

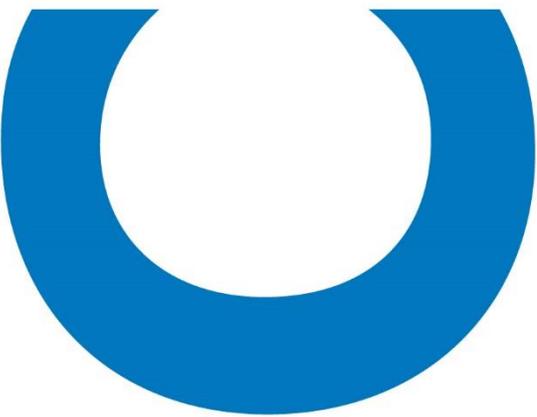
Qualification and Assessment Specification

NOCN Level 3 NVQ Diploma in Heritage Skills (Construction)

Qualification No: 601/1431/9

Operational Start Date: 1st December 2013

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Introduction

NOCN is a leading awarding organisation that has been creating opportunities for learners for over 30 years. It is the organisation preserving the proud heritage of the Open College Network (OCN) in the UK and is a brand trusted by learners, colleges, training providers and employers who recognise NOCN qualifications as an indicator of competence and quality. A NOCN qualification recognises a learner's skills and knowledge and can support progression to employment, training and/or further education.

In addition to being an awarding organisation NOCN is also an apprenticeship assessment organisation and works internationally as well as in the UK.

This handbook is a resource for NOCN centres that wish to offer the NOCN Level 3 NVQ Diploma in Heritage Skills (Construction).

The qualification is relevant to organisations within the heritage construction craft sector.

Additional documents available to support the qualification and the location:

Consolidated Assessment Strategy:

<http://www.citb.co.uk/qualifications-standards/qualification-framework/>

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1. NOCN Level 3 NVQ Diploma in Heritage Skills (Construction)

The NOCN Level 3 NVQ Diploma in Heritage Skills (Construction) is designed to demonstrate learner's competency to work, as specialists in masonry or wood occupations, in the heritage sector of the construction industry. It is suitable for those who are working in mainstream construction and seeking a career change or new entrants into the sector who wish to develop skills and expertise in the use of rational building methods and materials.

This qualification has been developed with reference to the National Occupational Standards (NOS) and completion of the qualification will provide learners with evidence of their occupational competence and could enable them to progress onto additional training at this level such as the NOCN Level 6 NVQ Diploma in Construction Site Management. Achievement of this qualification will provide the evidence required for the learner to apply for their Gold – Advanced Craft Construction Skills Certification Scheme (CSCS) - card. Further information on CSCS cards can be found here: <https://www.cscs.uk.com>.

The qualification will confirm occupational competence and/or 'license to practice'

This qualification has been developed for inclusion in the apprenticeship framework Construction Specialist (England) Framework, Level 3: Pathway 5: Heritage Skills.

1.1. Entry Requirements

Learners are required to have:

16 – 19 year olds: NVQ Level 2 in Construction Craft and an interview to determine suitability.

19 – 24 year olds: 5 years construction experience OR NVQ Level 2 in Construction Craft and an interview to determine suitability.

24+: 5 years construction experience and appropriate references and an interview to determine suitability.

As a NVQ they must be employed in an appropriate role to be able to generate evidence of competence and simulation is not allowed. Colleges/training providers must ensure that all learners have the ability and attributes to achieve the qualification given access to the appropriate facilities, resources, training and support within a college/training provider and workplace setting. This could include a relevant level of literacy and numeracy.

1.2. Progression Routes

Achievement of this qualification confirms the learner has gained the knowledge and skills required to:

- as a skilled masonry or wood tradesperson within the heritage construction sector.

- progress onto supervisory such as the NOCN Level 6 NVQ Diploma in Construction Site Management.

2. Qualification Details

2.1. Qualification Structure

The NOCN Level 3 NVQ Diploma in Heritage Skills (Construction) is a 131 - 184 credit qualification with a Total Qualification Time (TQT) of 1310, including 438 - 614 Guided Learning Hours (GLH) dependent upon the pathway chosen.

Learners following the masonry pathway **must** achieve all 184 credits from the 9 mandatory Components.

Learners following the wood occupations pathway **must** achieve a minimum of 131 credits from the 6 mandatory Components and 8 optional Components.

Mandatory Components for all Pathways – All Components in this group must be completed.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Component Reference Number
Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10	Mandatory	A/503/2772
Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	Mandatory	M/503/2915
Confirming the Occupational Method of Work in the Workplace	3	11	Mandatory	R/503/2924
Working on Conservation and Restoration Projects in the Workplace	3	30	Mandatory	F/504/7080
Conforming to General Health, Safety and Welfare in the Workplace	1	2	Mandatory	A/503/1170

Mandatory Components for Masonry Pathway – Learners who select the Masonry pathway must complete all 123 credits from the mandatory Components in this group.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Component Reference Number
Preparing and Mixing Lime Mortars in the Workplace	3	12	Mandatory	F/600/7939
Setting Out Complex Stonemasonry Structures in the Workplace	3	31	Mandatory	H/503/3141

Erecting Complex Stonemasonry Structures in the Workplace	3	53	Mandatory	L/503/9936
Conserving or Restoring Stonemasonry, Brickwork or Earthen Structures in the Workplace	3	27	Mandatory	M/600/7636

Mandatory Components for Wood Occupations Pathway - Learners who select the Wood Occupations pathway must complete 32 credits from the mandatory Component in this group.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Component Reference Number
Conserving or Restoring Timber-based Products in the Workplace	3	32	Mandatory	J/600/7660

Optional Components (Group 1) for Wood Occupations Pathway – Learners who select the Wood Occupations pathway can choose one Component from this group.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Component Reference Number
Manufacturing Bespoke Architectural Joinery Products in the Workplace	3	25	Optional	K/506/4987
Manufacturing Bespoke Shopfitting Products in the Workplace	3	25	Optional	Y/503/2438
Manufacturing Bespoke Wheelwrighting Products in the Workplace	3	29	Optional	D/503/2442

Optional Components (Group 2) for Wood Occupations Pathway – Learners who select the Wood Occupations pathway can chose one Component from this group.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Component Reference Number
Producing Setting Out Details for Bespoke Architectural Joinery Products in the Workplace	3	20	Optional	M/506/4988
Producing Setting Out Details for Bespoke Shopfitting Products in the Workplace	3	20	Optional	L/503/2453

Producing Setting Out Details for Wheelwrighting Products in the Workplace	3	20	Optional	Y/503/2455
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Optional Components (Group 3) for Wood Occupations Pathway – Learners who select the Wood Occupations pathway can choose one or two Components from this group.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Component Reference Number
Setting Out Timber Framework in the Workplace	2	18	Optional	K/503/2721
Conserving or Restoring Heavy Timber Framework in the Workplace	3	21	Optional	Y/600/7663

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training

- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2.3. Assessment and Evidence

This qualification is **internally** set and **internally** assessed. Assessment activity must ensure evidence of achievement against **all** of the assessment criteria specified within each component.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of a **Construction Site Management** role.

