GQA LEVEL 2 NVQ DIPLOMA IN ASSOCIATED INDUSTRIAL SERVICES OCCUPATIONS (CONSTRUCTION) PASSIVE FIRE PROTECTION v2

Qualification Number

610/0116/X (Ofqual)

C00/4509/3 (Qualifications Wales)

Issue 2 Jan 2025

GQA, Unit 1, 12 O' Clock Court, Attercliffe Road, Sheffield, S4 7WW
Tel: 01142 720033, Email: Info@gqaqualifications.com,
Website: www.gqaqualifications.com

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

	UNITS OF COMPETENCE			ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	**Mandatory Units**	**Level**	**Credit**		
A/503/1170 641	Conforming to General Health, Safety and Welfare in the Workplace.	1	2		
F/503/1171 643	Moving, Handling and Storing Resources in the Workplace	2	5		
J/503/1169 642	Conforming to Productive Working Practices in the Workplace	2	3		
Optional Units					

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace	☐	Assessment of knowledge	☐
Records of prior experience	☐	Witness statement(s)	☐
Testimonial(s)	☐	Photographic evidence	☐
Workrecords	☐	External testing	☐

Passport Style Candidate Photo (Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at individuals wishing to prove they have the level and range of knowledge and skills required to carry out the installation of passive fire protection solutions in the Construction industry.

This qualification is at Level 2, although some units may be at different levels and should be taken by those who are fully trained to deal with a range of tasks and situations.

What is required from candidates?

Although it is not expected that all workers will complete the same tasks, there are 3 mandatory units with a total credit value of 10 credits and then a group of optional units that will allow maximum opportunity for those involved in this type of work to complete the qualification, regardless of the size of the organisation and specialisms within Passive Fire Protection. Candidates must complete all 3 mandatory units and also achieve a minimum of 102 credits from the optional group, which will involve completing at least 2 optional units. The qualification credit value is 112 credits. Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria. This qualification has a TQT of 1120 hours.

Qualifications are also required to indicate the number of hours of teaching someone would normally need to receive in order to achieve the qualification. These are referred to as Guided Learning Hours (GLH). The GLH for this qualification is 404

Mandatory Units			
A/503/1170 641	Conforming to General Health, Safety and Welfare in the Workplace.	1	2
F/503/1171 643	Moving, Handling and Storing Resources in the Workplace	2	5
J/503/1169 642	Conforming to Productive Working Practices in the Workplace	2	3
Optional units-a minimum of 2 units (102 credits) must be achieved			
H/650/0413 350v3	Installing dry cladding to protect structural steel in the workplace	2	51
J/650/0414 351v3	Applying thin film reactive coatings in the workplace	2	67
K/650/0415 352v3	Installing fire resisting ductwork systems in the workplace	3	58
L/650/0416 353v4	Installing fire stopping and penetration seals in the workplace	2	69
R/650/0418 354v3	Installing flexible (non-mechanical) cavity barriers in the workplace	2	51
T/650/0419 355v3	Erecting fire resisting walls and wall linings in the workplace	2	61
D/650/0420 356v3	Erecting fire resisting ceiling systems in the workplace	3	61
F/650/0421 357v3	Applying non-reactive spray coatings in the workplace	2	67
H/650/0422 358v3	Installing fire resisting timber door assemblies and door-sets in the workplace	2	69

Completion of the qualification and associated assessments will give access to the relevant CSCS card. It is also possible to access a temporary/trainee card once registered for the qualification. The Assessment Centre will provide more information, or you can contact us at info@gqaqualifications.com

Assessment guidance

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

Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated though performance or by responding to questions.

Quantity of evidence:

Evidence should show that you can meet the requirements of the units in a way that demonstrates that the standards can be achieved consistently over an appropriate period of time.

Potential sources of evidence:

The main source of evidence for each unit will be observation of the candidate's performance and knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Accident book/reporting systems
- Safety records
- Training records
- Audio records
- Job specifications and documentation
- Delivery Records
- Witness testimonies
- Correspondence with customers
- Notes and memos
- Photo/video evidence
- Work diaries
- Timesheets
- Telephone Logs
- Meeting records
- Records of toolboxtalks
- Equipment
- Prepared materials and sites
- Completed work

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 Assessors national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA before 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 quality assurance and hold the relevant national external quality assurance 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 EQA'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 quality assurance 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 the 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 recommends a 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:
    - Dealing with emergencies
    - Dealing with accidents
    - Certain pre-approved real time simulators
    - 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

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 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.....

Production/Process Activity Guideline

Toaidneworestablishedworkers,acentremaywishtodescribeanormalproduction/processactivityrelevanttothe achievementofthenationalvocationalqualificationand identifywhichunits/elementsitwillcontributeto,e.g.theactof preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

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

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 mustunderstandsafetyandwarningnotices,potentialhazards,riskassessments,healthrisksandtherecordingand reportingofall Healthand Safetyrelatedmatters. Knowledgeofprotectiveand Healthand Safetycontrolequipment, 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.

Learningoutcome. Thelearnerwill:	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 equipment safely to carry out the activity inaccordancewithlegislationandorganisational 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 relationto: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).			
	1.5 State how the health and safety control equipment relevanttotheworkshouldbeusedinaccordancewiththe 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 andwork 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: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback.			
	3.7 State the appropriate types of fire extinguishers relevant to the work.			
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.			
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
	4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:– recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace.			
	4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.			
5 Comply with and support all organisational security arrangements and approved procedures.	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft.			
	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.			

