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**GQA LEVEL 3 NVQ DIPLOMA IN PLASTERING  
(CONSTRUCTION)**

**Qualification Number  
601/4322/8**

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# Introduction to the Qualification

## Who is this Qualification for?

This qualification is aimed at those who are involved in Plastering activities in the workplace. It is not expected that candidates working in this industry all do the same activities so the qualification has been developed to allow opportunities for those carrying out work in either solid or fibrous Plastering. Those taking the qualification must also prove knowledge and competence in working at heights, calculating quantities and wastage and the use of powered and hand tools and equipment. All work completed must be done in accordance with Building Regulations and Industry recognised safe working practices, including the disposal of waste.

The qualification is structured to ensure that there is a high degree of flexibility within the units available and will allow employees from companies of all sizes and specialisms equal opportunity to complete. See the qualification Rules of Combination for more details on the specific skills required.

In addition to this qualification there is a Level 2 qualification in Plastering and a number of other Construction and Construction related qualifications available through GQA, more information can be found at [www.gqaqualifications.com](http://www.gqaqualifications.com).

## What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. This qualification consists of 4 mandatory units and 2 pathways, Solid and Fibrous. The qualification mandatory units have a total credit value of 31 credits-in addition the Solid plastering pathway requires achievement of 54 credits from the pathway mandatory units and a minimum of 14 credits required from the pathway optional group, giving a total of 99 credits. The fibrous plastering pathway requires achievement of all of the qualification mandatory units (31 credits) 45 credits from the pathway mandatory units and a minimum of 16 credits required from the pathway optional group a total of 92 credits for this pathway.

The units are made up of the things those working in these job roles need to know to be able to do to carry out the work safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

Unit Ref	Mandatory units	Level	Credit
A/503/2772 209v2	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10
M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8
R/503/2924 211v2	Confirming the Occupational Method of Work in the Workplace	3	11
A/503/1170 641	Conforming to General Health, Safety and Welfare in the Workplace	1	2
<b>B - Additional units</b>			
A/600/7882 78	Producing Granolithic Paving Work in the Workplace	3	16
R/600/7886 79	Producing Specialised Plasterer's Surfaces in the Workplace	3	29
<b>Pathway C - Solid - Pathway C1 - Solid Mandatory Units (54 credits)</b>			
H/600/7875 76	Producing Complex Internal Solid Plastering Finishes in the Workplace	3	27
T/600/7878 77	Producing Complex External Rendering Finishes in the Workplace	3	27
<b>Pathway C2 - Solid Optional Units - candidates must achieve a minimum of 14 credits</b>			
H/600/7696 68	Installing Direct Bond Dry Linings in the Workplace	2	15
Y/600/7713 71	Installing Mechanically Fixed Plasterboard in the Workplace	2	14

D/600/7891 80	Running In-situ Mouldings in the Workplace	3	25
<b>Pathway D - Fibrous - Pathway D1 - Fibrous Mandatory Units (45 credits)</b>			
T/600/7895 81	Producing Complex Plasterwork Moulds in the Workplace	3	27
R/600/7905 82	Installing Complex Fibrous Plaster Components in the Workplace	3	18
<b>Pathway D2 - Fibrous Optional Units - candidates must achieve a minimum of 16 credits</b>			
D/600/7891 80	Running In-situ Mouldings in the Workplace	3	25
H/600/7908 83	Repairing Complex Fibrous Plaster Components in the Workplace	3	16

### Assessment guidance

Evidence should show that you can complete all of the learning outcomes for each unit being taken.

### Types of evidence:

Evidence of knowledge and performance is required. Evidence of knowledge through performance can contribute and if applicable could be demonstrated by completing projects and reports, by responding to questions or through Professional/Guided Discussions.

### Quantity of evidence:

Evidence should show that you can meet the requirements of the units consistently over an appropriate period of time.

### Potential sources of evidence:

Suggested sources of evidence are shown above, these can be supplemented by physical or documentary evidence, e.g.:

- Accident book/reporting system
- Safety record
- Training record
- Audio evidence
- Witness testimonies
- Photographic/ video evidence
- Notes and memos
- Telephone/e-mail records
- Customer and colleague feedback
- Records of equipment and materials
- Work records

**Please note that photocopied or downloaded documents such as manufacturers' or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.**

# GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

## 1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

## 2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

**NB Any deviation from the norm must be approved by a GQA EQA**

## 2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external verification and hold the EQA national award

GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EV's for review.

