>- access and egress</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <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> <p>3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:</p> <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> <p>3.5 Explain how different methods of work can achieve zero/low carbon outcomes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Confirm and communicate the selected work method to relevant personnel	4.1 Confirm the selected occupational work method that meets project, statutory and contractual requirements 4.2 Communicate appropriately to relevant people on the selected occupational work method 4.3 Describe the different techniques and methods of confirming and communicating work methods to relevant people 4.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others			

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*(if sampled)*



## **Unit 5: Producing Complex Internal Solid Plastering Finishes in the Workplace**

**Unit reference number:** H/600/7875

**Level:** 3

**Credit value:** 27

**Guided learning hours:** 90

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing complex internal solid plastering finishes in the workplace within the relevant sector of industry.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing complex internal solid plastering finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.2:

- to curved surfaces.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing complex internal solid plastering finishes</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when producing complex internal solid plastering finishes</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when producing complex internal solid plastering finishes</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex internal solid plastering finishes</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing complex internal solid plastering finishes, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce complex internal solid plastering finishes</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- undercoat and finishing plasters, sands, limes, cement and additives</li> <li>- beads and trims, scrim and tapes</li> <li>- expanded metal lath (EML)</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex internal solid plastering finishes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when producing complex internal solid plastering finishes	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when producing complex internal solid plastering finishes	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce complex internal solid plastering finishes to the required specification</p>	<p>7.1 Demonstrate the following work skills when producing complex internal solid plastering finishes:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, applying and finishing</li> </ul> <p>7.2 Produce one-, two- and/or three-coat internal plasterwork to contractor's working instructions:</p> <ul style="list-style-type: none"> <li>- to internal and external angles</li> <li>- to reveals</li> <li>- to walls and ceilings (vertical, horizontal and inclined)</li> <li>- to curved surfaces</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- apply and finish one-, two- and three-coat plasterwork to walls and ceilings (vertical, horizontal, inclined and curved) to solid and board backgrounds</li> <li>- form internal and external angles, reveals and expansion joints</li> <li>- mix plaster</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when producing complex internal solid plastering finishes  7.6 Describe how to maintain the tools and equipment used when producing complex internal solid plastering finishes			

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*(if sampled)*



## **Unit 6: Producing Complex External Rendering Finishes in the Workplace**

**Unit reference number:** T/600/7878

**Level:** 3

**Credit value:** 27

**Guided learning hours:** 90

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to produce complex external rendering finishes in the workplace within the relevant sector of industry.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing complex external rendering finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing complex external rendering finishes</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when producing complex external rendering finishes</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when producing complex external rendering finishes</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex external rendering finishes</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing complex external rendering finishes, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce complex external rendering finishes</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- renders, sands, limes, cement and additives</li> <li>- bellcasts and beads</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex external rendering finishes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when producing complex external rendering finishes	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when producing complex external rendering finishes	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce complex external rendering finishes to the required specification</p>	<p>7.1 Demonstrate the following work skills when producing complex external rendering finishes:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, applying and finishing</li> </ul> <p>7.2 Form any three industry-recognised external rendering finishes to contractor's working instructions:</p> <ul style="list-style-type: none"> <li>- two-coat work</li> <li>- three-coat work</li> <li>- internal and external angles</li> <li>- reveals</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- apply and finish 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 imitation stonework, textured finishings and dashings</li> <li>- mix rendering</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when producing complex external rendering finishes 7.6 Describe how to maintain the tools and equipment used when producing complex external rendering finishes			

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## **Unit 7: Installing Direct Bond Dry Linings in the Workplace**

**Unit reference number:** H/600/7696

**Level:** 2

**Credit value:** 15

**Guided learning hours:** 50

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### **Unit summary**

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

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing direct bond dry linings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.





## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing direct bond dry linings</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when installing direct bond dry linings</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when installing direct bond dry linings	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing direct bond dry linings</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing direct bond dry linings, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install direct bond dry linings</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- manufactured proprietary boards</li> <li>- bonding compounds</li> <li>- jointing materials</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install direct bond dry linings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing direct bond dry linings	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when installing direct bond dry linings	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install direct bond dry linings to the required specification</p>	<p>7.1 Demonstrate the following work skills when:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, mixing, cutting, applying, fitting, finishing, positioning and securing</li> </ul> <p>7.2 Install to contractor's working instructions:</p> <ul style="list-style-type: none"> <li>- direct bonding to solid backgrounds</li> <li>- forming openings with reveals</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- install internal dry linings by direct bond to solid backgrounds</li> <li>- form openings and reveals</li> <li>- form finished joints</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when installing direct bond dry linings</p> <p>7.6 Describe how to maintain the tools and equipment used when installing direct bond dry linings</p>			

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## **Unit 8: Installing Mechanically Fixed Plasterboard in the Workplace**

**Unit reference number:** Y/600/7713

**Level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing mechanically fixed plasterboard to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing mechanically fixed plasterboard</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when installing mechanically fixed plasterboard</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when installing mechanically fixed plasterboard	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing mechanically fixed plasterboard  3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing mechanically fixed plasterboard, and the types, purpose and limitations of each type  3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4 Select the required quantity and quality of resources for the methods of work to install mechanically fixed plasterboard	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>- manufactured proprietary boards</li> <li>- fixtures and fittings</li> <li>- jointing materials</li> <li>- hand and/or powered tools and equipment</li> </ul> 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install mechanically fix plasterboard</p>			
<p>5 Minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard</p>	<p>5.1 Protect the work and its surrounding area from damage</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 Dispose of waste in accordance with legislation</p> <p>5.5 State why the disposal of waste should be carried out in relation to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Complete the work within the allocated time when installing mechanically fixed plasterboard</p>	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>- types of progress charts, timetables and estimated times</li> <li>- organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			
<p>7 Comply with the given contract information to install mechanically fixed plasterboard to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing mechanically fixed plasterboard:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, cutting, applying, fitting, finishing, positioning and securing</li> </ul> <p>7.2 Install plasterboard to contractor's working instructions by:</p> <ul style="list-style-type: none"> <li>- cladding to timber and/or metal</li> <li>- forming openings with reveals</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- install and mechanically fix plasterboard dry lining to internal backgrounds</li> <li>- form openings with reveals</li> <li>- form finished joints</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when installing mechanically fixed plasterboard</p> <p>7.6 Describe how to maintain the tools and equipment used when installing mechanically fixed plasterboard</p>			

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*(if sampled)*





## **Unit 9: Running In situ Mouldings in the Workplace**

**Unit reference number:** D/600/7891

**Level:** 3

**Credit value:** 25

**Guided learning hours:** 83

### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of running in situ mouldings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when running in situ mouldings</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when running in situ mouldings</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when running in situ mouldings</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when running in situ mouldings</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to running in situ mouldings, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to run in situ mouldings</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- timber, timber-based products, sheet materials, metal laths, sands, cements, limes, plasters, bonding agents, clean water, fixings and fittings</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to run in situ mouldings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when running in situ mouldings	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when running in situ mouldings	6.1 Demonstrate completion of the work within the allocated time 6.2 State 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to run in situ mouldings to the required specification</p>	<p>7.1 Demonstrate the following work skills when running in situ mouldings:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, fitting, applying, running, positioning and securing</li> </ul> <p>7.2 Prepare backgrounds and moulds and run in situ mouldings, straight and/or curved, to contractor's working instructions for any one of the following:</p> <ul style="list-style-type: none"> <li>- cornices</li> <li>- dados</li> <li>- skirting</li> <li>- panels</li> <li>- angles</li> <li>- arches</li> </ul> <p>And from:</p> <ul style="list-style-type: none"> <li>- joints</li> <li>- mitres</li> <li>- returns</li> <li>- stop-ends</li> <li>- short breaks</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- construct and horse up running moulds</li> <li>- prepare backgrounds, set out and run in situ straight and curved mouldings of cornices, dados, skirting, angles, panels and arches</li> <li>- prepare and mix materials</li> <li>- form short breaks and returns, short lengths and returns, joints and mitres</li> <li>- set out and fix running rules in situ, including overlaps</li> <li>- take correct shape of existing mould</li> <li>- core-out moulding runs in situ</li> <li>- prevent build-up and gathering-on</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when running in situ mouldings</p> <p>7.6 Describe how to maintain the tools and equipment used when running in situ mouldings</p>			



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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 10: Producing Complex Plasterwork Moulds in the Workplace**