Assessment activities must be robust in that they are:

- | | |
|-------------------|--|
| Valid | Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level. |
| Sufficient | Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria. |
| Reliable | Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners. |
| Authentic | Evidence presented must be the learner's own work. |

2.4. Fair and Equitable Assessment

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

2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** within the Centres, NOCN Centres, Processes and Documents Section on www.nocn.org.uk

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

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact compliance@nocn.org.uk for further details.

2.6. Recognised Prior Learning

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

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at www.nocn.org.uk

2.7. Assessment and Evidence for the components

INTERNALLY SET ASSESSMENT

Centres can use the following assessment methods:

- Observation of Performance in the Work Environment
- Examining Products of Work
- Oral / Written Questioning
- Discussion with the Learner
- Use of Others (Witness Testimony)
- Looking at Learner Statements
- Recognising Prior Learning
- Skills Tests
- Assignments
- Projects

➤ Case Studies

Which can be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. Centre Information

3.1 Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

NOCN expects that Tutors and Assessors are able to demonstrate the following competencies:

3.1.1 Tutor Requirements

NOCN expects Tutors/Assessors to 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
- 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)

3.1.2 Assessor Requirements

In accordance with the Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) NOCN expects assessors to 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 or 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)

Assessors must 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. They should only assess in their acknowledged area of occupational competence, have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document) and be prepared to participate in training activities for their continued professional development.

Assessors must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

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 current National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the SQA Accreditation.

3.1.3 Internal Quality Assurer Requirements

Each centre must have internal quality assurance (formally internal verification) policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

Internal Quality Assurers must 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 judgments about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or 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)

Internal Quality Assurers must 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. They must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy and be prepared to participate in training activities for their continued professional development.

Internal Quality Assurers must hold, or be working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following:

- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the current 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:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or one of the following:

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

Note: 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.

3.1.4 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.5 External Quality Assurance

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

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

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify the Award of Credit using the Recommendation for the Award of Credit form (RAC).

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

3.2 Offering the qualification

Existing Centres

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

Use Horizon to add this qualification to your centre.

New Centres

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

4. Component Information

The NOCN Level 3 NVQ Diploma in Heritage Skills (Construction) requires achievement of 9 mandatory Components for the masonry pathway and 6 mandatory Components and a minimum of two optional Components for the wood occupations pathway.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each Component. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the Components follows.

4.1. Components

Mandatory Components for all Pathways

Component Title:	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace
Component Level:	Three
Component Credit Value:	10
GLH:	33
Ofqual Component Reference Number:	A/503/2772

This Component has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Identify work activities, assess required resources and plan the sequence of work.	1.1. Identify work activities, assess required resources and plan the sequence of work. 1.2. Identify work activities and formulate a plan for their own sequence of work. 1.3. Explain the types of work relative to the occupational area and how to identify different work activities. 1.4. Explain methods of assessing the resources needed from a range of available information. 1.5. Explain the required information and the different methods used to prepare a work programme relative to the occupational area.
2. Obtain clarification and advice where the resources required are not available.	2.1. Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available. 2.2. Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.
3. Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1. Assess progress of work against project requirements, taking into account external factors relating to: <ul style="list-style-type: none"> – other occupations and/or customers – resources – weather conditions – health and safety requirements. 3.2. Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> – contract conditions – contract programme – health and safety requirements for operatives. 3.3. Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> – other related programmes – special working conditions

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – weather conditions – other occupations/people – resources – health and safety requirements.
4. Identify work activities which influence each other and make the best use of the resources available.	4.1. Determine work activities that have an influence on each other. 4.2. Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> – occupations and/or customers associated with the work – tools, plant and/or ancillary equipment – materials and components. 4.3. Explain different methods and sources that can identify which work activities influence each other. 4.4. Describe how to determine the sequence of work activities and how long each work activity will take. 4.5. Describe what zero and low carbon requirements are. 4.6. Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5. Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1. Evaluate project progress against the work programme to identify any changed circumstances. 5.2. Inform line management and/or customers on the type and extent of any required changes to the work programme. 5.3. Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements. 5.4. Explain how to assess contractual/work effects resulting from alterations to the work programme 5.5. Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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.

Component Title:	Developing and Maintaining Good Occupational Working Relationships in the Workplace
Component Level:	Five
Component Credit Value:	8
GLH:	27
Ofqual Component Reference Number:	M/503/2915

This Component has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Develop, maintain and encourage working relationships to promote good will and trust.	1.1. Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved. 1.2. Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others. 1.3. Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people. 1.4. Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2. Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1. Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> – appropriate timescales – health and safety requirements – co-ordination of work procedures. 2.2. Explain the different methods and techniques used to inform relevant people about work activities. 2.3. Explain the effects of not informing relevant people with the expected level of urgency. 2.4. Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project.
3. Offer advice and help to relevant people about work activities and encourage	3.1. Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome. 3.2. Explain the techniques of encouraging questions and/or

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

Specific Assessment Requirements

This Component must be assessed in a work environment, in accordance with: the Additional Requirements for Qualifications using the title NVQ in QCF the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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.

Component Title:	Confirming the Occupational Method of Work in the Workplace
Component Level:	Three
Component Credit Value:	11
GLH:	37
Ofqual Component Reference Number:	R/503/2924

This Component has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Assess available project data accurately to determine the occupational method of work.	1.1. Interpret and extract information from drawings, specifications, schedules, manufacturers' information, methods of work, risk assessments and programmes of work. 1.2. Explain how to summarise the following project data: <ul style="list-style-type: none"> – required quantities – specifications – detailed drawings – health and safety requirements – timescales – scope of works. 1.3. Explain the different methods of assessing available project data. 1.4. Explain how to use project data to interpret the work method, in relation to: <ul style="list-style-type: none"> – standard work procedures – sequence of work – organisation of resources (people, equipment, materials) – work techniques – working conditions (health, safety and welfare) – risk assessment.
2. Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1. Collect and collate additional information from alternative sources to clarify the work to be carried out. 2.2. Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> – customer or representatives – suppliers – regulatory authorities – manufacturer's literature.
3. Identify work methods that will make best use of resources and meet project, statutory and	3.1. Examine potential work methods to carry out the occupational work activity. 3.2. Determine which work methods will make best use of relevant resources and meet health and safety requirements

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

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment' December 2016

Assessors for this Component 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.

Component Title:	Working on Conservation and Restoration Projects in the Workplace
Component Level:	Three
Component Credit Value:	30
GLH:	100
Ofqual Component Reference Number:	F/504/7080

This Component has 7 learning outcomes.