## 2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced External Verification process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

### **3. Qualification / Unit of Credit Candidates**

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

### **4. Evidence**

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)
- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

### **Performance evidence**

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:

- o Dealing with emergencies
- o Dealing with accidents
- o Certain pre-approved real time simulators
- o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

**NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.**

### **Knowledge evidence**

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

**NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet**

# Collation of Evidence for Level 3 Qualifications

The definition of a Level 3 NVQ/SVQ is that competence in a broad range of varied work activities is performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

By the very nature of this, it is anticipated that Level 3 candidates will be able to provide evidence of their achievement drawn from successful work activities or projects, in other words, real examples of their work over time and range. All evidence should be dated, signed and authenticated/authorised by a recognised responsible person.

The following comments will help in the planning of evidence collection for Level 3 qualifications:

- Level 3 assessments are not normally carried out by the use of checklists
- Level 3 candidates are encouraged to provide evidence of their achievements drawn from their actual current work activities
- In many cases, evidence of achievement is not difficult to find
- Level 3 candidates should produce a CV that clearly indicates their relevant experience and achievement that contribute to the qualification
- A collation of evidence in the form of a Level 3 portfolio may be used to demonstrate competence against the standard
- The evidence must be cross referenced against the NVQ/SVQ standard (and where necessary justified)
- It may be appropriate for Level 3 candidates to undertake the related Level 2 qualification or some Level 2 units as a milestone/interim qualification
- Level 3 qualifications may include units of competence from Level 2 qualifications. If the candidate has already achieved any unit(s) and is regarded as currently competent then he/she will not be required to be reassessed on the same unit(s)
- Assessors will need to carry out performance and knowledge assessments for units/elements/pcs etc but the need for ongoing formal observations should not be as great if the candidate has produced a quality portfolio.

Some aspects of evidence may be subjected to independent assessment or enhanced external verification to satisfy the requirements of the standards setting body's assessment strategy

# Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail in the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will Collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....



<b>A/503/2772</b>	<b>Confirming Work Activities and Resources for an Occupational Work Area in the Workplace</b>	<b>Level 3</b>	<b>10 Credits</b>
<b>209v2</b>			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to understand and plan work activities to complete the work programme, including how to identify and obtain the necessary resources. Candidates must also understand the factors that can affect progress and the sequence of work carried out, understand the impact of changes to work schedules and why and how to inform relevant people of required changes. Candidates must also have an understanding of how work activities can make a positive contribution to the environment, including knowledge of low and zero carbon requirements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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"> <li>• Other occupations and /or customers</li> <li>• Resources</li> <li>• Weather conditions</li> <li>• Health and safety requirements.</li> </ul>			
	3.2 Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> <li>• Contract conditions</li> <li>• Contract programme</li> <li>• Health and safety requirements of operatives.</li> </ul>			
	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"> <li>• Other related programmes</li> <li>• Special working conditions</li> <li>• Weather conditions</li> <li>• Other occupations/people</li> <li>• Resources</li> <li>• Health and safety requirements.</li> </ul>			
4 Identify work activities which influence each other and make the best use of the resources available.	4.1 Determine work activities that have an influence on each other.			
	4.2 Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> <li>• Occupations and/or customers associated with the work</li> <li>• Tools, plant and/or ancillary equipment materials and components.</li> </ul>			
	4.3 Explain different methods and sources that can identify which work activities influence each other.			

A/503/2772 209v2	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace (continued)	Level 3	10 Credits	
	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.			