**Unit reference number:** T/600/7895

**Level:** 3

**Credit value:** 27

**Guided learning hours:** 90

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing complex plasterwork moulds in the workplace within the relevant sector of industry.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing complex plasterwork moulds to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- casting moulds
- running moulds.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing complex plasterwork moulds</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when producing complex plasterwork moulds</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when producing complex plasterwork moulds</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex plasterwork moulds</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing complex plasterwork moulds, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce complex plasterwork moulds</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- timber, timber-based sheet material, tin, steel, fixings and fittings</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex plasterwork moulds</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when producing complex plasterwork moulds	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when producing complex plasterwork moulds	6.1 Demonstrate completion of the work within the allocated time 6.2 State 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>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce complex plasterwork moulds to the required specification</p>	<p>7.1 Demonstrate the following work skills when producing complex plasterwork moulds:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, fitting, positioning and securing</li> </ul> <p>7.2 Set out and produce plasterwork casting and/or running moulds to contractor's working instructions:</p> <p>Cast for:</p> <ul style="list-style-type: none"> <li>- intricate designs</li> <li>- patterns and motifs</li> <li>- arches</li> <li>- curves and ellipses</li> <li>- circular areas</li> </ul> <p>Run for:</p> <ul style="list-style-type: none"> <li>- cornices, dados and skirtings</li> <li>- panels</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- set out and produce ridged and flexible casting moulds for intricate designs, patterns and motifs, arches, curves and ellipses and circular areas</li> <li>- set out and produce running moulds for cornices, dados, skirtings and panels</li> <li>- geometrically develop Roman and Grecian profiles</li> <li>- geometrically develop domes, vaults/lunettes, arches, circles, ellipses and columns</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when producing complex plasterwork moulds</p> <p>7.6 Describe how to maintain the tools and equipment used when producing complex plasterwork moulds</p>			

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*(if sampled)*



## **Unit 11: Installing Complex Fibrous Plaster Components in the Workplace**

**Unit reference number:** R/600/7905

**Level:** 3

**Credit value:** 18

**Guided learning hours:** 60

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing complex fibrous plaster components in the workplace within the relevant sector of industry.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing complex fibrous plaster components to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing complex fibrous plaster components</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when installing complex fibrous plaster components</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when installing complex fibrous plaster components</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing complex fibrous plaster components</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing complex fibrous plaster components, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install complex fibrous plaster components</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- casting plaster, reinforcing material, timber and fixings</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install complex fibrous plaster components</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing complex fibrous plaster components	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when installing complex fibrous plaster components	6.1 Demonstrate completion of the work within the allocated time 6.2 State 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install complex fibrous plaster components to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing complex fibrous plaster components:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, fitting, positioning and securing</li> </ul> <p>7.2 Install fibrous plaster mouldings to contractor's working instructions for any four from the following:</p> <ul style="list-style-type: none"> <li>- skirtings</li> <li>- cornices</li> <li>- dados</li> <li>- panels</li> <li>- arches</li> <li>- pilasters</li> <li>- domes</li> <li>- lunettes</li> <li>- barrels</li> <li>- vaults</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- install fibrous plaster mouldings for skirtings, cornices, dados, panels, arches, pilasters, domes, lunettes, barrels and vaults</li> <li>- mix casting plaster</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when installing complex fibrous plaster components</p> <p>7.6 Describe how to maintain the tools and equipment used when installing complex fibrous plaster components</p>			

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 12: Running In situ Mouldings in the Workplace**

**Unit reference number:** D/600/7891

**Level:** 3

**Credit value:** 25

**Guided learning hours:** 83

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQS

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of running in situ mouldings to be effective and reliable when confirming a learner's competence.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when running in situ mouldings</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when running in situ mouldings</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when running in situ mouldings</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when running in situ mouldings</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to running in situ mouldings, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to run in situ mouldings</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- timber, timber-based products, sheet materials, metal laths, sands, cements, limes, plasters, bonding agents, clean water, fixings and fittings</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to run in situ mouldings</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when running in situ mouldings	<p>5.1 Protect the work and its surrounding area from damage</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 Dispose of waste in accordance with legislation</p> <p>5.5 State why the disposal of waste should be carried out in relation to the work</p>			
6	Complete the work within the allocated time when running in situ mouldings	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>- types of progress charts, timetables and estimated times</li> <li>- organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to run in situ mouldings to the required specification</p>	<p>7.1 Demonstrate the following work skills when running in situ mouldings:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, fitting, applying, running, positioning and securing</li> </ul> <p>7.2 Prepare backgrounds and moulds and run in situ mouldings, straight and/or curved, to contractor's working instructions for any one of the following:</p> <ul style="list-style-type: none"> <li>- cornices</li> <li>- dados</li> <li>- skirting</li> <li>- panels</li> <li>- angles</li> <li>- arches</li> </ul> <p>And from:</p> <ul style="list-style-type: none"> <li>- joints</li> <li>- mitres</li> <li>- returns</li> <li>- stop-ends</li> <li>- short breaks</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- construct and horse up running moulds</li> <li>- prepare backgrounds, set out and run in situ straight and curved mouldings of cornices, dados, skirting, angles, panels and arches</li> <li>- prepare and mix materials</li> <li>- form short breaks and returns, short lengths and returns, joints and mitres</li> <li>- set out and fix running rules in situ, including overlaps</li> <li>- take correct shape of existing mould</li> <li>- core-out moulding runs in situ</li> <li>- prevent build-up and gathering-on</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when running in situ mouldings</p> <p>7.6 Describe how to maintain the tools and equipment used when running in situ mouldings</p>			