Assessor comments

F/503/1171 643	Moving, Handling and Storing Resources in the Workplace	Level 2	5 Credits

The aim of this unit is to ensure that thecandidate has theskills and knowledge required to move, handle and store Constructionrelatedmaterials, e.g. sheetmaterial, loose material, baggedorwrapped material, fragilematerial, tools and equipment, components or liquids in accordance with safe working practices, legislation and Organisational guidance on safety and security. Candidates must have knowledge of safe use of lifting and handling aids, containers and fixing, holding and securing systems and how to dispose of waste and packaging in accordance with legislation. Allwork must be carried out in accordancewith safe working practices, minimisingrisk ofdamage tothe materials and surrounding area. Candidates must understand their responsibilities and the hazards associated with this type of work including how the needs of other occupations have to be considered when moving resources, the accident and emergency procedures, and the different types and purposes of fire extinguishers. Finally Candidates must understand thetypesofproblemsthatcanoccurwhencarryingoutthistypeofworkandtheOrganisationalproceduresfordealing with them.

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Comply with given information when moving, handling and/or storing resources.	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.			
	1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.			
	1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.			
	1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.			
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1 Describe their responsibilities under current legislation and official guidance whilstworking: – in the workplace, in confined spaces, 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 Explain what the accident reporting procedures are and who is responsible for making the reports.			
	2.4 State the appropriate types of fire extinguishers relevant to the work.			
	2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.			
3 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.	3.1 Use health and safety control equipment safely to carry out theactivityinaccordancewithlegislationandorganisational requirements when moving, handling and/or storing resources.			
	3.2 Use lifting aids safely as appropriate to the work.			
	3.3 Protect the environment in accordance with safe working practices as appropriate to the work.			

Assessor comments/feedback

	3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).			
	3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
	3.6 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 move, handle and/or store occupational resources.	4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: – lifting and handling aids – container(s) – fixing, holding and securing systems.			
	4.3 Describe how the resources should be handled and how any problems associated with the resources are reported.			
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.5 Describe any potential hazards associated with the resources and methods of work.			
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.			
	5.2 Dispose of waste and packaging in accordance with legislation.			
	5.3 Maintain a clean work space when moving, handling or storing resources.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Assessor comments/feedback

F/503/1171 643	Moving, Handling and Storing Resources in the Workplace	Level 2	5 Credits

6. Complete the work within the allocated time when moving, handling and/or storing resources.	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: • Progress charts, timetables and estimated times • Organisational procedures for reporting circumstances which will affect the work programme			
7. Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: • Moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques			
	7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: • Sheet material • Loose material • Bagged or wrapped material • Fragile material • Tools and equipment • Components • Liquids			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.			
	7.4 Describe the needs of other occupations when moving, handling and/or storing resources.			

Assessor comments/feedback

J/503/1169 642	Conforming to Productive Working Practices in the Workplace	Level 2	3 Credits

The aim of this unit is to ensure that the candidate has the skills and knowledge required to communicate with colleagues, management and customers to plan, implement and record information in the Construction working environment. This includes the use and completion of documentation in line with Organisational guidelines, meeting deadlines and specifications while maintaining effective working relationships. Candidates will also have to understand the importance of working relationships have on productive working and how to ensure equality and diversity principles are applied when working and communicating with others. Candidates must also have an understanding of howworkactivitiescanmakeapositivecontributiontotheenvironment, includingknowledgeoflowandzerocarbon requirements.

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Communicate with others to establish productive work practices.	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.			
	1.2 Describe the different methods of communicating with line management, colleagues and customers.			
	1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.			
2 Follow organisational procedures to plan the sequence ofwork.	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work.			
	2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.			
	2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the worksequence – reducing carbon emissions.			
	2.4Describehowtocontributetozero/lowcarbonwork outcomes within the built environment.			
3 Maintain relevant records in accordance with the organisational procedures.	3.1 Complete relevant documentation according to the occupation as required by the organisation.			
	3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards – worksheets – material/resource lists – time sheets.			
	3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.			

Assessor comments/feedback

J/503/1169 642	Conforming to Productive Working Practices in the Workplace (continued)	Level 2	3 Credits

4 Maintain good working relationships when conforming to productive working practices.	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/ or other relevant people involved in the work to maintain good working relationships.			
	4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.			
	4.3 Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations.			
	4.4 Describe why it is important to work effectively with line management, colleagues and customers.			
	4.5 Describe how working relationships could have an effect on productive working.			
	4.6 Describe how to apply principles of equality and diversity when communicating and working with others.			

Assessor comments/feedback

H/650/0413 350v3	Installing dry cladding to protect structural steel in the workplace	Level 2	51 Credits

Theaimofthisunitistoensurethecandidatehastheskillsandknowledgerequiredtoconfirmcompetencetoprepare, repair and fix rigid and stone wool dry cladding internally and/or externally to given working instructions relating to at least two of the following:

- vertical
- horizontal
- diagonal.

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing dry cladding to protect structural steel.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/ certification, Control of Substances Hazardous to Health (COSHH), manufacturers' information, Codes of Practice, guidance documents and current regulations/guidance relating to passive fire protection to structural steel in buildings.			
2 Know how to comply with relevant legislation and official guidance when installing dry cladding to protect structural steel	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement and 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, operative, vehicles and tools.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when installing dry cladding to protect structural steel and describe how and when they are used.			
3 Maintain safe and healthy working practices when installing dry cladding to protect structural steel.	3.1 Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when installing dry cladding to protect structural steel.			
	3.2 Demonstrate compliance with given information and relevant legislation when installing dry cladding to protect structural steel in relation to the following: - safe use, storage and handling of access equipment, tools and equipment - safe use, storage and handling of materials - specific risks to health and the environment.			