**Assessor comments/feedback**

<b>M/503/2915</b>	<b>Developing and Maintaining Good Occupational Working Relationships in the Workplace.</b>	<b>Level 5</b>	<b>8 Credits</b>
<b>210v2</b>			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to develop and maintain effective working relationships in communicating information on proposed work activities with colleagues, employers, customers, contractors, suppliers and others involved in or affected by the work activities. Candidates will be required to provide the appropriate level and amount of information and provide clarification and advice where it is required. Candidates must be able to discuss alternatives and options and resolve any differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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"> <li>• Appropriate timescales</li> <li>• Health and safety requirements</li> <li>• Co-ordination of work procedures.</li> </ul>			
	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"> <li>• Colleagues</li> <li>• Employers</li> <li>• Customers</li> <li>• Contractors</li> <li>• Suppliers of products and services</li> <li>• Other people affected by the work/project.</li> </ul>			
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.			
	3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.			
	3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> <li>• Progress</li> <li>• Results</li> <li>• Achievements</li> <li>• Occupational problems</li> <li>• Occupational opportunities</li> <li>• Health and safety requirements</li> <li>• Co-ordinated work.</li> </ul>			

M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace. (continued)	Level 5	8 Credits		
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.				

**Assessor comments/feedback**

R/503/2924	Confirming the Occupational Method of Work in the Workplace.	Level 3	11 Credits
211v2			

The aim of this unit is to provide the learner with the knowledge and skills to interpret information from project data to evaluate and confirm work methods that will meet the project requirements, be cost effective and comply with statutory and contractual requirements and taking into account environmental issues. Candidates must be able to communicate recommended methods to all relevant persons.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Assess available project data accurately to determine the occupational method of work.	1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.			
	1.2 Explain how to summarise the following project data: <ul style="list-style-type: none"> <li>• Required quantities</li> <li>• Specifications</li> <li>• Detailed drawings</li> <li>• Health and safety requirements</li> <li>• Timescales</li> <li>• Scope of works.</li> </ul>			
	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"> <li>• Standard work procedures</li> <li>• Sequence of work</li> <li>• Organisation of resources (people, equipment, materials)</li> <li>• Work techniques</li> <li>• Working conditions (health, safety and welfare)</li> <li>• Risk assessment.</li> </ul>			
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"> <li>• Customers or representatives</li> <li>• Suppliers</li> <li>• Regulatory authorities</li> <li>• Manufacturer's literature.</li> </ul>			
3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	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 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: <ul style="list-style-type: none"> <li>• Health and safety welfare (principles of protection)</li> <li>• Fire protection</li> <li>• Access and egress</li> <li>• Equipment availability</li> <li>• Availability of competent workforce</li> <li>• Pollution risk</li> <li>• Waste and disposal</li> <li>• Zero and low carbon outcomes</li> <li>• Weather conditions.</li> </ul>			

R/503/2924 211v2	Confirming the Occupational Method of Work in the Workplace (continued)	Level 3	11 Credits		
	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"> <li>• Conforming to statutory requirements</li> <li>• Customer and user needs</li> <li>• Contract requirements in terms of time, quantity and quality</li> <li>• Environmental considerations.</li> </ul>				
	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.				

**Assessor comments/feedback**

<b>A/503/1170</b>	<b>Conforming to General Health, Safety and Welfare in the Workplace</b>	<b>Level 1</b>	<b>2 Credits</b>
<b>641</b>			

The aim of this unit is to ensure that the Candidate has the skills and knowledge required to work safely in the Construction Industry, in accordance with Organisation guidance, legislation and statutory requirements. Candidates must understand safety and warning notices, potential hazards, risk assessments, health risks and the recording and reporting of all Health and Safety related matters. Knowledge of protective and Health and Safety control equipment, accident and emergency procedures including evacuation and types of fire extinguishers are also required. This knowledge must cover the safety of the general public as well as site personnel and resources. All work carried out must also comply with legislation that covers the disposal of waste or consumable items.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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"> <li>• Collective protective measures</li> <li>• Personal protective equipment (PPE)• Respiratory protective equipment (RPE)</li> <li>• Local exhaust ventilation (LEV).</li> </ul>			
	1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.			
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.			
	1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.			
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.			
	2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.			
	2.3 List the current Health and Safety Executive top ten safety risks.			
	2.4 List the current Health and Safety Executive top five health risks.			
	2.5 State how changing circumstances within the workplace could cause hazards.			
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.			