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*







Workplace evidence of skills cannot be simulated.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when repairing complex fibrous plaster components</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when repairing complex fibrous plaster components</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when repairing complex fibrous plaster components</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when repairing complex fibrous plaster components</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to repairing complex fibrous plaster components, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to repair complex fibrous plaster components</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- casting plasters</li> <li>- reinforcing material</li> <li>- timber and fixings</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair complex fibrous plaster components</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when repairing complex fibrous plaster components	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when repairing complex fibrous plaster components	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to repair complex fibrous plaster components to the required specification</p>	<p>7.1 Demonstrate the following work skills when repairing complex fibrous plaster components:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, removing, replicating, fitting, positioning, securing and finishing</li> </ul> <p>7.2 Repair complex fibrous plasterwork to contractor's working instructions of:</p> <ul style="list-style-type: none"> <li>- cornices</li> <li>- dados</li> <li>- skirtings</li> <li>- panels</li> <li>- arches</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- repair complex fibrous plaster cornices, dados, skirtings, panels and arches</li> <li>- replicate mouldings</li> <li>- form and reinforce joints</li> <li>- form internal and external returns and stop ends</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when repairing complex fibrous plaster components  7.6 Describe how to maintain the tools and equipment used when repairing complex fibrous plaster components			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## **Unit 14: Producing Granolithic Paving Work in the Workplace**

**Unit reference number:** A/600/7882

**Level:** 3

**Credit value:** 16

**Guided learning hours:** 53

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing granolithic paving work in the workplace within the relevant sector of industry.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing granolithic paving work to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing granolithic paving work</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information, method statements and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when producing granolithic paving work</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when producing granolithic paving work</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing granolithic paving work</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing granolithic paving work, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce granolithic paving work</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <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>- damp-proofing materials</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce granolithic paving work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when producing granolithic paving work	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when producing granolithic paving work	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce granolithic paving work to the required specification</p>	<p>7.1 Demonstrate the following work skills when producing granolithic paving work:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, laying, compacting and finishing</li> </ul> <p>7.2 Prepare background and produce to contractor's working instructions:</p> <ul style="list-style-type: none"> <li>- granolithic paving, level and to falls</li> <li>- drainage outlets</li> </ul> <p>7.3 Lay skirtings to contractor's working instructions</p> <p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- prepare backgrounds</li> <li>- lay and finish granolithic paving and topping work, level and to falls</li> <li>- form skirtings, steps and drainage outlets</li> <li>- form imitation stonework, textured finishings and dashings</li> <li>- mix granolithic paving/topping material</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.5 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 State the needs of other occupations and how to communicate within a team when producing granolithic paving work  7.7 Describe how to maintain the tools and equipment used when producing granolithic paving work			

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*(if sampled)*





## **Unit 15: Producing Specialised Plasterer's Surfaces in the Workplace**

**Unit reference number:** R/600/7886

**Level:** 3

**Credit value:** 29

**Guided learning hours:** 97

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing specialised plasterer's surfaces in the workplace within the relevant sector of industry.