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). <p>3.4. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.5. Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>
<p>4. Select the required quantity and quality of resources for the methods of work to work on conservation and restoration projects.</p>	<p>4.1. Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>4.2. Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – conservation and restoration materials or structural components – hand and/or powered tools and equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5. Describe any potential hazards associated with the resources and methods of work.</p> <p>4.6. Describe how to calculate quantity, length, area and wastage associated with the method/procedure to work on conservation and restoration projects.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when working on conservation and restoration projects.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with current legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p>
<p>6. Complete the work within the allocated time when</p>	<p>6.1. Demonstrate completion of the work within the allocated time.</p> <p>6.2. Describe the purpose of the work programme and explain</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
working on conservation and restoration projects.	why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7. Comply with the given contract information to work on conservation and restoration projects to the required specification.	7.1. Demonstrate the following work skills when working on conservation and restoration projects: <ul style="list-style-type: none"> – measuring, marking out, adapting, aligning, applying, making good, maintaining, conserving, restoring or reinstating, finishing, positioning and securing. 7.2. Use specialist heritage and historical conservation/restoration skills to sample, select, prepare, match, maintain or repair in at least one of the following occupational areas, to given working instructions: <ul style="list-style-type: none"> – roofing – lead work – brickwork – earthen structure – stonemasonry – decoration – plastering – wall and floor tiling – carpentry and joinery. 7.3. Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4. Safely store the materials, tools and equipment used when working on conservation and restoration projects. 7.5. Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – remove deteriorated and/or inappropriate materials – remove and restore fabric, materials or structural components – repair removed fabric, materials or structural components – replace fabric, materials or structural components, repair fabric, materials or structural components in-situ – maintain existing structure – integrate existing and new constructional components or finishes – store salvageable fabric, materials and structural components.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>7.6. Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna – use hand tools, power tools and equipment – work at height – use access equipment. <p>7.7. Describe the needs of other occupations and how to effectively communicate within a team when working on conservation and restoration projects.</p> <p>7.8. Describe how to maintain the tools and equipment used when working on conservation and restoration projects.</p>

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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. This Component must be assessed against one of the following endorsements:

- Roofing/Lead work/Brickwork/Earthen structure/Stonemasonry/Decoration/Plastering/Wall and floor tiling/Carpentry and joinery/Iron/Metal work/Thatching

Component Title:	Conforming to General Health, Safety and Welfare in the Workplace
Component Level:	One
Component Credit Value:	2
GLH:	7
Ofqual Component Reference Number:	A/503/1170

This Component has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Comply with all workplace health, safety and welfare legislation requirements.	1.1. Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area. 1.2. Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements. 1.3. Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment. 1.4. State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 1.5. State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions. 1.6. State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment. 1.7. State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area. 1.8. State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2. Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational	2.1. Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures. 2.2. List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
procedures.	2.3. List the current Health and Safety Executive top ten safety risks. 2.4. List the current Health and Safety Executive top five health risks. 2.5. State how changing circumstances within the workplace could cause hazards. 2.6. State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3. Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1. Interpret and comply with given instructions to maintain safe systems of work and quality working practices. 3.2. Contribute to discussions by offering/providing feedback relating to health, safety and welfare. 3.3. Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures. 3.4. Safely store health and safety control equipment in accordance with given instructions. 3.5. Dispose of waste and/or consumable items in accordance with legislation. 3.6. State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback. 3.7. State the appropriate types of fire extinguishers relevant to the work. 3.8. State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.
4. Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1. Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare. 4.2. State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace. 4.3. Give examples of how the behaviour and actions of individuals could affect others within the workplace.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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"> – during the working day – on completion of the day’s work – for unauthorised personnel (other operatives and the general public) – for theft. 5.2. State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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.

Mandatory Components for Masonry Pathway

Component Title:	Preparing and Mixing Lime Mortars in the Workplace
Component Level:	Three
Component Credit Value:	12
GLH:	40
Ofqual Component Reference Number:	F/600/7639

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when preparing and mixing lime mortars.	1.1. Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and/or method statements. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, method statements, schedules, manufacturers' information and regulations governing buildings.
2. Know how to comply with relevant legislation and official guidance when preparing and mixing lime mortars.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. State what the accident reporting procedures are and who is responsible for making reports.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>3. Maintain safe working practices when preparing and mixing lime mortars.</p>	<p>3.1. Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing and mixing lime mortars.</p> <p>3.2. Explain why and when personal protective equipment (PPE) should be used, relating to preparing and mixing lime mortars, 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>
<p>4. Select the required quantity and quality of resources for the methods of work to prepare and mix lime mortars.</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"> – aggregates, non-hydraulic lime, hydraulic lime, putty limes, pozzolans, fibres, additives – ancillary items – hand and/or powered tools, plant, machinery and equipment. <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 prepare and mix lime mortars.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when preparing and mixing lime mortars.</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>
<p>6. Complete the work within the allocated time when preparing and mixing lime mortars.</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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>7. Comply with the given contract information to prepare and mix lime mortars to the required specification.</p>	<p>7.1. Demonstrate the following work skills when preparing and mixing lime mortars: measuring, sampling, grading, batching, mixing, adding, knocking up and storing.</p> <p>7.2. Prepare at least two of the following lime mortars (coarse and fine stuff) mechanically and/or by hand to given working instructions:</p> <ul style="list-style-type: none"> – hydraulic limes and non-hydraulic limes – lime mortars with additives – lime mortars with fibres (natural or synthetic). <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"> – source and select materials, aggregates, pozzolans, pigments, additives, fibres – apply the lime cycles – batch materials – mix lime mortars - hydraulic , non-hydraulic, putty, render (with additives and fibres) – use hand tools, power tools and equipment – use plant and machinery – work at height – use access equipment. <p>7.4. Safely use and store materials, hand tools, portable power tools, plant and machinery and ancillary equipment.</p> <p>7.5. State the needs of other occupations and how to communicate within a team when preparing and mixing lime mortars.</p> <p>7.6. Describe how to maintain the plant/machinery, tools and equipment used when preparing and mixing lime mortars.</p>

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016
- Craft, Supervisory, Technical, Managerial and Professional Components and Qualifications with NVQ in the Qualification and Credit Framework title and SVQs.

Assessors for this Component 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 other forms of evidence that can clearly confirm industry required skills, knowledge and understanding

Assessors for this Component must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and mixing lime mortars to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Component Title:	Setting out Complex Stonemasonry Structures in the Workplace
Component Level:	Three
Component Credit Value:	31
GLH:	103
Ofqual Component Reference Number:	H/503/3141

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when setting out complex stonemasonry structures.	1.1. Interpret and extract relevant information from drawings, specifications, schedules and risk assessments. 1.2. Comply with information and/or instructions derived from risk assessments and method statements. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, technical information and appropriate regulations.
2. Know how to comply with relevant legislation and official guidance when setting out complex stonemasonry structures.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, – with tools and setting out equipment. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. Explain what the accident reporting procedures are and who is responsible for making reports.
3. Maintain safe working practices when setting out complex stonemasonry structures.	3.1. Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when setting out complex stonemasonry structures. 3.2. Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out complex stonemasonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.3. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.4. State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, occupational injuries and other task-related hazards.</p>
<p>4. Select the required quantity and quality of resources for the methods of work to set out complex stonemasonry structures.</p>	<p>4.1. Select resources associated with own work in relation to materials, components, setting out equipment and hand tools.</p> <p>4.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – lines, levels (spirit level, straight-edge, water, optical, laser, metric E staffs), tape measures, pegs, profiles, square – hand tools and setting out equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5. Describe any potential hazards associated with the resources and method of work.</p> <p>4.6. Describe how to calculate and check distance, length, curve, level and diagonal associated with the method/procedure to set out complex stonemasonry structures.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when setting out complex stonemasonry structures.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, technical information, statutory regulations and official guidance.</p>
<p>6. Complete the work within the allocated time when setting out complex stonemasonry structures.</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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>7. Comply with the given contract information to set out complex stonemasonry structures to the required specification.</p>	<p>7.1. Demonstrate the following work skills when setting out complex stonemasonry structures:</p> <ul style="list-style-type: none"> – measuring, marking out, levelling, plumbing, positioning and securing. <p>7.2. Set out regular and irregular shaped stonemasonry structures on level and sloping ground to given working instructions.</p> <p>7.3. Set out stonemasonry structures with curved, splayed and angled walls to given working instructions.</p> <p>7.4. Safely use materials, setting out equipment and hand tools.</p> <p>7.5. Safely store the materials, tools and equipment used when setting out complex stonemasonry structures.</p> <p>7.6. Describe how to apply safe working practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – set out and check regular and irregular shaped structures on level and sloping ground and structures with curved, splayed and angled walls – set out using 3:4:5 method – construct corner profiles – transfer lines and levels (spirit level, laser, straight-edge, water levels, optical levels, metric E staffs); – use setting out equipment – use hand tools. <p>7.7. Describe the needs of other occupations and how to effectively communicate within a team when setting out complex stonemasonry structures.</p> <p>7.8. Describe how to maintain the tools and equipment used when setting out complex stonemasonry structures.</p>

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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.