A/503/1170 641	Conforming to General Health, Safety and Welfare in the Workplace (continued)	Level 1	2 Credits	
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.			
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.			
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.			
	3.4 Safely store health and safety control equipment in accordance with given instructions.			
	3.5 Dispose of waste and/or consumable items in accordance with legislation.			
	3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>• Dealing with accidents and emergencies associated with the work and environment</li> <li>• Methods of receiving or sourcing information</li> <li>• Reporting</li> <li>• Stopping work</li> <li>• Evacuation</li> <li>• Fire risks and safe exit procedures</li> <li>• Consultation and feedback.</li> </ul>			
	3.7 State the appropriate types of fire extinguishers relevant to the work.			
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.			
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
	4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>• Recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>• Contributing to discussions and providing feedback</li> <li>• Reporting changed circumstances and incidents in the workplace</li> <li>• Complying with the environmental requirements of the workplace.</li> </ul>			
	4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.			
5 Comply with and support all organisational security arrangements and approved procedures.	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>• During the working day</li> <li>• On completion of the day's work</li> <li>• For unauthorised personnel (other operatives and the general public)</li> <li>• For theft.</li> </ul>			
	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.			

**Assessor comments/feedback**

<b>A/600/7882</b>	<b>Producing Granolithic Paving Work in the Workplace</b>	<b>Level 3</b>	<b>16 Credits</b>
<b>78</b>			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when producing granolithic paving work.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information, method statements and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when producing granolithic paving work.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 producing granolithic paving work.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing granolithic paving work.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing granolithic paving work, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to produce granolithic paving work.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – granolithic aggregates, granite dust, sands, carborundum, cement and additives – formwork components – bonding and release agents – damp-proofing materials – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce granolithic paving work.			

A/600/7882 78	Producing Granolithic Paving Work in the Workplace (continued)	Level 3	16 Credits	
5 Minimise the risk of damage to the work and surrounding area when producing granolithic paving work.	5.1 Protect the work and its surrounding area from damage.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.4 Dispose of waste in accordance with legislation.			
	5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when producing granolithic paving work.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 granolithic paving work to the required specification.	7.1 Demonstrate the following work skills when producing granolithic paving work: – measuring, marking out, laying, compacting and finishing.			
	7.2 Prepare background and produce to contractor's working instructions: – granolithic paving, level and to falls – drainage outlets.			
	7.3 Lay skirtings to contractor's working instructions.			
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare backgrounds – lay and finish granolithic paving and topping work, level and to falls – form skirtings, steps and drainage outlets – form imitation stonework, textured finishings and dashings – mix granolithic paving/topping material – work at height – use hand tools, power tools and equipment.			
	7.5 Safely use and store hand tools, portable power tools and ancillary equipment.			
	7.6 State the needs of other occupations and how to communicate within a team when producing granolithic paving work			
	7.7 Describe how to maintain the tools and equipment used when producing granolithic paving work.			

**Assessor comments/feedback**

<b>R/600/7886</b>	<b>Producing Specialised Plasterer's Surfaces in the Workplace</b>	<b>Level 3</b>	<b>29</b>
<b>79</b>			<b>Credits</b>

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when producing specialised plasterer's surfaces.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when producing specialised plasterer's surfaces.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 producing specialised plasterer's surfaces.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing specialised plasterer's surfaces.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing specialised plasterer's surfaces, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to produce specialised plasterer's surfaces.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – stone, aggregate, mosaic, additives, fixings, bonding agents, cement, plaster, pigments and pre-cast components – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce specialised plasterer's surfaces.			

R/600/7886 79	Producing Specialised Plasterer's Surfaces in the Workplace (continued)	Level 3	29 Credits	
5 Minimise the risk of damage to the work and surrounding area when producing specialised plasterer's surfaces.	5.1 Protect the work and its surrounding area from damage.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.4 Dispose of waste in accordance with legislation.			
	5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when producing specialised plasterer's surfaces.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 specialised plasterer's surfaces to the required specification.	7.1 Demonstrate the following work skills when producing specialised plasterer's surfaces: – measuring, marking out, mixing, applying and finishing.			
	7.2 Produce one of the following specialist plasterer's finishes to contractor's working instructions: – terrazzo work – mosaic work – scagliola work – polished plaster.			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – inspect and prepare backgrounds – prepare and produce terrazzo, mosaic, scagliola and polished plasterer's finishes – apply specialist plasterer's finishes to vertical and horizontal surfaces – establish levels and falls – mix materials – work at height – use hand tools, power tools and equipment.			
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.			
	7.5 State the needs of other occupations and how to communicate within a team when producing specialised plasterer's surfaces.			
	7.6 Describe how to maintain the tools and equipment used when producing specialised plasterer's surfaces.			