H/650/0413 350v3	Installing dry cladding to protect structural steel in the workplace (Continued)	Level 2	51 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used relating to installing dry cladding to protect structural steel in relation to: - collective protective measures - local exhaust ventilation (LEV) - personal protective equipment (PPE) - respiratory protective equipment (RPE).			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
	3.6 Demonstrate the safe use of a fire extinguisher relevant to atypicalfire associated with installing dry cladding to protect structural steel as relevant to the operations.			
4 Select the required quantity and quality of resources for the methods of work to install dry cladding to protect structural steel.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: - noggins, soldiers, steel angles and channels, fixings and adhesives - rigid board and stone wool board - hand tools, portable power tools and equipment.			
	4.3 Describe how to confirm that the resources and materials conform to thespecification.			
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to measure quantity, length, area and wastage associated with the method and procedure to install dry cladding to protect structural steel.			
5 Minimise the risk of damage to the work and surrounding area when installing dry cladding to protect structural steel.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6Completetheworkwithin the allocated time when installing dry cladding to protect structuralsteel.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.			
7 Comply with the given contract information to install dry cladding to protect structuralsteeltotherequired specification.	7.1 Demonstrate the following work skills when installing dry cladding to protect structural steel: – measuring, marking out, , cutting, fixing and finishing			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.			
	7.3 Prepare, repair and fix rigid and stone wool dry cladding internally and/or externally to given working instructions relating to at least two of the following: - vertical - horizontal - diagonal			
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: - identify and follow the installation quality requirements - fixrigidandstonewooldrycladdingto internal and external vertical, horizontal and diagonal conditions - fix noggins, soldiers, steel angles and channels - secure by fixings, adhesive, impact fix, staple and weld pins - carry out repairs to damaged cladding - understand the implications of generic interfaces between systems types - ensure the integrity of the substrate - recognise and determine when specialist skills and knowledge are required and report accordingly - recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance - review the quality of the installation - workwith,aroundandincloseproximitytoplant,machinery and existing services - direct and guide the operations and movement of plant and machinery - usehandtools, portable powertooland equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) - workatheight using access apparatus and working platforms.			
	7.5 Describe how to select the material thickness for fire resisting requirements when installing dry cladding to protect structural steel.			
	7.6 Describe the needs of other occupations in the proximity of theworking area and how to communicate effectively within a team when installing dry cladding to protect structural steel.			

H/650/0413 350v3	Installing dry cladding to protect structural steel in the workplace (Continued)	Level 2	51 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	7.7 Describe how to maintain the tools and equipment used when installing dry cladding to protect structural steel.			

Assessor comments/feedback

J/650/0414 351v3	Applying thin film reactive coatings in the workplace	Level 2	67 Credits

Theaimofthisunitistoensurethecandidatehastheskills andknowledgerequiredto confirmcompetenceto, prepare or repair substrates, stir one pack or mix two pack systems and apply and measure thin film reactive coatings to surfaces by spray, brush and roller to given working instructions.

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given informationrelatingtothe workandresources when applyingthinfilmreactive coatings.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/ certification, manufacturers' information, official guidance, Codes ofPractice,guidancedocumentsandcurrentregulations/ guidance relating to applying thin film reactive coatings.			
2 Know how to comply with relevant legislation and official guidance when applying thin film reactive coatings	2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances and with movement / and storage of materials by manual handling and mechanicallifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when applying thin film reactive coatings and describe how and when they are used.			
3 Maintain safe and healthy working practices when applying thin film reactive coatings.	3.1 Use health and safety control equipment safely and comply withthemethodsofworkandsafetycontrolmeasurestocarry out the activity in accordance with current legislation and organisational requirements when applying thin film reactive coatings.			
	3.2 Demonstrate compliance with given information and relevant legislation when applying thin film reactive coatings in relation to the following: - safeuse and storage andhandling of access apparatus, working platforms and tools - safe use, storage, handling and application of materials - specific risks to health and the environment.			

J/650/0414 351v3	Applying thin film reactive coatings in the workplace	Level 2	67 Credits	
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to applying thin film reactive coatings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: - collective protective measures - local exhaust ventilation (LEV) - personal protective equipment (PPE) - respiratory protective equipment (RPE).			

J/650/0414 351v3	Applying thin film reactive coatings in the workplace	Level 2	67 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given work instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
	3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with applying thin film reactive coatings as relevant to theoperations.			
4 Select the required quantity and quality of resources for the methods of work to apply thin film reactive coatings.	4.1 Select resources associated with own work in relation to materials, fixings, tools and equipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – primers, detergents, fillers, tie coats, scrim tape and masking – thin film reactive base coats and top coats – hand tools, portable power tools and equipment.			
	4.3 Describe how to confirm that the resources and materials conform to thespecification.			
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to measure quantity, thickness, volume, area and wastage associated with the method / and procedure to apply thin film reactive coatings.			
5 Minimise the risk of damage to the work and surrounding area when applying thin film reactive coatings.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6Completetheworkwithin the allocated time when applying thin film reactive coatings.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.			

J/650/0414 351v3	Applying thin film reactive coatings in the workplace	Level 2	67 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
7 Comply with the given contract information to apply thin film reactive coatings to the required specification.	7.1 Demonstrate the following work skills when applying thin film reactive coatings: –washing, abrading, stirring, mixing, applying and measuring.			
	7.2 Review and record substrate and ambient conditions.			
	7.3 Use and maintain hand tools, portable power tools and ancillary equipment.			
	7.4 Prepare or repair substrates.			
	7.5 Stir one pack or mix two pack systems.			
	7.6 Apply and measure thin film reactive coatings to surfaces by spray, brush and roller to given working instructions.			
	7.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –identify and follow the installation quality requirements –identify different types of substrate –review and record substrate and ambient conditions –measure the primer dry film thickness (DFT) –establish the integrity of the substrate –prepare and repair substrates apply and measure thin film reactive coatings to surfaces by spray, brush and roller –control wet film thickness (WFT) –understand the loading/thickness tables and the relationship between DFT and WFT –repair defective / and damaged coatings –apply top-coat –review the quality of the application including dry-film thickness (DFT) –check and clean application equipment to manufacturer's instructions –understand the implications of the generic interfaces between systems types –recognise and determine when specialist skills and knowledge are required and report accordingly –recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) –work at height using access equipment			
	7.8 Describe the effects that changing environmental conditions have on the application process.			
	7.9 Describe the material thickness for fire resisting requirements when applying thin film reactive coatings.			
	7.10 Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when applying thin film reactive coatings.			
	7.11 Describe how to maintain the tools and equipment used when applying thin film reactive coatings.			