Component Title:	Erecting Complex Stonemasonry Structures in the Workplace
Component Level:	Three
Component Credit Value:	53
GLH:	177
Ofqual Component Reference Number:	L/503/9936

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when erecting complex stonemasonry structures.	1.1. Interpret and extract relevant information from drawings, specifications, schedules and risk assessments. 1.2. Comply with information and/or instructions derived from risk assessments and method statements. 1.3. Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, technical information and appropriate regulations.
2. Know how to comply with relevant legislation and official guidance when erecting complex stonemasonry structures.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. Explain what the accident reporting procedures are and who is responsible for making reports.
3. Maintain safe working practices when erecting complex stonemasonry structures.	3.1. Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting complex stonemasonry structures. 3.2. Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting complex stonemasonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – local exhaust ventilation (LEV). 3.3. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.4. Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, occupational injuries and other task-related hazards.
<p>4. Select the required quantity and quality of resources for the methods of work to erect complex stonemasonry structures.</p>	<ul style="list-style-type: none"> 4.1. Select resources associated with own work in relation to materials, components, tools and equipment. 4.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – prepared complex stone components – fine aggregates, cement, lime, additives – damp-proof membranes, expansion and compression joints – frames, lintels, insulation – centres, props and struts – retention and load bearing fixings – hand and/or powered tools and equipment and mechanical lifting equipment (slings/lewis pins). 4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5. Describe any potential hazards associated with the resources and methods of work. 4.6. Describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to erect complex stonemasonry structures.
<p>5. Minimise the risk of damage to the work and surrounding area when erecting complex stonemasonry structures.</p>	<ul style="list-style-type: none"> 5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. 5.2. Minimise damage and maintain a clean work space. 5.3. Dispose of waste in accordance with current legislation. 5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, technical information, statutory regulations and official guidance.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>6. Complete the work within the allocated time when erecting complex stonemasonry structures.</p>	<p>6.1. Demonstrate completion of the work within the allocated time. 6.2. Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times, – organisational procedures for reporting circumstances which will affect the work programme.
<p>7. Comply with the given contract information to erect complex stonemasonry structures to the required specification.</p>	<p>7.1. Demonstrate the following work skills when erecting complex stonemasonry structures:</p> <ul style="list-style-type: none"> – measuring, checking, plumbing, levelling, marking out, fitting, cutting, drilling, lifting, positioning and securing. <p>7.2. Erect complex natural stone structures using prepared stonemasonry components to given working instructions for five of the following:</p> <ul style="list-style-type: none"> – straight walling, returns and rakes – curved, splayed and angled walls – centring, props and struts – openings – arches – tracery – projecting courses – pilasters and/or buttresses – joint finishes. <p>7.3. Safely use materials, hand tools and/or portable power tools and ancillary equipment.</p> <p>7.4. Safely store the materials, tools and equipment used when erecting complex stonemasonry structures.</p> <p>7.5. 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"> – check safety and configuration of scaffolding – lift, position and lay prepared basic and complex stone components – carry out overhand work – cut, drill and fix retention and load bearing fixings – erect straight, curved, raked and angled structures – form openings and arches – install projecting courses – install temporary centring, props and struts – form pilasters and/or buttresses – select and mix mortars – form joint finishes – install damp-proof courses, expansion and compression joints – use hand tools, power tools and equipment

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – work at height – use access equipment. <p>7.6. Describe the needs of other occupations and how to effectively communicate within a team when erecting complex stonemasonry structures.</p> <p>7.7. Describe how to maintain the tools and equipment used when erecting complex stonemasonry structures.</p>

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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.

This Component must be assessed against five of the following endorsements:

- Straight walling, returns and rakes
- Curved, splayed and angled walls
- Centring, props and struts
- Openings
- Arches
- Tracery
- Projecting courses
- Pilasters and/or buttresses
- Joint finishes

Component Title:	Conserving or Restoring Stonemasonry, Brickwork or Earthen Structures in the Workplace
Component Level:	Three
Component Credit Value:	27
GLH:	90
Ofqual Component Reference Number:	M/600/7636

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when conserving or restoring stonemasonry, brickwork or earthen structures.	1.1. Interpret and extract information from drawings, specifications, schedules, manufacturers' information and method statements. 1.2. Comply with information and/or instructions derived from risk assessments and/or method statements. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings.
2. Know how to comply with relevant legislation and official guidance when conserving or restoring stonemasonry, brickwork or earthen structures.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. State what the accident reporting procedures are and who is responsible for making reports.
3. Maintain safe working practices when conserving or restoring stonemasonry, brickwork or earthen structures.	3.1. Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving or restoring stonemasonry, brickwork or earthen structures. 3.2. Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring stonemasonry, brickwork or earthen structures, and the types, purpose and limitations of each type. 3.3. State how emergencies should be responded to in

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	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 conserve or restore stonemasonry, brickwork or earthen structures.	<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"> – timber, props, bricks, stone, aggregates, cement, lime, mortar (lime and cements), earth, damp-proof barriers (slate), insulation, fixings, aftercare equipment and associated ancillary items – hand and/or powered tools, and equipment. <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 conserve or restore stonemasonry, brickwork or earthen structures.</p>
5. Minimise the risk of damage to the work and surrounding area when conserving or restoring stonemasonry, brickwork or earthen structures.	<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 conserving or restoring stonemasonry, brickwork or earthen structures.	<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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7. Comply with the given contract information to conserve or restore stonemasonry, brickwork or earthen structures to the required specification.	<p>7.1. Demonstrate the following work skills when conserving or restoring stonemasonry, brickwork or earthen structures:</p> <ul style="list-style-type: none"> – measuring, marking out, removing, raking out, renewing, shaping, shoring, propping, strutting, plumbing, levelling, fitting, finishing, positioning and securing. <p>7.2. Prepare, conserve, repair or refurbish existing stonemasonry, brickwork or earthen structures to given working instructions, to:</p> <ul style="list-style-type: none"> – replicate existing structures – stabilise existing structures