**Assessor comments/feedback**

<b>H/600/7875</b>	<b>Producing Complex Internal Solid Plastering Finishes in the</b>	<b>Level 3</b>	<b>27</b>
<b>76</b>	<b>Workplace</b>		<b>Credits</b>

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when producing complex internal solid plastering finishes.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when producing complex internal solid plastering finishes.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 producing complex internal solid plastering finishes.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex internal solid plastering finishes.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing complex internal solid plastering finishes, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to produce complex internal solid plastering finishes.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – undercoat and finishing plasters, sands, limes, cement and additives – beads and trims, scrim and tapes – expanded metal lath (EML) – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex internal solid plastering finishes.			

H/600/7875 76	Producing Complex Internal Solid Plastering Finishes in the Workplace (continued)	Level 3	27 Credits		
5 Minimise the risk of damage to the work and surrounding area when producing complex internal solid plastering finishes.	5.1 Protect the work and its surrounding area from damage.				
	5.2 Minimise damage and maintain a clean work space.				
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.				
	5.4 Dispose of waste in accordance with legislation.				
	5.5 State why the disposal of waste should be carried out in relation to the work.				
6 Complete the work within the allocated time when producing complex internal solid plastering finishes.	6.1 Demonstrate completion of the work within the allocated time.				
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 complex internal solid plastering finishes to the required specification.	7.1 Demonstrate the following work skills when producing complex internal solid plastering finishes: – measuring, marking out, applying and finishing.				
	7.2 Produce one-, two- and/or three- coat internal plasterwork to contractor's working instructions: – to internal and external angles – to reveals – to walls and ceilings (vertical, horizontal and inclined) – to curved surfaces.				
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – apply and finish one-, two- and three-coat plasterwork to walls and ceilings (vertical, horizontal, inclined and curved) to solid and board backgrounds – form internal and external angles, reveals and expansion joints – mix plaster – work at height – use hand tools, power tools and equipment.				
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.				
	7.5 State the needs of other occupations and how to communicate within a team when producing complex internal solid plastering finishes.				
	7.6 Describe how to maintain the tools and equipment used when producing complex internal solid plastering finishes.				

**Assessor comments/feedback**

<b>T/600/7878</b>	<b>Producing Complex External Rendering Finishes in the Workplace</b>	<b>Level 3</b>	<b>27 Credits</b>
<b>77</b>			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when producing complex external rendering finishes.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when producing complex external rendering finishes.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 producing complex external rendering finishes.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex external rendering finishes.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing complex external rendering finishes, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to produce complex external rendering finishes.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – renders, sands, limes, cement and additives – bellcasts and beads – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex external rendering finishes.			

T/600/7878 77	Producing Complex External Rendering Finishes in the Workplace (continued)	Level 3	27 Credits	
5 Minimise the risk of damage to the work and surrounding area when producing complex external rendering finishes.	5.1 Protect the work and its surrounding area from damage.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.4 Dispose of waste in accordance with legislation.			
	5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when producing complex external rendering finishes.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 complex external rendering finishes to the required specification.	7.1 Demonstrate the following work skills when producing complex external rendering finishes: – measuring, marking out, applying and finishing,			
	7.2 Form any three industry recognised external rendering finishes to contractor's working instructions: – two-coat work – three-coat work – internal and external angles – reveals.			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – apply and finish two- and three-coat rendering to external solid backgrounds and expanded metal lath – form internal and external angles, reveals and expansion joints – form imitation stonework, textured finishings and dashings – mix rendering – work at height – use hand tools, power tools and equipment.			
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.			
	7.5 State the needs of other occupations and how to communicate within a team when producing complex external rendering finishes.			
	7.6 Describe how to maintain the tools and equipment used when producing complex external rendering finishes.			