Assessor comments/feedback

K/650/0415 352v3	Installing fire resisting ductwork systems in the workplace	Level 3	58 Credits

Theaimofthisunitistoensurethecandidate hastheskills andknowledgerequiredtoconfirmcompetenceto, install and/or repair at least one of the following fire resisting ductwork and supporting systems to given working instructions for:

- kitchen extraction
- smoke extraction
- ventilation
- pressurisation systems
- car park ductswork.

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing fire resisting ductwork systems.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation and certification, manufacturers' information, Codes of Practice, guidance documents and current regulations/guidance relating to installing fire resisting ductwork systems in governing buildings.			
2 Know how to comply with relevant legislation and official guidance when installing fire resisting ductwork systems.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement / and storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative and vehicles and tools.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when installing fire resisting ductwork systems and describe how and when they areused.			
3 Maintain safe and healthy working practices when installing fire resisting ductwork systems.	3.1 Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when installing fire resisting ductwork systems.			
	3.2 Demonstrate compliance with given information and relevant legislation when installing fire resisting ductwork systems in relation to the following: -safeuse, storageandhandlingofaccessapparatus, working platforms and tools -safe use, storage and handling of materials -specific risks to health and the environment			

K/650/0415 352v3	Installing fire resisting ductwork systems in the workplace (Continued)	Level 3	58 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing fire resisting ductwork systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: -collective protection measures -local exhaust ventilation (LEV) -personal protective equipment (PPE) -respiratory protective equipment (RPE).			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
	3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing fire resisting ductwork systems as relevant to the operations.			
4 Select the required quantity and quality of resources for the methods of work to install fire resisting ductwork systems.	4.1 Select resources associated with own work in relation to materials, components, tools andequipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – prefabricated duct systems, primary duct systems and secondary duct protection systems – pre-coated steel ducts, metal faced board, rigid board, and stone wool board/wrap – steelangles, channels androds, coverstrip, fixings, adhesive and sealants – hand tools portable power tools and equipment.			
	4.3 Describe how to confirm that the resources and materials conform to thespecification.			
	4.4 Describe how the resources should be used correctly, and how problems associated with the resources are reported			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to measure quantity, length, area and wastage associated with the method and procedure to install fire resisting ductwork systems.			
5 Minimise the risk of damage to the work and surrounding area when installing fire resisting ductwork systems.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			

K/650/0415 352v3	Installing fire resisting ductwork systems in the workplace (Continued)	Level 3	58 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6Completetheworkwithin the allocated time when installing fire resisting ductwork systems.	6.1 Demonstrate completion of the work within the allocated time			
	6.2 Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.			
7 Comply with the given contractinformationtoinstall fireresistingductworksystems to the required specification.	7.1 Demonstrate the following work skills when installing fire resisting ductwork systems: – measuring, marking out, fitting, cutting, drilling, finishing, positioning and securing.			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment			
	7.3 Install and/or repair at least one of the following fire resisting ductwork and supporting systems to given working instructions for: – kitchen extraction – smoke extraction – ventilation – pressurisation systems – car park ductswork. - Describehowto applysafeandhealthywork practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements. – ensure the integrity of the substrate – install and repair fire resisting ductwork and supporting systems for kitchen extraction, smoke extraction, ventilation, pressurisation systems, car park ductswork – verify that the supporting system components are compliant with overall fire performance of the ducting system – install fire resisting cladding to existing ductwork and appropriate supporting systems – understand the purpose of the ductwork being installed – understand the correct use and methods of installation of inspection hatches – understand the implications of the generic interfaces between systems types –understand the function of fire compartments –understand the types of and installation of fire dampers –recognise and determine when specialist skills and knowledge are required and report accordingly –workwith,aroundandinclose proximitytoplantandmachinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) –work at height –use access equipment.			

K/650/0415 352v3	Installing fire resisting ductwork systems in the workplace (Continued)	Level 3	58 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	7.4 Describe the needs of other occupations in the proximity of thearea and how to communicateeffectively within ateam when installing fire resisting ductwork systems.			
	7.5 Describe how to maintain the tools and equipment used when installing fire resisting ductwork systems.			

Assessor comments/feedback

L/650/0416 353v4	Installing fire stopping and penetration seals in the workplace	Level 2	69 Credits

Theaimofthisunitistoensurethecandidatehastheskillsandknowledgerequiredtoconfirmcompetenceto,prepare and install fire stopping to voids, gaps and openings penetrations within fire-resisting ceilings, floors and walls, including around plastic pipes, cables and insulated pipes and to at least three of the following penetration types, to given working instructions relating to:

- linear gaps
- cable trunking
- cable trays
- metal pipes
- ducts with or without fire damper
- large blank openings
- switch boxes.

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing fire stopping and penetration seals.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification and manufacturers' information			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/ certification, manufacturers' information, Codes of Practice, and current regulations and guidance relating to installing fire stopping and penetration seals in buildings.			
2 Know how to comply with relevant legislation and official guidance when installing fire stopping and penetration seals.	2.1 Describe their responsibilities regarding potential accidents, health hazards and environment, whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company,operative, vehicles and tools.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when installing fire stopping and penetration seals.			
3 Maintain safe and healthy working practices when installing fire stopping and penetration seals.	3.1 Use health and safety control equipment safely and comply withthemethodsofworkandsafetycontrolmeasurestocarry out the activity in accordance with current legislation and organisational requirements when installing fire stopping and penetration seals.			
	3.2 Demonstrate compliance with given information and relevant legislation when installing fire stopping and penetration seals in relation to the following: - safeuse, storageandhandling ofaccess apparatus, working platforms and tools - safe use, storage and handling of materials - specific risks to health and the environment.			