### **Assessment methodology**

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### **Assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing specialised plasterer's surfaces to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- terrazzo work
- mosaic work
- scagliola work
- polished plaster.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing specialised plasterer's surfaces</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when producing specialised plasterer's surfaces</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when producing specialised plasterer's surfaces</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing specialised plasterer's surfaces</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing specialised plasterer's surfaces, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce specialised plasterer's surfaces</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- stone, aggregate, mosaic, additives, fixings, bonding agents, cement, plaster, pigments and pre-cast components</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce specialised plasterer's surfaces</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when producing specialised plasterer's surfaces	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when producing specialised plasterer's surfaces	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to produce specialised plasterer's surfaces to the required specification	<p>7.1 Demonstrate the following work skills when producing specialised plasterer's surfaces:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, mixing, applying and finishing</li> </ul> <p>7.2 Produce one of the following specialist plasterer's finishes to contractor's working instructions:</p> <ul style="list-style-type: none"> <li>- terrazzo work</li> <li>- mosaic work</li> <li>- scagliola work</li> <li>- polished plaster</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- inspect and prepare backgrounds</li> <li>- prepare and produce terrazzo, mosaic, scagliola and polished plasterer's finishes</li> <li>- apply specialist plasterer's finishes to vertical and horizontal surfaces</li> <li>- establish levels and falls</li> <li>- mix materials</li> <li>- work at height</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power</p>			



	tools and ancillary equipment			
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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when producing specialised plasterer's surfaces  7.6 Describe how to maintain the tools and equipment used when producing specialised plasterer's surfaces			

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## Further information

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

### Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## How to obtain National Occupational Standards

You can contact the Sector Skills Council (SSC) at:

ConstructionSkills  
Head Office  
Bircham Newton  
Kings Lynn  
Norfolk  
PE31 6RH

Telephone: 0300 456 7490  
Email: [standards.qualifications@cskills.org](mailto:standards.qualifications@cskills.org)  
Website: [www.cskills.org](http://www.cskills.org)

## Professional development and training

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Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.



# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson-recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.



## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualification in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details ([qualifications.pearson.com](http://qualifications.pearson.com)).



# Annexe C: Assessment requirements/Strategy

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## **Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.**

### **Introduction**

This assessment strategy provides principles and guidance to awarding organisations so the assessment of units and qualifications with NVQ in the Qualifications and Credit Framework (QCF) title and SVQs is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, supervisory, technical, managerial and professional NVQ and SVQ units and qualifications. This assessment strategy is one of the strands of the ConstructionSkills' Construction Qualification Strategy.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of NVQ and SVQ units and qualifications as required by the qualification regulators' documentation.

This consolidated assessment strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

Appendix A provides guidance to help awarding organisations incorporate relevant parts of these principle requirements in their documentation.

Appendix B provides a list of sub Appendixes relevant to specific NVQ or SVQ qualifications and units, these sub Appendixes contain additional information for awarding organisations where National Working Groups or Awarding Body Fora have identified the need for specific clarification. Clarification may be about the terminology of the content of the unit (ref. section 2.1), or specific occupational expertise requirements for assessors and verifiers (ref. section 4).

Awarding organisations must make this Assessment Strategy and the relevant Appendixes available to assessors, verifiers and candidates.

### **Principles**

#### **1 External quality control of assessment**

1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors and verifiers.

- 1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.
- 1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum, of which the qualification regulators are members. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQ or SVQ units and qualifications, including aspects informing incremental change.
- 1.4 The Forum will, in respect of this strategy:
- build on the good relationships with awarding organisations
  - provide opportunities to identify and address particular issues of external quality control
  - contribute to improving quality and consistency
  - support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
  - provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
  - discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
  - inform the continuous improvement of NOS, and awards derived from them
  - identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.
- 1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.
- 1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

## **2 Aspects to be assessed through performance in the workplace**

- 2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).

- 2.2 Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:
- questioning the candidate
  - recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
  - performance evidence.
- 2.3 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.

### **3 How simulated working conditions may be used to assess competence**

- 3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:
- there are hazards
  - it is difficult to distinguish individual performance in team situations
  - circumstances occur infrequently or long term results are involved
  - confidentiality is important
  - there are organisational constraints.
- 3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. Appendix A suggests standard evidence notes for awarding organisations.
- 3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:
- tools, equipment and instruments
  - materials
  - types of contingencies
  - standards and quality specifications
  - real timescales
  - quantities of work
  - physical conditions
  - relationships with people
  - types of interaction
  - communication methods and media
  - information and data.