**Assessor comments/feedback**

<b>H/600/7696</b>	<b>Installing Direct Bond Dry Linings in the Workplace</b>	<b>Level 2</b>	<b>15 Credits</b>
<b>68</b>			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing direct bond dry linings.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations.			
2 Know how to comply with relevant legislation and official guidance when installing direct bond dry linings.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 installing direct bond dry linings.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing direct bond dry linings.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing direct bond dry linings, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to install direct bond dry linings.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – manufactured proprietary boards – bonding compounds – jointing materials – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install direct bond dry linings.			

H/600/7696 68	Installing Direct Bond Dry Linings in the Workplace (continued)	Level 2	15 Credits	
5 Minimise the risk of damage to the work and surrounding area when installing direct bond dry linings.	5.1 Protect the work and its surrounding area from damage.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.4 Dispose of waste in accordance with legislation.			
	5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when installing direct bond dry linings.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			
7 Comply with the given contract information to install direct bond dry linings to the required specification.	7.1 Demonstrate the following work skills when – measuring, marking out, mixing, cutting, applying, fitting, finishing, positioning and securing.			
	7.2 Install to contractor's working instructions: – direct bonding to solid backgrounds – forming openings with reveals.			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install internal dry linings by direct bond to solid backgrounds – form openings and reveals – form finished joints – work at height – use hand tools, power tools and equipment.			
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.			
	7.5 State the needs of other occupations and how to communicate within a team when installing direct bond dry linings.			
	7.6 Describe how to maintain the tools and equipment used when installing direct bond dry linings.			

**Assessor comments/feedback**

<b>Y/600/7713</b>	<b>Installing Mechanically Fixed Plasterboard in the Workplace</b>	<b>Level 2</b>	<b>14</b>
<b>71</b>			<b>Credits</b>

The aim of this unit is to ensure that the candidate has the skills and knowledge required to interpret information and install mechanically fixed plasterboard, more specifically candidates must carry out work that involves cladding to timber and/or metal and forming openings with reveals in accordance with the job specifications following safe working practices and in the allocated time. The candidate must also understand how to communicate with others to ensure work is carried out effectively. This unit includes identifying and selecting the correct quantity and quality of materials, tools and equipment, additionally candidates must understand how to calculate quantity, length, area and wastage. To achieve this unit candidates must carry out measuring, marking out, cutting, applying, fitting, finishing, positioning and securing activities all done in accordance with safe working practices, minimising risk of damage to the work and surrounding area and using and maintaining tools and equipment effectively. Candidates must understand their responsibilities and the hazards associated with working below ground level and at heights, also included is the need to understand the accident and emergency procedures. Candidates must also have knowledge of how to dispose of waste in accordance with legislation and environmental responsibilities. Finally candidates must understand the types of problems that can occur when carrying out this type of work and how to overcome them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing mechanically fixed plasterboard.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations.			
2 Know how to comply with relevant legislation and official guidance when installing mechanically fixed plasterboard.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 installing mechanically fixed plasterboard.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing mechanically fixed plasterboard.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing mechanically fixed plasterboard, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

**Assessor comments/feedback**

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<b>Y/600/7713</b>	<b>Installing Mechanically Fixed Plasterboard in the Workplace</b>	<b>Level 2</b>	<b>14</b>
<b>71</b>	<b>(continued)</b>		<b>Credits</b>

4 Select the required quantity and quality of resources for the methods of work to install mechanically fixed plasterboard.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – manufactured proprietary boards – fixtures and fittings – jointing materials – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install mechanically fix plasterboard.			
5 Minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard.	5.1 Protect the work and its surrounding area from damage.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.4 Dispose of waste in accordance with legislation.			
	5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when installing mechanically fixed plasterboard.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			
7 Comply with the given contract information to install mechanically fixed plasterboard to the required specification.	7.1 Demonstrate the following work skills when installing mechanically fixed plasterboard: – measuring, marking out, cutting, applying, fitting, finishing, positioning and securing.			
	7.2 Install plasterboard to contractor’s working instructions by: – cladding to timber and/or metal – forming openings with reveals.			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install and mechanically fix plasterboard dry lining to internal backgrounds – form openings with reveals – form finished joints – work at height – use hand tools, power tools and equipment.			
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.			
	7.5 State the needs of other occupations and how to communicate within a team when installing mechanically fixed plasterboard.			
	7.6 Describe how to maintain the tools and equipment used when installing mechanically fixed plasterboard.			