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – prepare mortars appropriately to the existing – joint finishes – integrate surface finishes. <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"> – erect and dismantle temporary support to structures – replicate existing structures to agreed specification (honest repair) – stabilise structures – joint finish structures to agreed specification – prepare mortars to agreed specification – render surfaces – validate appropriate ways in which work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna
	<ul style="list-style-type: none"> – remove deteriorated and/or ... <p>7.4. inappropriate materials</p> <ul style="list-style-type: none"> – maintain existing structures; – integrate existing and new constructional components or finishes; – store salvageable materials and structural components; – use hand tools, power tools and equipment, – work at height; – use access equipment. <p>7.5. Safely use and store materials, hand tools, portable power tools and ancillary equipment.</p> <p>7.6. State the needs of other occupations and how to communicate within a team when conserving or restoring stonemasonry, brickwork or earthen structures.</p> <p>7.7. Describe how to maintain the tools and equipment used when conserving or restoring stonemasonry, brickwork or earthen structures.</p>

Specific Assessment Requirements

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

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

Assessors for this Component 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 other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this Component must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conserving or restoring stonemasonry, brickwork or earthen structures to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Brickwork
- Stone
- Earth

Mandatory Component for Wood Occupations Pathway

Component Title:	Conserving or Restoring Timber-based Products in the Workplace
Component Level:	Three
Component Credit Value:	32
GLH:	107
Ofqual Component Reference Number:	J/600/7660

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when conserving or restoring timber-based products.	1.1. Interpret and extract information from drawings, specifications, method statements, schedules, manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and/or method statement. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations and regulations governing buildings.
2. Know how to comply with relevant legislation and official guidance when conserving or restoring timber-based products.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative. 2.3. State what the accident reporting procedures are and who is responsible for making reports.
3. Maintain safe working practices when conserving or restoring timber-based products.	3.1. Use personal protective equipment (PPE), lifting equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving or restoring timber-based products. 3.2. Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring timber-based products, and the types, purpose and limitations of

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>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>
<p>4. Select the required quantity and quality of resources for the methods of work to conserve or restore timber-based products.</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"> – timber – fixings and associated ancillary items – hand and/or powered tools and equipment. <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 conserve or restore timber-based products.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when conserving or restoring timber-based products.</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>
<p>6. Complete the work within the allocated time when conserving or restoring timber-based products.</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"> – types of progress charts, timetables and estimated times, – organisational procedures for reporting circumstances which will affect the work programme.
<p>7. Comply with the given contract information to conserve or restore timber-based products to the required specification.</p>	<p>7.1. Demonstrate the following work skills when conserving or restoring timber-based products:</p> <ul style="list-style-type: none"> – measuring, marking out, cutting, shaping, fitting, finishing, positioning and securing. <p>7.2. Prepare, install, repair or refurbish timber-based products, for at least eight of the following, to given working instructions:</p> <ul style="list-style-type: none"> – load bearing components – non-load bearing components – walls

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – floors – roofs – joist coverings – frames (including windows) – panelling/cladding – units and fitments – doors – mouldings – staircases. <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"> – prepare, repair and refurbish timber-based products and their associated components; after removal and in-situ – install timber-based products – determine levels for rake to rake, and rake to level mouldings – form joints appropriate to the method of construction – validate appropriate ways in which work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna – remove deteriorated and/or inappropriate... <p>7.4. ...materials</p> <ul style="list-style-type: none"> – maintain existing structure
	<ul style="list-style-type: none"> – integrate existing and new constructional components or finishes – store salvageable materials and components – use hand tools, power tools and equipment – work at height – use access equipment. <p>7.5. Safely use and store materials, hand tools, fixed and/or portable power tools and ancillary equipment.</p> <p>7.6. State the needs of other occupations and how to communicate within a team when conserving or restoring timber-based products.</p> <p>7.7. Describe how to maintain the tools and equipment used when conserving or restoring timber-based products.</p>

Specific Assessment Requirements

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

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

Assessors for this Component 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 other forms of evidence that can clearly confirm industry required skills, knowledge and understanding

Assessors for this Component must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conserving or restoring timber-based products to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Optional Components (Group 1) for Wood Occupation Pathway

Component Title	Manufacturing Bespoke Architectural Joinery Products in the Workplace
Ofqual Component reference number (code)	K/506/4987
Component Level	Three
Component Sub Level	None
GLH	83
Component Credit Value	25
Assessment Guidance	<p>This Component must be assessed in a work environment, in accordance with:</p> <ul style="list-style-type: none"> -the Additional Requirements for Qualifications using the title NVQ in QCF -the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. <p>Assessors for this Component 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.</p> <p>Workplace evidence of skills cannot be simulated.</p>

This Component has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when manufacturing bespoke architectural joinery products.	1.1. Interpret and extract relevant information from drawings, specifications, schedules, method statements, cutting lists and manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and method statements. 1.3. Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	governing buildings (animal welfare).
<p>2. Know how to comply with relevant legislation and official guidance when manufacturing bespoke architectural joinery products.</p>	<p>2.1. Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - In the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <p>2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3. Explain what the accident reporting procedures are and who is responsible for making reports.</p> <p>2.4. Describe the types of fire extinguishers available when manufacturing bespoke architectural joinery products and describe how and when they are used.</p>
<p>3. Maintain safe and healthy working practices when manufacturing bespoke architectural joinery products.</p>	<p>3.1. Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing bespoke architectural joinery products.</p> <p>3.2. Demonstrate compliance with given information and relevant legislation when</p> <ul style="list-style-type: none"> - safe handling of materials - safe use and storage of materials, tools and equipment - specific risks to health. <p>3.3. Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing bespoke architectural joinery products and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). <p>3.4. Describe how the relevant health and</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>safety control equipment should be used in accordance with the given instructions.</p> <p>3.5. Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>
<p>4. Select the required quantity and quality of resources for the methods of work to manufacture bespoke architectural joinery products.</p>	<p>4.1. Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>4.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants, fixings and associated ancillary items - hand and powered tools and equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Describe how the resources should be used correctly and how problems associated with the resources are resources.</p> <p>4.5. Describe any potential hazards associated with the resources and method of work.</p> <p>4.6. Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke architectural joinery products.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when manufacturing bespoke architectural joinery products.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with current legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p>
<p>6. Complete the work within the allocated time when manufacturing bespoke architectural joinery products.</p>	<p>6.1. Demonstrate completion of the work within the allocated time.</p> <p>6.2. Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme.
<p>7. Comply with the given contract information to manufacture bespoke architectural joinery products to the required specification.</p>	<p>7.1. Demonstrate the following work skills when manufacturing bespoke architectural joinery products:</p> <ul style="list-style-type: none"> - measuring, marking out, fitting, positioning and securing. <p>7.2. Use and maintain hand tools, portable power tools and ancillary equipment.</p> <p>7.3. Fit and assemble to form bespoke manufactured architectural joinery products to given working instructions, three of the following:</p> <ul style="list-style-type: none"> - Door sets - Doors - Opening windows - Components and/or fitments - Panelling/cladding - Joinery products incorporating any of the following: glass, non-ferrous metal, fabrics, veneers and laminates - Staircases (straight and with turns) - Handrails and balustrades - Joinery products with single curvature features - Joinery products with double curvature features. <p>7.4. Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner will:</p>	<p>The learner can:</p>
	<p>them, to:</p> <ul style="list-style-type: none"> - fit and assemble bespoke products - produce straight in plan and elevation; door sets, doors, opening windows, Components and fittings and panelling/cladding - produce staircases, handrails and balustrades straight and with turns - produce veneers – hand and machine - produce products with single and double curvature features - produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.). <p>7.5. 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"> - take site and workplace dimensions - proportion joints associated with the product and construction method - use hand tools, portable power tools and equipment - requisition material. <p>7.6. Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke architectural joinery products.</p> <p>7.7. Describe how to sharpen hand tools used when manufacturing bespoke architectural joinery products.</p> <p>7.8. Describe how to maintain the tools and equipment used when manufacturing bespoke architectural joinery products.</p>

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this Component 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.