L/650/0416 353v4	Installing fire stopping and penetration seals in the workplace	Level 2	69 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.3 Explain why and when personal protective equipment (PPE) health and safety control equipment, identified by the principles of prevention, should be used, relating to installing fire stopping, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: -collective protective measures -local exhaust ventilation (LEV) -personal protective equipment (PPE) -respiratory protective equipment (RPE).			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
	3.6Demonstratethesafeuseofafireextinguisherrelevanttoa typical fire associated with installing fire stopping and penetration seals as relevant to the operations.			
4 Select the required quantity andqualityofresourcesforthe methods of work to install fire stopping and penetration seals.	4.1 Select resources associated with own work in relation to materials, components, fixings tools and equipment			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – steel support and reinforcement systems – batts, pillows, plugs/blocks, mortars/compounds, foam, seals/ slabs/strips, sealants, stone wool and fibre barriers, collars/pipe wraps and proprietary systems – fittings and fixings – hand tools, portable power tools and equipment.			
	4.3 Describe how to confirm that the resources and materials conform to thespecification.			
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to measure quantity, length, area and wastage associated with the method and procedure to install fire stopping and penetration seals.			
5 Minimise the risk of damage to the work and surrounding area when installing fire stopping and penetration seals.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

L/650/0416 353v4	Installing fire stopping and penetration seals in the workplace	Level 2	69 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
6Completetheworkwithin the allocated time when installingfirestoppingand penetration seals.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.			

Assessor comments/feedback

L/650/0416 353v4	Installing fire stopping and penetration seals in the workplace	Level 2	69 Credits

7 Comply with the given contract information to install fire stopping and penetration seals to the required specification.	7.1 Demonstrate the following work skills when installing fire stopping and penetration seals: – measuring, positioning, marking out, drilling, fixing, shuttering, mixing, pouring, cutting, fitting, finishing, positioning and securing.			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.			
	7.3 Prepare and install fire stopping to voids, gaps and openings within fire-resisting ceilings, floors and walls, including around plastic pipes, cables and insulated pipes and to at least three of the following penetration types, to given working instructions relating to: –linear gaps –cable trunking –cable trays –metal pipes –ducts with or without fire damper –large blank openings –switch boxes. – Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –prepare and install fire stopping to voids, gaps and openings within fire resisting ceiling, floor and wall installations –prepare and install fire stopping around plastic pipes, cables and insulated pipes to the following penetration types: linear gaps, cable trunking, cable trays, metal pipes, ducts with or without fire dampers, large blank openings and switch boxes –install batts, pillows, plugs/blocks, mortars/compounds, foam, seals/slabs/strips, sealants, stone wool and fibre barriers, collars/ pipe wraps and proprietary systems –fix steel support and reinforcement systems –identify and follow the installation quality requirements, ensuring an effective seal on both side –ensure the integrity of the substrate –understand the scope and limitations of fire stopping systems –carry out repairs to, or replacement of, fire stopping systems –recognise and determine when specialist skills and knowledge are required and report accordingly –recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –understand the implications of the generic interfaces between systems types –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) –work at height –use access equipment.			

L/650/0416 353v4	Installing fire stopping and penetration seals in the workplace	Level 2	69 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	7.4 Describe the implications of fire and smoke transfer due to incorrect installation.			
	7.5 Describe the fire resisting requirements when installing fire stopping and penetrationseals.			
	7.6 Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when installing fire stopping and penetration seals.			
	7.7 Describe how to maintain the tools and equipment used when installing fire stopping and penetration seals.			

Assessor comments/feedback

R/650/0418 354v3	Installing flexible (non-mechanical) cavity barriers in the workplace	Level 2	51 Credits

Theaimofthisunitistoensurethecandidatehastheskillsandknowledgerequiredtoconfirmcompetenceto,prepare and install flexible (non-mechanical) fire and smoke cavity barriers within floor and ceiling voids including sealing around service penetration to given working instructions.

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing flexible (non-mechanical) cavity barriers.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification and manufacturers' information			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/ certification, manufacturers' information, Codes of Practice and currentregulations/guidancerelatingtoinstallingflexible(non-mechanical) cavity barriers in buildings.			
2 Know how to comply with relevant legislation and official guidance when installing flexible (non-mechanical) cavity barriers.	2.1 Describe their responsibilities potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and 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 operative, vehicles and tools.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when installing flexible (non-mechanical) cavity barriers and how and when they areused.			
3 Maintain safe and healthy working practices when installing flexible (non-mechanical) cavity barriers.	3.1 Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when installing flexible (non-mechanical) cavity barriers.			
	3.2 Demonstrate compliance with given information and relevant legislation when installing flexible (non-mechanical) cavity barriers in relation to the following: -safeuse,storageandhandlingofaccessapparatus,working platforms and tools -safe use, storage and handling of materialsspecific risks to health and the environment.			

	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing flexible (non-mechanical) cavity barriers, and the types, purpose and limitations of each type the work situation and general work environment in relation to: -collective protective measures -local exhaust ventilation (LEV) -personal protective equipment (PPE) -respiratory protective equipment (RPE).			

R/650/0418 354v3	Installing flexible (non-mechanical) cavity barriers in the workplace (Continued)	Level 2	51 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
	3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing flexible (non-mechanical) cavity barriers as relevant to the operations.			
4 Select the required quantity and quality of resources for the methods of work to install flexible (non-mechanical) cavity barriers.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: –stone wool/proprietary fire and smoke (non-mechanical) cavity barriers –proprietary penetration sealing systems –fittings and fixings –hand tools, and/or portable powered tools and equipment.			
	4.3 Describe how to confirm that the resources and materials conform to thespecification.			
	4.4 Describe how the resources should be used correctly, and how problems associated with the resources are reported			
	4.5 Explain why the organisational procedures have been developedand how theyare usedfortheselection of the required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to measure quantity, length, area and wastage associated with the method and procedure to install flexible (non-mechanical) cavity barriers.			
5 Minimise the risk of damage to the work and surrounding area when installing flexible (non-mechanical) cavity barriers.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6Completetheworkwithin the allocated time when installing flexible (non-mechanical)cavitybarriers.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 Describe the purpose of the work programme and explain why timescalesanddeadlinesshouldbekeptinrelationto: –organisational procedures for reporting circumstances which will affect the work programme.			