**Assessor comments/feedback**

<b>D/600/7891</b>	<b>Running In-situ Mouldings in the Workplace</b>	<b>Level 3</b>	<b>25 Credits</b>
<b>80</b>			

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in running in-situ mouldings in the workplace within the relevant sector of industry.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when running in-situ mouldings.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when running in-situ mouldings.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 running in-situ mouldings.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when running in-situ mouldings.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to running in-situ mouldings, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to run in-situ mouldings.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – timber, timber-based products, sheet materials, metal laths, sands, cements, limes, plasters, bonding agents, clean water, fixings and fittings – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to run in-situ mouldings.			
5 Minimise the risk of damage to the work and surrounding area when running in-situ mouldings.	5.1 Protect the work and its surrounding area from damage.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			

<b>D/600/7891</b>	<b>Running In-situ Mouldings in the Workplace (continued)</b>	<b>Level 3</b>	<b>25</b>
<b>80</b>			<b>Credits</b>

	5.4 Dispose of waste in accordance with legislation.			
	5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when running in-situ mouldings.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 run in-situ mouldings to the required specification.	7.1 Demonstrate the following work skills when running in-situ mouldings: – measuring, marking out, fitting, applying, running, positioning and securing.			
	7.2 Prepare backgrounds and moulds and run in-situ mouldings, straight and/or curved, to contractor’s working instructions for any one of the following: – cornices – dados – skirting – panels – angles – arches And from: – joints – mitres – returns – stop-ends – short breaks.			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – construct and horse up running moulds – prepare backgrounds, set out and run in-situ straight and curved mouldings of cornices, dados, skirting, angles, panels and arches – prepare and mix materials – form short breaks and returns, short lengths and returns, joints and mitres – set out and fix running rules in situ, including overlaps – take correct shape of existing mould – core-out moulding runs in situ – prevent build-up and gathering-on – work at height – use hand tools, power tools and equipment.			
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.			
	7.5 State the needs of other occupations and how to communicate within a team when running in-situ mouldings.			
	7.6 Describe how to maintain the tools and equipment used when running in-situ mouldings.			

**Assessor comments/feedback**

<b>T/600/7895</b>	<b>Producing Complex Plasterwork Moulds in the Workplace</b>	<b>Level 3</b>	<b>27</b>
<b>81</b>			<b>Credits</b>

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when producing complex plasterwork moulds.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when producing complex plasterwork moulds.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 producing complex plasterwork moulds.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex plasterwork moulds.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing complex plasterwork moulds, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to produce complex plasterwork moulds.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – timber, timber-based sheet material, tin, steel, fixings and fittings – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce complex plasterwork moulds.			

T/600/7895	Producing Complex Plasterwork Moulds in the Workplace	Level 3	27 Credits	
81	(continued)			
5 Minimise the risk of damage to the work and surrounding area when producing complex plasterwork moulds.	5.1 Protect the work and its surrounding area from damage.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.4 Dispose of waste in accordance with legislation.			
	5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when producing complex plasterwork moulds.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 complex plasterwork moulds to the required specification.	7.1 Demonstrate the following work skills when producing complex plasterwork moulds: – measuring, marking out, fitting, positioning and securing.			
	7.2 Set out and produce plasterwork casting and/or running moulds to contractor's working instructions: Cast for: – intricate designs – patterns and motifs – arches – curves and ellipses – circular areas Run for: – cornices, dados and skirtings – panels.			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and produce ridged and flexible casting moulds for intricate designs, patterns and motifs, arches, curves and ellipses and circular areas – set out and produce running moulds for cornices, dados, skirtings and panels – geometrically develop Roman and Grecian profiles – geometrically develop domes, vaults/lunettes, arches, circles, ellipses and columns – work at height – use hand tools, power tools and equipment.			
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.			
	7.5 State the needs of other occupations and how to communicate within a team when producing complex plasterwork moulds.			
	7.6 Describe how to maintain the tools and equipment used when producing complex plasterwork moulds.			