Component Title:	Manufacturing Bespoke Shopfitting Products in the Workplace
Component Level:	Three
Component Credit Value:	25
GLH:	83
Ofqual Component Reference Number:	Y/503/2438

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when manufacturing bespoke shopfitting products.	1.1. Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and method statements. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).
2. Know how to comply with relevant legislation and official guidance when manufacturing bespoke shopfitting products.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, with tools and equipment, with materials and substances, with movement/storage of material, by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. Explain what the accident reporting procedures are and who is responsible for making reports. 2.4. State the types of fire extinguishers available when manufacturing bespoke shopfitting products and describe how and when they are used.
3. Maintain safe working practices when manufacturing bespoke shopfitting products.	3.1. Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing bespoke shopfitting products. 3.2. Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing bespoke shopfitting products, and

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). <p>3.3. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.4. 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>
<p>4. Select the required quantity and quality of resources for the methods of work to manufacture bespoke shopfitting products.</p>	<p>4.1. Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>4.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants, fixings and associated ancillary items; – hand and/or powered tools and equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5. Describe any potential hazards associated with the resources and method of work.</p> <p>4.6. Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke shopfitting products.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when manufacturing bespoke shopfitting products.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>6. Complete the work within the allocated time when manufacturing bespoke shopfitting products.</p>	<p>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:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
<p>7. Comply with the given contract information to manufacture bespoke shopfitting products to the required specification.</p>	<p>7.1. Demonstrate the following work skills when manufacturing bespoke shopfitting products:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, finishing, positioning and securing. <p>7.2. Fit and assemble to form bespoke manufactured shopfitting products (timber and/or non-ferrous metal and/or composite materials) to given working instructions; four of the following:</p> <ul style="list-style-type: none"> – doors – frames and linings – shopfront sashes, including associated elements – panelling/cladding – wall and floor units – products incorporating any of the following: glass, fabrics, veneers – staircases – handrails and balustrades – shopfitting products with single curvature features – shopfitting products with double curvature features – soffits and bulkheads. <p>7.3. Safely use and handle materials. 7.4. Safely use hand tools, portable power tools and ancillary equipment. 7.5. Safely store the materials, tools and equipment used when manufacturing shopfitting bespoke products. 7.6. 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"> – fit and assemble bespoke products – produce straight in plan and elevation; door sets, doors, sliding sash windows, units and fitments and panelling/cladding – produce staircases, handrails and balustrades straight and with turns – produce veneers – hand and machine
	<ul style="list-style-type: none"> – produce products with single and double curvature features; – produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.). <p>7.7. Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	them, to: <ul style="list-style-type: none"> – take site and workplace dimensions – proportion joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material. 7.8. Describe the needs of other occupations and how to effectively communicate within a team when manufacturing shopfitting bespoke products. 7.9. Describe how to sharpen hand tools used when manufacturing bespoke shopfitting products. 7.10. Describe how to maintain the tools and equipment used when manufacturing bespoke shopfitting products.

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Construction Skills’ Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this Component 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.

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

- timber
- non-ferrous metal
- composite materials

Component Title:	Manufacturing Bespoke Wheelwrighting Products in the Workplace
Component Level:	Three
Component Credit Value:	29
GLH:	97
Ofqual Component Reference Number:	D/503/2442

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when manufacturing bespoke wheelwrighting products.	1.1. Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and method statements. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).
2. Know how to comply with relevant legislation and official guidance when manufacturing bespoke wheelwrighting products.	2.1. Describe their responsibilities under current legislation and official guidance whilst working in the workplace: <ul style="list-style-type: none"> – with tools and equipment – with materials and substances – with movement/storage of materials – by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. Explain what the accident reporting procedures are and who is responsible for making reports. 2.4. State the types of fire extinguishers available when manufacturing bespoke wheelwrighting products and describe how and when they are used.
3. Maintain safe working practices when manufacturing bespoke wheelwrighting products.	3.1. Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing bespoke wheelwrighting products. 3.2. Explain why and when health and safety control equipment should be used, relating to manufacturing bespoke

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). <p>3.3. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.4. 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>
<p>4. Select the required quantity and quality of resources for the methods of work to manufacture bespoke wheelwrighting products.</p>	<p>4.1. Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>4.2. Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, ironmongery, metal and rubber wheel rims, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5. Describe any potential hazards associated with the resources and method of work.</p> <p>4.6. Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke wheelwrighting products.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when manufacturing bespoke wheelwrighting products.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>6. Complete the work within the allocated time when manufacturing bespoke wheelwrighting products.</p>	<p>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:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
<p>7. Comply with the given contract information to manufacture bespoke wheelwrighting products to the required specification</p>	<p>7.1. Demonstrate the following work skills when manufacturing bespoke wheelwrighting products:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, finishing, positioning and securing. <p>7.2. Fit and assemble wheels to given working instructions. 7.3. Fit and assemble to form bespoke manufactured wheelwrighting products (carriage construction) to given working instructions; two of the following:</p> <ul style="list-style-type: none"> – doors – frames – wooden framed vehicles – shafts, butt welding rims – metal and/or rubber tyreing – wooden framed vehicles with single curvature features – wooden framed vehicles with double curvature features. <p>7.4. Safely use and handle materials. 7.5. Safely use hand tools, portable power tools and ancillary equipment. 7.6. Safely store the materials, tools and equipment used when manufacturing bespoke wheelwrighting products. 7.7. 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"> – fit and assemble bespoke products – produce straight in plan and elevation; door sets, doors, sliding sash windows, units and fitments and panelling/cladding – wooden framed vehicles, shafts, wheels, welded carriage components, metal and rubber tyreing – produce staircases, handrails and balustrades straight and with turns
	<ul style="list-style-type: none"> – produce products with single and double curvature features – produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.). <p>7.8. 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"> – take site and workplace dimensions – proportion joints associated with the product and construction method

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – use hand tools, power tools and equipment; – requisition material. <p>7.9. Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke wheelwrighting products.</p> <p>7.10. Describe how to sharpen hand tools used when manufacturing bespoke wheelwrighting products.</p> <p>7.11. Describe how to maintain the tools and equipment used when manufacturing bespoke wheelwrighting products.</p>

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016.