R/650/0418 354v3	Installing flexible (non-mechanical) cavity barriers in the workplace (Continued)	Level 2	51 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
7 Comply with the given contract information to install flexible (non-mechanical) cavity barriers to the required specification.	7.1 Demonstrate the following work skills when installing flexible (non-mechanical) cavity barriers: – measuring, positioning, marking out, drilling, fixing, stapling and stitching and securing.			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.			
	7.3 Prepare and install flexible (non-mechanical) fire and smoke cavity barriers within floor and ceiling voids including sealing around service penetration to given working instructions.			
	7.4Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –identify and follow the installation quality requirements –prepare and install fire and smoke flexible (non-mechanical) cavity barriers within floor and ceiling voids –ensure the integrity of the substrate –install steel angles, plates and channels –install stone wool and proprietary (non-mechanical) cavity barriers –sealing around service penetrations –carry out repairs to or replacement of proprietary (non-mechanical) cavity barriers –understand the implications of the generic interfaces between systems types –recognise and determine when specialist skills and knowledge are required and report accordingly –determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) –work at height –use access equipment.			
	7.5 Describe the fire resisting requirements when installing flexible (non-mechanical) cavity barriers.			
	7.6 Describe the implications of incorrect installation.			
	7.7 Describe the needs of other occupations in the proximity of theworking area and how to communicate effectively within a team when installing flexible (non-mechanical) cavity barriers.			
	7.8 Describe how to maintain the tools and equipment used wheninstallingflexible(non-mechanical)cavitybarriers.			

Assessor comments/feedback

T/650/0419 355v3	Erecting fire resisting walls and wall linings in the workplace	Level 2	61 Credits

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to, set out, erect and/or repair fire resisting framework walls and wall linings to given working instructions.

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 erecting fire resisting walls and wall linings.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification and manufacturers' information			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: –drawings, specification, schedules, method statements, risk assessments, work instructions, fire performance documentation/ certification, manufacturers' information, Codes of Practice, guidance documents, and current regulations and guidance relating to erecting fire resisting walls and wall linings in buildings.			
2 Know how to comply with relevant legislation and official guidance when erecting fire resisting walls and wall linings.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative. vehicles and tools.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe and healthy working practices when erecting fire resisting walls and wall linings.	3.1 Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements erecting fire resisting walls and wall linings.			
	3.2 Demonstrate compliance with given information and relevant legislation when erecting fire resisting walls and wall linings in relation to the following: - safe use, storage and handling of access apparatus, working platforms and tools - safe use, storage and handling of materials specific risks to health and the environment.			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to erecting fire resisting walls and wall linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: -collective protective measures -local exhaust ventilation (LEV) -personal protective equipment (PPE) -respiratory protective equipment (RPE).			

T/650/0419 355v3	Erecting fire resisting walls and wall linings in the workplace	Level 2	61 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
	3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with erect fire resisting walls and wall linings as relevant to the operations.			
4 Select the required quantity and quality of resources for the methods of work to erect fire resisting walls and wall linings.	4.1 Select resources associated with own work in relation to materials, components, tools and equipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – steel angles channels and studs – framing materials, boards and insulation, fixings, fittings – hand tools, portable power tools and equipment.			
	4.3 Describe how to confirm that the resources and materials conform to thespecification.			
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to measure quantity, length, area and wastage associated with the method and procedure to erect fire resisting walls and wall linings.			
5Minimisetheriskofdamage to the work and surrounding area when erecting fire resisting walls and wall linings.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6 Complete the work within the allocated time when erecting fire resisting walls and wall linings.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: –organisational procedures for reporting circumstances which will affect the work programme.			

T/650/0419 355v3	Erecting fire resisting walls and wall linings in the workplace	Level 2	61 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
7 Comply with the given contract information to erect fire resisting walls and wall linings to the required specification.	7.1 Demonstrate the following work skills when erecting fire resisting walls and wall linings. – measuring, marking out, cutting, fitting, finishing, positioning and securing.			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.			
	7.3Setout,erectand/orrepairfireresistingframeworkwallsand wall linings to given working instructions.			
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –understand the performance functions of a fire wall, common failure points and the implications of incorrect installation –identify and follow the installation quality requirements –understand the specific system components –understand the implications of the generic interfaces between systems types –ensure the integrity and suitability of the substrate –set out and erect fire resisting lightweight framework walls and wall linings –repair fire resisting lightweight walls and wall linings –form joints to structures and openings –provide for 'second fix' items form load-bearing requirements –install deflection head details –understand the requirements for the correct fire resistant finish –recognise and determine when specialist skills and knowledge are required and report accordingly –recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) –work at height –use access equipment.			
	7.5 Describe the fire resisting requirements when erecting fire resisting walls and wall linings.			
	7.6 Describe the needs of other occupations in the proximity of theworking area and how to communicate effectively within a team when erecting fire resisting walls and wall linings.			
	7.7 Describe how maintain the tools and equipment used when erecting fire resisting walls and wall linings.			

Assessor comments/feedback

D/650/0420 356v3	Erecting fire resisting ceiling systems in the workplace	Level 3	61 Credits

Theaimofthisunitistoensurethecandidatehastheskills andknowledgerequiredtoconfirmcompetencetosetout, erect and repair fire resisting ceiling systems to given working instructions.