**Assessor comments/feedback**

<b>R/600/7905</b>	<b>Installing Complex Fibrous Plaster Components in the Workplace</b>	<b>Level 3</b>	<b>18 Credits</b>
<b>82</b>			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing complex fibrous plaster components.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when installing complex fibrous plaster components.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 installing complex fibrous plaster components.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing complex fibrous plaster components.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing complex fibrous plaster components, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to install complex fibrous plaster components.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – casting plaster, reinforcing material, timber and fixings – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install complex fibrous plaster components.			

R/600/7905	Installing Complex Fibrous Plaster Components in the Workplace (continued)	Level 3	18 Credits
82			
5 Minimise the risk of damage to the work and surrounding area when installing complex fibrous plaster components.	5.1 Protect the work and its surrounding area from damage.		
	5.2 Minimise damage and maintain a clean work space.		
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
	5.4 Dispose of waste in accordance with legislation.		
	5.5 State why the disposal of waste should be carried out in relation to the work.		
6 Complete the work within the allocated time when installing complex fibrous plaster components.	6.1 Demonstrate completion of the work within the allocated time.		
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.		
7 Comply with the given contract information to install complex fibrous plaster components to the required specification.	7.1 Demonstrate the following work skills when installing complex fibrous plaster components: – measuring, marking out, fitting, positioning and securing.		
	7.2 Install fibrous plaster mouldings to contractor’s working instructions for any four from the following: – skirtings – cornices – dados – panels – arches – pilasters – domes – lunettes – barrels – vaults.		
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install fibrous plaster mouldings for skirtings, cornices, dados, panels, arches, pilasters, domes, lunettes, barrels and vaults – mix casting plaster – work at height – use hand tools, power tools and equipment.		
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.		
	7.5 State the needs of other occupations and how to communicate within a team when installing complex fibrous plaster components.		
	7.6 Describe how to maintain the tools and equipment used when installing complex fibrous plaster components.		

**Assessor comments/feedback**

<b>H/600/7908</b>	<b>Repairing Complex Fibrous Plaster Components in the</b>	<b>Level 3</b>	<b>16</b>
<b>83</b>	<b>Workplace</b>		<b>Credits</b>

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when repairing complex fibrous plaster components.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and 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, manufacturers' information and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when repairing complex fibrous plaster components.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	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 repairing complex fibrous plaster components.	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when repairing complex fibrous plaster components.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to repairing complex fibrous plaster components, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to repair complex fibrous plaster components.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – casting plasters – reinforcing material – timber and fixings – hand and/or powered tools and equipment.			
	4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	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.			
	4.4 Outline potential hazards associated with the resources and method of work.			
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair complex fibrous plaster components.			

<b>H/600/7908</b>	<b>Repairing Complex Fibrous Plaster Components in the Workplace (continued)</b>	<b>Level 3</b>	<b>16 Credits</b>
<b>83</b>			

5 Minimise the risk of damage to the work and surrounding area when repairing complex fibrous plaster components.	5.1 Protect the work and its surrounding area from damage.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
	5.4 Dispose of waste in accordance with legislation.			
	5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when repairing complex fibrous plaster components.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 repair complex fibrous plaster components to the required specification.	7.1 Demonstrate the following work skills when repairing complex fibrous plaster components: – measuring, marking out, removing, replicating, fitting, positioning, securing and finishing.			
	7.2 Repair complex fibrous plasterwork to contractor’s working instructions of: – cornices – dados – skirtings – panels – arches.			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – repair complex fibrous plaster cornices, dados, skirtings, panels and arches – replicate mouldings – form and reinforce joints – form internal and external returns and stop ends – work at height – use hand tools, power tools and equipment.			
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.			
	7.5 State the needs of other occupations and how to communicate within a team when repairing complex fibrous plaster components.			
	7.6 Describe how to maintain the tools and equipment used when repairing complex fibrous plaster components.			

**Assessor comments/feedback**

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