Assessors for this Component 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. Scope of learning for the Component

Optional Components (Group 2) for Wood Occupations Pathway

Component Title	Producing Setting Out Details for Bespoke Architectural Joinery Products in the Workplace
Ofqual Component reference number (code)	M/506/4988
Component Level	Three
GLH	67
Component Credit Value	20
Assessment Guidance	<p>This Component must be assessed in a work environment, in accordance with:</p> <ul style="list-style-type: none"> -the Additional Requirements for Qualifications using the title NVQ in QCF -the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016. <p>Assessors for this Component 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.</p> <p>Workplace evidence of skills cannot be simulated.</p>

This Component has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Interpret the given information relating to the work and resources when producing setting out details for bespoke architectural joinery products.</p>	<p>1.1. Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.</p> <p>1.2. Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3. Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.4. Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - Drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>2. Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke architectural joinery products.</p>	<p>2.1. Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - In the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <p>2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3. Explain what the accident reporting procedures are and who is responsible for making reports.</p> <p>2.4. State the types of fire extinguishers available when producing setting out details for bespoke architectural joinery products and describe how and when they are used.</p>
<p>3. Maintain safe and healthy working practices when producing setting out details for bespoke architectural joinery products.</p>	<p>3.1. Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for bespoke architectural joinery products.</p> <p>3.2. Demonstrate compliance with given information and relevant legislation when producing setting out details for bespoke architectural joinery products in relation to</p> <ul style="list-style-type: none"> - safe use of access equipment - safe handling of materials - safe use and storage of materials, tools and equipment - specific risks to health. <p>3.3. Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> - Collective protective measures - Personal protective equipment (PPE) - Respiratory protective equipment (RPE) - Local exhaust ventilation (LEV).

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.4. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.5. Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>
<p>4. Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke architectural joinery products.</p>	<p>4.1. Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>4.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - Timber, manufactured sheet material, paper rods, glass, plastic, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items - Marking and testing tools and equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5. Describe any potential hazards associated with the resources and method of work.</p> <p>4.6. Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke architectural joinery products.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke architectural joinery products.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with current legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p>
<p>6. Complete the work within the allocated time when producing setting out details for bespoke architectural joinery products.</p>	<p>6.1. Demonstrate completion of the work within the allocated time.</p> <p>6.2. Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme.
<p>7. Comply with the given contract information to produce setting out details for bespoke architectural joinery products to the required specification.</p>	<p>7.1. Demonstrate the following work skills when producing setting out details for bespoke architectural joinery products:</p> <ul style="list-style-type: none"> - Measuring, marking out and drawing. <p>7.2. Use and maintain marking and testing tools and ancillary equipment.</p> <p>7.3. Produce setting out details, marking out and cutting lists for bespoke architectural joinery products to given working instructions, for three of the following:</p> <ul style="list-style-type: none"> - Door sets - Doors - Sliding sash windows - Units and/or fitments - Panelling/cladding - Staircases (straight and with turns) - Handrails and balustrading - Joinery products incorporating any of the following: glass, non-ferrous metal, fabrics, veneers, laminates - Joinery products with single curvature features - Joinery products with double curvature features. <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"> - set out, mark out and produce cutting

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> lists for bespoke products - produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding - produce staircases, handrails and balustrades, straight and with turns - produce products with single and double curvature features by geometrical development relating to the above items - take site and workplace dimensions - proportion joints associated with the product and construction methods - use marking and testing tools - requisition material. <p>7.5. Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke architectural joinery products.</p> <p>7.6. Describe how to sharpen hand tools used when producing setting out details for bespoke architectural joinery products.</p> <p>7.7. Describe how to maintain the tools and equipment used when producing setting out details for bespoke architectural joinery products.</p>

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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.

Component Title:	Producing Setting Out Details for Bespoke Shopfitting Products in the Workplace
Component Level:	Three
Component Credit Value:	20
GLH:	67
Ofqual Component Reference Number:	L/503/2453

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when producing setting out details for bespoke shopfitting products.	1.1. Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and method statements. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).
2. Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke shopfitting products.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. Explain what the accident reporting procedures are and who is responsible for making reports. 2.4. State the types of fire extinguishers available when producing setting out details for bespoke shopfitting products and describe how and when they are used.
3. Maintain safe working practices when producing setting out details for bespoke shopfitting products.	3.1. Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for bespoke shopfitting products. 3.2. Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). <p>3.3. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.4. 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>
<p>4. Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke shopfitting products.</p>	<p>4.1. Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>4.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – timber, manufactured sheet material, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5. Describe any potential hazards associated with the resources and method of work.</p> <p>4.6. Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke shopfitting products.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke shopfitting products.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>6. Complete the work within the allocated time when producing setting out details for bespoke shopfitting products.</p>	<p>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:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
<p>7. Comply with the given contract information to produce setting out details for bespoke shopfitting products to the required specification.</p>	<p>7.1. Demonstrate the following work skills when producing setting out details for bespoke shopfitting products:</p> <ul style="list-style-type: none"> – measuring – marking out – drawing. <p>7.2. Produce setting out details, marking out and cutting lists for bespoke shopfitting products (timber and/or non-ferrous metal and/or composite materials) to given working instructions; for four of the following:</p> <ul style="list-style-type: none"> – doors – frames and linings – shopfront sashes, including associated elements – framed panelling/cladding – wall and floor units – products incorporating any of the following: glass, fabrics, veneers – staircases (straight and with turns) – handrails and balustrades – shopfitting products with single curvature features – shopfitting products with double curvature features – soffits and bulkheads. <p>7.3. Safely use and handle materials. 7.4. Safely use marking and testing tools and ancillary equipment. 7.5. Safely store the materials, tools and equipment used when producing setting out details for bespoke shopfitting products.</p>
	<p>7.6. 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"> – set out, mark out and produce cutting lists for bespoke products – produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding – produce staircases, handrails and balustrades, straight and with turns – produce products with single and double curvature features by geometrical development relating to the above items – take site and workplace dimensions – proportion joints associated with the product and construction methods – use marking and testing tools

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – requisition material. 7.7. Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke shopfitting products. 7.8. Describe how to sharpen hand tools used when producing setting out details for bespoke shopfitting products. 7.9. Describe how to maintain the tools and equipment used when producing setting out details for bespoke shopfitting products.

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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.

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

- Timber
- Non-ferrous metal
- Composite materials.

Component Title:	Producing Setting Out Details for Bespoke Wheelwrighting Products in the Workplace
Component Level:	Three
Component Credit Value:	20
GLH:	67
Ofqual Component Reference Number:	Y/503/2455

This Component has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when producing setting out details for bespoke wheelwrighting products.	1.1. Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and method statements. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).
2. Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke wheelwrighting products.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace – with tools and equipment – with materials and substances – with movement/storage of materials – by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. Explain what the accident reporting procedures are and who is responsible for making reports. 2.4. State the types of fire extinguishers available when producing setting out details for bespoke wheelwrighting products and describe how and when they are used.
3. Maintain safe working practices when producing setting out details for bespoke wheelwrighting products.	3.1. Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for bespoke wheelwrighting products. 3.2. Explain why and when health and safety control equipment,

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>identified by the principles of protection should be used, relating to producing setting out details for bespoke wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). <p>3.3. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.4. 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>
<p>4. Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke wheelwrighting products.</p>	<p>4.1. Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – timber, manufactured sheet material, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5. Describe any potential hazards associated with the resources and method of work.</p> <p>4.6. Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke wheelwrighting products.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke wheelwrighting products.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information,</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	statutory regulations and official guidance.
6. Complete the work within the allocated time when producing setting out details for bespoke wheelwrighting products.	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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7. Comply with the given contract information to produce setting out details for bespoke wheelwrighting products to the required specification	7.1. Demonstrate the following work skills when producing setting out details for bespoke wheelwrighting products: <ul style="list-style-type: none"> – measuring, marking out, drawing. 7.2. Produce setting out details, marking out and cutting lists for wheels to given working instructions. 7.3. Produce setting out details, marking out and cutting lists for bespoke wheelwrighting products (carriage construction) to given working instructions; for two of the following: <ul style="list-style-type: none"> – doors – frames – wooden framed vehicles – shafts – steps – wooden framed vehicles with single curvature features – wooden framed vehicles with double curvature features. 7.4. Safely use and handle materials. 7.5. Safely use marking and testing tools and ancillary equipment. 7.6. Safely store the materials, tools and equipment used when producing setting out details for bespoke wheelwrighting products. 7.7. Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – set out, mark out and produce cutting lists for bespoke products – produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments panelling/cladding – wooden framed vehicles, shafts and wheels – produce staircases, handrails and balustrades, straight and with turns – produce products with single and double curvature features by geometrical development relating to the above items.
	7.8. Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – take site and workplace dimensions – proportion joints associated with the product and construction methods