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when erecting fire resisting ceiling systems.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/ certification, manufacturers' information, Codes of Practice, guidance documents and current regulations and guidance relating to erecting fire resisting ceiling systems in buildings			
2 Know how to comply with relevant legislation and official guidance when erecting fire resisting ceiling systems.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative vehicles and tools.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when erecting fire resisting ceiling systems and describe how and when they are used			
3 Maintain safe and healthy working practices when erecting fire resisting ceiling systems.	3.1 Use health and safety control equipment safely and comply withthemethodsofworkandsafetycontrolmeasurestocarry out the activity in accordance with current legislation and organisational requirements when erecting fire resisting ceiling systems.			
	3.2 Demonstrate compliance with given information and relevant legislation when erecting fire resisting ceiling systems in relation to the following: - safeuse, storageandhandling ofaccess apparatus, working platforms and tools - safe use, storage and handling of specific risks to health and the environment.			
	3.3 Explain why and when health and safety control equipment should be used, relating to erecting fire resisting ceiling systems, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: -collective protective measures -local exhaust ventilation (LEV) -personal protective equipment (PPE) -respiratory protective equipment (RPE).			

D/650/0420 356v3	Erecting fire resisting ceiling systems in the workplace	Level 3	61 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
3 Maintain safe and healthy working practices when erecting fire resisting ceiling systems.	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
	3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with erecting fire resisting ceiling systems as relevant to theoperations.			
4 Select the required quantity and quality of resources for the methods of work to erect fire resisting ceiling systems.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – steel angles and channels, support systems and studs – framing materials, boards and insulation, and fixings and fittings – hand tools, portable power tools and equipment.			
	4.3 Describe how to confirm that the resources and materials conform to thespecification.			
	4.4 Describe how the resources should be used correctly, and how problems associated with the resources are reported			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to measure quantity, length, area and wastage associated with the method and procedure to erect fire resisting ceiling systems.			
5 Minimise the risk of damage to the work and surrounding area when erecting fire resisting ceiling systems.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6Completetheworkwithin the allocated time when erecting fire resisting ceiling systems.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.			

D/650/0420 356v3	Erecting fire resisting ceiling systems in the workplace	Level 3	61 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
7 Comply with the given contract information to erect fire resisting ceiling systems to the required specification.	7.1 Demonstrate the following work skills when erecting fire resisting ceiling systems: – measuring, marking out, cutting, fitting, finishing, positioning and securing.			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.			
	7.3 Set out, erect and repair fire resisting ceiling systems to given working instructions.			
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – understand the performance functions of a fire resisting ceiling, common failure points and the implications of incorrect installation –identify and follow the installation quality requirements –ensure the integrity and suitability of the substrate –set out, erect and secure fire resisting ceiling systems –carry out repairs to damaged fire resisting ceiling systems –understand the specific system components –understand the implications of the generic interfaces between systems types –provide for 'second fix' items –understand the requirements for the correct fire resistant finish –recognise and determine when specialist skills and knowledge required and report accordingly –determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance. –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) –work at height –use access equipment.			
	7.5 Describe the fire resisting requirements when erecting fire resisting ceiling systems.			
	7.6 Describe the needs of other occupations in the proximity of the work area and how to communicate effectively within a team when erecting fire resisting ceiling systems.			
	7.7 Describe how to maintain the tools and equipment used when erecting fire resisting ceiling systems.			

Assessor comments/feedback

F/650/0421 357v3	Applying non-reactive spray coatings in the workplace	Level 2	67 Credits

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to mix materials with correct water ratios for required time and paddle/augur speeds and measure to manufacturer's density requirements, prepare concrete, steel and reinforcement to receive non-reactive spray coatings to given working instructions and apply non-reactive spray coatings materials to given working instructions

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 applying non-reactive spray coatings.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification and manufacturer's information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/ certification, manufacturers' information, Codes of Practice, guidance documents and current regulations/guidance relating to applying non-reactive spray coatings in governing buildings.			
2 Know how to comply with relevant legislation and official guidance when applying non-reactive spray coatings.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative., vehicles and tools			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when applying non-reactive spray coatings and describe how and when they are used.			
3 Maintain safe and healthy working practices when applying non-reactive spray coatings.	3.1 Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when applying non-reactive spray coatings.			
	3.2 Demonstrate compliance with given information and relevant legislation when applying non-reactive spray coatings in relation to the following: - safe use, storage and handling of access apparatus, working platforms and tools - safe use, storage, handling and application of materials - specific risks to health and environment.			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to applying non-reactive spray coatings, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: - collective protective measures - local exhaust ventilation (LEV) - personal protective equipment (PPE) - respiratory protective equipment (RPE).			

F/650/0421 357v3	Applying non-reactive spray coatings in the workplace	Level 2	67 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
	3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with applying non-reactive spray coatings as relevant to theoperations.			
4Selectthe requiredquantity and quality of resources for the methodsofworktoapply non-reactive spraycoatings.	4.1 Select resources associated with own work in relation to materials, components, tools andequipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: –spray material –masking materials –potable water –primers,, reinforcement, fixings –hand tools, portable power tools and spray pumping equipment.			
	4.3 Describe how to confirm that the resources and materials conform to thespecification.			
	4.4 Describe how the resources should be used correctly and how problems associated withthe resources are reported.			
	4.5 Explain why the organisational procedures have been developedand how theyare usedfortheselection of the required resources.			
	4.6 Describe any potential hazards associated with the resources and methods ofwork.			
	4.7 Describe how to measure quantity, length, area and wastage associated with the method and procedure to apply non-reactive spray coatings.			
5 Minimise the risk of damage to the work and surrounding area when applying non-reactive spray coatings.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6Completetheworkwithin the allocated time when applying non-reactivespray coatings.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.			