- 3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.
- 3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

#### **4 Occupational expertise requirements for assessors and verifiers**

4.1 Awarding organisations must ensure that assessors:

4.1.1 have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.1.2 have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements

4.1.3 only assess in their acknowledged area of occupational competence

4.1.4 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this Assessment Strategy (this document)

4.1.5 are prepared to participate in training activities for their continued professional development

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

4.2 Awarding organisations must ensure that internal verifiers:

4.2.1 have sufficient, verifiable, relevant up to date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.2.2 have expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the NOS and this Assessment Strategy (this document)

4.2.4 are prepared to participate in training activities for their continued professional development

4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice

or hold one of the following

- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the reviewed National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of Internal Quality Assurance one of the following qualifications is held.

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

4.3 Awarding organisations must ensure that external verifiers:

4.3.1 have sufficient, verifiable, relevant experience, knowledge and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.3.2 have sufficient expertise so they have an up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the NOS and this Assessment Strategy (this document)

4.3.4 are prepared to participate in training activities for their continued professional development

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment
- SVQ (SCQF level) in the External Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF) in Leading the External Quality Assurance of Assessment



or hold one of the following

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process

Holders of V2/D35 must quality assure to the reviewed National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of External Quality Assurance one of the following qualifications is held at Level 3 and Level 4.

Level 3:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Level 4:

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice
- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

#### **4.4 Selection and appointment of assessors and verifiers**

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the NVQ/SVQ(s) they will assess/verify to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area:

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

All assessors should have experience as well as, not in lieu of, qualifications.

Where there seem to be gaps in a potentially suitable applicant's experience and knowledge, the applicant should be interviewed. Successful applicants' CVs, profiling, reasons for not needing to interview and interview records should be available for audit.

## Appendix A

### ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the ConstructionSkills Assessment Strategy. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – craft, supervisory, technical, managerial and professional NVQ/SVQs. The following general standard notes are strongly recommended for adoption by awarding organisations in their assessment specification:

Standard note 1:

*"Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria/learning outcomes and assessment criteria across the scope/range."*

Standard note 2:

*"There must be workplace evidence against each performance criterion/learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion/learning outcome and assessment criterion."*

Standard note 3:

*"Knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence."*

Standard note 4:

Either:

*"Simulations are not considered to be acceptable for producing this evidence."*

OR

*"Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation, with appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real timescales; quantities of work; physical conditions; relationship with people; type of interaction; communication methods and media; information and data\*."*

*[\*include as appropriate]*

See also Appendix C: 'Guidance on the use of simulation' which also includes guidance on the acceptable use and characteristics of simulation within N/SVQs during the current economic climate.

## **Appendix B**

The following is a list of the additional information Appendixes for awarding organisations where National Working Groups or Awarding Body Fora have identified the need for specific clarification for the units and qualifications with NVQ in the QCF title and SVQs.

<b>NVQs/SVQs</b>	<b>Appendix</b>
Controlling Lifting Operations	B1
Plant Operations	B2

## **Appendix B1**

### **Additional Information to the Consolidated Assessment Strategy from the National Working Group for Controlling Lifting Operations**

#### **Part A: Clarification and guidance notes**

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for the Controlling Lifting Operations units and qualifications with NVQ in the QCF title and SVQs.

#### **Additional requirements for assessors of planning and supervising lifting operations**

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in lifting operations and on each endorsement for which they wish to assess. The awarding body must ensure that all assessors are competent on each endorsement for which they intend to assess.

#### **Supplementary guidance**

In order to meet contractual and regulative requirements, many sectors of industry require lift planners and supervisors to possess certification from recognised industry approved bodies. The awarding body should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where lifting experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

## Part B: Clarification on standards (NOS) content terminology

Various sectors of industry, supported by the Health and Safety Executive, requested national occupational standards for the safety critical occupations of lift planner and lift supervisor. Standards from the suite of National Occupational Standards for Construction Site Supervision and Construction Site Management were identified by the National Working Group (NWG) as conveniently defining the job roles of planner and supervisor.

Certain standards (NOS), however, use terminology particular to, or make reference to, the construction sector, limiting the scope of the standards. Clarification of NOS terminology has been produced (Appendix B1, page ii), by the NWG, for awarding organisations, which provides interpretation and meaning of selected words that are used in lifting operations within other industrial sectors. Provision of this clarification further avoids a proliferation of new standards.

Awarding organisations need to ensure that candidates, employers, assessment centres, assessors and those involved in the verification process for this qualification are informed of the clarification of NOS terminology for planning and supervising lifting operations.