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – use marking and testing tools – requisition material. <p>7.9. Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke wheelwrighting products.</p> <p>7.10. Describe how to sharpen hand tools used when producing setting out details for bespoke wheelwrighting products.</p> <p>7.11. Describe how to maintain the tools and equipment used when producing setting out details for bespoke wheelwrighting products.</p>

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment’ December 2016

Assessors for this Component 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.

Optional Components (Group 3) for Wood Occupations Pathway

Component Title:	Setting Out Timber Framework in the Workplace
Component Level:	Two
Component Credit Value:	18
GLH:	60
Ofqual Component Reference Number:	K/503/2721

This Component has **7** learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when setting out timber framework.	1.1. Interpret and extract relevant information from drawings, specifications, method statements, risk assessments cutting lists and manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and/or method statement. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists and information relating to historical timber framing and post and beam construction.
2. Know how to comply with relevant legislation and official guidance when setting out timber framework.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. Explain what the accident reporting procedures are and who is responsible for making reports. 2.4. State the types of fire extinguishers available when setting out timber framework and describe how and when they are used.
3. Maintain safe working practices when setting out timber framework.	3.1. Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when setting out timber framework. 3.2. Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out timber framework, and the types,

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). <p>3.3. Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p> <p>3.4. State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related hazards.</p>
<p>4. Select the required quantity and quality of resources for the methods of work to set out timber framework.</p>	<p>4.1. Select resources associated with own work in relation to types and grades of timber, components and fixings, marking, testing and levelling tools and equipment.</p> <p>4.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – timber – manufactured sheet material – pegs and metal fixings – marking, testing and levelling tools and equipment. <p>4.3. Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5. Describe any hazards associated with the resources and method of work.</p> <p>4.6. Explain how to calculate quantity, length, area and wastage associated with the method/procedure to set out timber framework.</p>
<p>5. Minimise the risk of damage to the work and surrounding area when setting out timber framework.</p>	<p>5.1. Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2. Minimise damage and maintain a clean work space.</p> <p>5.3. Dispose of waste in accordance with legislation.</p> <p>5.4. Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>5.5. Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information,</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	statutory regulations and official guidance.
6. Complete the work within the allocated time when setting out timber framework.	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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7. Comply with the given contract information to set out timber framework to the required specification.	7.1. Demonstrate the following work skills when setting out timber framework: <ul style="list-style-type: none"> – measuring, marking out, levelling, squaring. 7.2. Measure, set out and mark out to given working instructions: <ul style="list-style-type: none"> – timber wall and floor components (structural and/or non-structural) – timber pitched roof components. 7.3. Safely use and handle materials. 7.4. Safely use and maintain marking, levelling and testing tools and ancillary equipment. 7.5. Safely store the materials, tools and equipment used when setting out timber framework. 7.6. Describe how to apply safe working practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – set out and mark components for structural and non-structural timber walls, cross frames and floors – set out and mark components for timber trussed purlin roofs – use roofing squares and layout methods – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects. 7.7. Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – assess the milling and cleaving process – mark out joints for components associated with structural timber framework – work with lifting equipment (an awareness of the necessity for user certification) – erect timber framework; – use marking and levelling tools and equipment. 7.8. Describe the needs of other occupations and how to effectively communicate within a team when setting out timber framework. 7.9. Describe how to maintain the tools and equipment used when

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	setting out timber framework.

Specific Assessment Requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Consolidated Assessment Strategy for Construction and the Built Environment' December 2016

Assessors for this Component 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.

Component Title:	Conserving or Restoring Heavy Timber Framework in the Workplace
Component Level:	Three
Component Credit Value:	32
GLH:	107
Ofqual Component Reference Number:	Y/600/7663

This Component has **7** learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interpret the given information relating to the work and resources when conserving or restoring heavy timber framework.	1.1. Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information. 1.2. Comply with information and/or instructions derived from risk assessments and/or method statements. 1.3. State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4. Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings.
2. Know how to comply with relevant legislation and official guidance when conserving or restoring heavy timber framework.	2.1. Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting. 2.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3. State what the accident reporting procedures are and who is responsible for making reports.
3. Maintain safe working practices when conserving or restoring heavy timber framework.	3.1. Use personal protective equipment (PPE), lifting equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving or restoring heavy timber framework. 3.2. Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring heavy timber framework, and the types, purpose and limitations of each type. 3.3. State how emergencies should be responded to in

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	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 conserve or restore heavy timber framework.	<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"> – timber, pre-fabricated components – pegs, metal fixings, glues and resin products – mechanical lifting equipment – hand tools and hand-held portable power tools; power tools/machines and ancillary equipment. <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 conserve or restore heavy timber framework.</p>
5. Minimise the risk of damage to the work and surrounding area when conserving or restoring heavy timber framework.	<p>5.1. Protect the work and its surrounding area from damage.</p> <p>5.2. Minimise the 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 conserving or restoring heavy timber framework.	<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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7. Comply with the given contract information to conserve or restore heavy timber framework to the required specification.	<p>7.1. Demonstrate the following work skills when conserving or restoring heavy timber framework:</p> <ul style="list-style-type: none"> – measuring, marking out, cutting, jointing, shaping, fitting, fixing, finishing, positioning, securing and recording. <p>7.2. Prepare, conserve, restore, renew, repair or refurbish heavy timber framework to given working instructions for at least one of the following:</p> <ul style="list-style-type: none"> – walls (structural and/or non-structural) – floors

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> – roofs. 7.3. Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – determine angles and lengths – brace in-situ components to form or support structural and/or non-structural frameworks – determine graded timber tree anatomy and growth rates, shrinkage and defects – assess the milling and cleaving process – determine how the conversion affects the end use – form joints associated with structural and non-structural timber frame components – work with lifting and hoisting equipment – finish surfaces – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – stop work at the point when ... 7.4. ... conjecture begins and report findings <ul style="list-style-type: none"> – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna – remove deteriorated and/or inappropriate materials
	<ul style="list-style-type: none"> – maintain existing structure – integrate existing and new constructional components or finishes – store salvageable components – use hand tools, power tools and equipment – work at height – use access equipment. 7.5. Safely use and store materials, hand tools, hand-held portable power tools, power tools/machines and ancillary equipment. 7.6. State the needs of other occupations and how to communicate within a team when conserving or restoring heavy timber framework. 7.7. Describe how to and maintain the tools and equipment used when conserving or restoring heavy timber framework.

Specific Assessment Requirements

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

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

Assessors for this Component 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 other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this Component must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conserving or restoring heavy timber framework to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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