F/650/0421 357v3	Applying non-reactive spray coatings in the workplace	Level 2	67 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
7 Comply with the given contractinformationtoapply non-reactivespraycoatingsto the required specification.	7.1 Demonstrate the following work skills when applying non-reactive spray coatings: – measuring, cleaning, , priming, positioning and securing.			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment			
	7.3 Select the appropriate spray equipment based on material selection.			
	7.4 Mix materials with correct water ratios for required time and paddle/augur speeds and measure to manufacturer's density requirements.			
	7.5 Prepare concrete, steel and reinforcement to receive non-reactive spray coatings to given working instructions.			
	7.6 Apply non-reactive spray coatings materials to given working instructions			
	7.7 Carry out repairs to product specification.			
	7.8 Carry out repairs to coatings as per product specification.			
	7.9 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –identify and follow the installation quality requirements –select the appropriate spray equipment based on material selection –assess the substrate condition for application –understand howto mix materials withcorrect water ratios for required times and paddle/augur speeds and measure to manufacturer's density requirements –spray non-reactive coatings to concrete, steel and reinforcement –identify substrate and compatibility requirements –secure reinforcement –carry out repairs in accordance with product specification –review the quality of the application including the required thickness –protect environment from wet and dry waste –understand the implications of the generic interfaces between system types –recognise and determine when specialist skills and knowledge are required and report accordingly –recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) –work at height using the appropriate access equipment.			
	7.10 Describe the effects of changing environmental conditions on the applicationprocess.			

F/650/0421 357v3	Applying non-reactive spray coatings in the workplace	Level 2	67 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	7.11 Describe the selection of material thickness for fire resisting requirements when applying non-reactive spray coatings.			
	7.12 Describe the needs of other occupations in the proximity of the work area and how to communicate effectively within a team when applying non-reactive spray coatings.			
	7.13 Describe how to maintain the tools and equipment used when applying non-reactive spray coatings.			

Assessor comments/feedback

H/650/0422 358V3	Installing fire resisting timber door assemblies and doorsets in the workplace	Level 2	69 Credits

Theaimofthisunitistoensurethecandidatehastheskillsandknowledgerequiredtoconfirmcompetencetoprepare and install fire resisting timber door assemblies and door sets to given working instructions and to specifications

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing fire resisting timber door assemblies and doorsets.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, fire performance documentation/certification and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements risk assessments, work instructions, fire performance documentation/ certification, manufacturers' information, official guidance, current regulations governing buildings, Codes of Practice and guidance documents.			
2 Know how to comply with relevant legislation and official guidance when installing fireresistingtimberdoor assemblies and doorsets.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe and healthy working practices when installing fire resisting timber door assemblies and doorsets.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing fire resisting timber doorsets.			
	3.2 Demonstrate compliance with given information and relevant legislation when installing fire resisting timber door assemblies and doorsets. in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks tohealth.			
	3.3 Explainwhyandwhenhealthandsafetycontrolequipment, identified by the principles of prevention should be used, relating to installing fire resisting timber doorsets, and the types, purpose andlimitationsofeachtype, theworksituationandgeneralwork environment, in relation to: –collective protective measures –personal protective equipment (PPE) –respiratory protective equipment (RPE) –local exhaust ventilation (LEV)			

H/650/0422 358V3	Installing fire resisting timber door assemblies and doorsets in the workplace (Continued)	Level 2	69 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4 Select the required quantity and quality of resources for the methods of work to install fire resisting timber door assemblies and doorsets.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: –manufacturer's installation instructions –fire doors –fire door frames –fixings, ironmongery and furniture –intumescent seals and cold smoke seals –hand tools, portable power tools and equipment.			
	4.3 Describe how to check that all the correct materials and components conform to the fire performance documentation/ certificates.			
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work			
	4.7 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install fire resisting timber door assemblies and doorsets.			
5 Minimise the risk of damage to the work and surrounding area when installing fire resisting timber door assemblies and doorsets.	5.1 Protecttheworkanditssurroundingareafromdamage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clean work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6 Complete the work within the allocated time when installing fire resisting timber door assemblies and doorsets.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

H/650/0422 358V3	Installing fire resisting timber door assemblies and doorsets in the workplace (Continued)	Level 2	69 Credits

Learningoutcome.Thelearner will:	Assessment criteria. The learner can:	Evidence.ref.no		
7 Comply with the given contract information to install fire resisting timber door assemblies and doorsets. to the required specification.	7.1 Demonstrate the following work skills when installing fire resisting timber doorsets: –measuring, marking out, drilling, fixing, sealing, cutting, fitting, finishing, positioning and securing.			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.			
	7.3 Prepare and install fire resisting timber door assemblies and door sets to given working instructions and to specification.			
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –ensure compliance with fire performance documentation/ certification –ensure no alterations have been carried out which may affect the fire certification of the door –ensure surrounding construction is to specification –check all component parts are undamaged –install doorframes to specification with defined fixings and seals –install intumescent protection into void, (wall and frame) as per specification –install door-leaves to specification with defined fixings and seals –install cold smoke seals according to specification –install intumescent seals to specification –confirm specified intumescent protection is fitted to ironmongery/furniture –fit specified ironmongery/furniture ensuring the use of a compliant fixing regime –recognise and determine when specialist skills and knowledge are required and report accordingly –work with, around and in close proximity to plant and machinery –use hand tools, portable power tools and equipment –use access equipment.			
	7.5 Describe the fire resisting requirements when installing fire resisting timber doorsets.			
	7.6 Describe the implications of incorrect installation.			
	7.7 Describe the needs of other occupations and how to communicate effectively within a team when installing fire resisting timber doorsets.			
	7.8 Describe how to maintain the tools and equipment used when installing fire resisting timber doorsets.			

Assessor comments/feedback

Notes

Notes

GQA, Unit 1, 12 O’clock Court, Attercliffe Road, Sheffield, S4 7WW
Tel: 0114 272 0033/272 0080
Email: info@gqaqualifications.com Website: www.gqaqualifications.com