### Clarification of NOS terminology for controlling lifting operations

<b>'construction operations'</b>	Includes lifting operations within other sectors of industry.
<b>'decision-makers'</b>	This refers to the client, customer or their representative, senior/contracts manager, project team, consultants or in VR 705 the lift planner.
<b>'ensure notice has been given to all the people who will be affected...'</b>	This means as dictated by the lift plan.
<b>'lines', 'levels', 'angles'</b>	This includes load levels, ground levels, lines for placing loads and lifting accessory angles
<b>'near neighbours'</b>	This can include other structures and a workforce in a different part of the project.
<b>'organise and control the site'</b>	The lifting activity and the immediate surrounding area
<b>'position, align and/or level the work'</b>	This refers to items being moved and placed and the equipment used to attach and move the loads.
<b>'produce clear requests for plant, equipment or machinery'</b>	This means those specified by the lift plan.
<b>'place and maintain notices'</b>	This means ensuring that the correct notices (for the lifting activity) are in place prior to the commencement of the lifting activity, and checked throughout the duration of the activity.
<b>'plan how the work will be undertaken'</b>	This means as dictated by the lift plan.

<b>'programmes and schedules'</b>	This refers to either components part of, or the complete lift plan.
<b>'project'</b>	A lifting operation that is taking place within an overall contract, project or work activity.
<b>'project plan'</b>	This refers to either components part of, or the complete lift plan.
<b>'site'</b>	A lifting operation that is taking place within an overall contract, project or work activity.
<b>'site plan'</b>	This refers to either components part of, or the complete lift plan.
<b>'vehicular access'</b>	This can comprise of all forms of transport, including waterborne and airborne craft.

## Appendix B2

### Additional Information to the Consolidated Assessment Strategy from the Awarding Body Forum for Plant Operations

#### Clarification and guidance notes

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for Plant Operations units and qualifications with NVQ in the QCF title and SVQs.

#### Additional requirements for assessors of plant operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in plant operations and on each endorsement for which they wish to assess. The awarding organisation must ensure that all assessors are competent on each endorsement for which they intend to assess in accordance with requirements of the qualification regulators' guidance for England, Northern Ireland, Scotland and Wales.

#### Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry require operators of plant and equipment to possess certification from recognised industry approved bodies. The awarding organisation should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where plant operating experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

## **Appendix C**

### **Guidance on the use of simulation**

#### **Introduction**

National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) and describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (N/SVQs) that are competence based qualifications and demand assessment in a workplace environment.

Assessment of N/SVQs through simulation is indicated where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult to assess through normal working practice. This will usually apply as a result of one or more of the following constraints:

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (eg electricity and gas sectors, fire service etc)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (eg handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (eg in some teamwork contexts)
- activities or situations which are sufficiently rare (eg where processes, such as a 'shut-down', may only occur on an annual basis)
- when the collection and/or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality, or would significantly alter the nature of an interaction or relationship (eg in some health care settings)
- a requirement to work with new techniques and/or work practices which may not be available in all workplaces.

Where permitted, simulation can take one or a combination of the two following forms:

- the candidate is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
- the candidate is presented with a situation to which they must respond; taking and playing the role they would expect to play in the workplace.

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (N/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

## **Guidance on the acceptable use and characteristics of simulation within N/SVQs during the current economic climate**

Due to the current economic climate and its impact on construction industry apprentices, ConstructionSkills as the SSC for construction has agreed that there can be some flexibility around the use of simulation when assessing construction craft NVQs. This is set out as follows and applies up until the end of December 2011.

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, Awarding Bodies can arrange with their centres to apply the following principles:

- 1 Units cannot be assessed using simulation alone – there must be some supporting work-based evidence.
- 2 A centre's strategy for simulation must be examined and approved by the external verifier.
- 3 The location and environment of simulation must be agreed with the internal verifier prior to taking place, and must be checked by the internal verifier.
- 4 The **nature of the contingency** and the **physical environment must be realistic** and candidates should not be given any indication as to exactly what contingencies they may come across.
- 5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.
- 6 There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.
- 7 All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.
- 8 All simulation should involve the same personnel as would normally be included (eg bricklayer, supervisor, labourer etc) and also similar realistic facilities.
- 9 Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares apprentices. The GTA model is where a number of like minded employers come together to create a separate business entity, which sources appropriate training and delivers apprenticeships by providing work experience across the range of engaged businesses.





## **Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title**

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For information please go to [www.ofqual.gov.uk](http://www.ofqual.gov.uk) to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

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