CONSTRUCTION

GQA Level 2 NVQ Diploma for Wood Occupations (Construction)- Architectural Joinery

Qualification Number 610/7436/6

Qualification specification

Summary of changes

This section records the version history of this qualification specification. Centres must ensure that they are using the most current approved version available via the GQA website and GQAonline

Version	1
Publication date	01/08/2026
Summary of amendments	First publication of specification

Contents

Qualification Summary

Qualification Title	GQA Level 2 NVQ Diploma For Wood Occupations (Construction) – Architectural Joinery
Qualification Review Date	31/07/2026
Qualification Number	610/7436/6
Total Qualification Time (TQT)	470
Guided Learning Hours	334
Credit value	47
Qualification purpose	This qualification enables the learner, to demonstrate and recognise their skills, knowledge and understanding and to demonstrate your competence in a real workplace environment so that they can work as a bench joiner or architectural joiner within the construction industry.
Grading	Pass/Fail
Assessment	Portfolio of Evidence
Entry Requirements	No specific requirements
Progression	On completion of the GQA Level 2 NVQ Diploma in Wood Occupations (Construction) -Architectural Joinery qualification the learner will have obtained the skills, knowledge and understanding and demonstrated competence to progress on to a higher level qualification in the same or similar occupational area. Further training and/or experience could enable entry into supervisory and management positions within the workplace.

1: Introduction

GQA Qualifications

GQA Qualifications Limited is an Awarding Body for specialist sectors and occupational roles. Our current qualifications cover a wide range of sectors, including the Glass and Fenestration Industries, Construction, Print, Automotive Glazing, Polymers, Nuclear, Chimney Occupations, Meteorology and Print.
GQA works with employers, industry experts and training providers to ensure qualifications are relevant, robust and aligned to current industry practice

Centre Approval

To offer a GQA qualification, a centre must be recognised and approved by GQA. Approval requires centres to show they have appropriate systems, resources and competent staff in place to deliver, assess and quality assure the qualification.

Centres must provide evidence of:

- suitably qualified and occupationally competent staff
- effective internal quality assurance arrangements
- appropriate physical and learning resources
- policies and procedures that support learner protection and regulatory compliance

Approval decisions are based on the sufficiency of these arrangements for the qualification being delivered. Centres must also gain approval for each qualification they intend to offer, and no learner assessment may take place until both centre and qualification approval have been confirmed by GQA.

Qualification Specification

Each GQA qualification is supported by a qualification specification containing the information centres need to deliver, assess and quality assure the qualification.

The qualification specification is a controlled document and must be used by centres to plan delivery and assessment. Relevant GQA policies and procedures, including those for centre approval, appeals, reasonable adjustments and recognition of prior learning, are available via the GQA website and GQAonline.

Qualification specifications can also be found on our website: https://g-q.a.com. and for existing approved centres can be downloaded from GQAonline.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

2. Qualification structure

Mandatory Units

Unit number	Unit name	Credit value	GLH
M/652/1497	Marking out from setting out details for routine architectural joinery products in the workplace	12	80
R/652/1505	Manufacturing routine architectural joinery products in the workplace	19	103
L/652/1503	Conforming to general health, safety and welfare in the workplace	2	17
K/652/1502	Conforming to productive working practices in the workplace	3	20
J/652/1501	Moving, handling and storing resources in the workplace	5	27

Unit number	Unit name	Credit value	GLH
Optional units - ONE Unit required			
T/652/1506	Producing setting out details for routine architectural joinery products in the workplace	14	87
M/652/1504	Setting up and using transportable cutting and shaping machines in the workplace	26	130

Total Qualification Time

Total Qualification Time (TQT) is the estimated time a learner typically needs to achieve the qualification, including guided learning, independent study, workplace activity and assessment.

The TQT for this qualification is: 470 hours.

Guided Learning Hours

Guided Learning Hours (GLH) represent the time spent being taught, instructed or supervised by a tutor, trainer or assessor

The GLH for this qualification is: 334 hours.

Entry guidance

Learners must be aged 16 years or above and be employed in, or have access to, a suitable work environment that allows them to generate evidence across all mandatory qualification requirements. Prior to registration, an initial assessment must confirm occupational relevance, identify any learning support requirements, and verify that the learner has the opportunity to achieve the qualification in full.

Achieving this qualification

To be awarded this qualification, learners must achieve 5 mandatory units and one optional unit.

Resource requirements

There are no prescribed mandatory physical resources for this qualification. Centres must, however, ensure learners have access to a working environment, information, documentation, staff support and assessment arrangements needed to generate valid evidence across all units.

How the qualification is assessed

This qualification is internally assessed through a portfolio of evidence generated from the learner's workplace practice and externally quality assured by GQA. Assessment is based on achievement of the published learning outcomes and assessment criteria.

Assessment strategy

Assessment must be planned, conducted and quality assured so that evidence is valid, authentic, sufficient, current and reliable.

Purpose and principles

- **Validity**: evidence must directly relate to the published learning outcomes and assessment criteria, and reflect the level and intent of each unit.
- **Authenticity**: evidence must be the learner's own work and contribution, clearly attributable and confirmed by the learner and assessor.
- **Sufficiency**: there must be enough evidence to support a confident judgement of full achievement.
- **Currency:** evidence must reflect current competence and current organisational practice.
- R**eliability** and consistency: assessment decisions must be consistent across assessors and learners through standardisation and internal quality assurance.
- **Fairness and accessibility**: assessment must provide equal opportunity for all learners, supported by reasonable adjustments where appropriate, without compromising validity.
- **Transparency:** learners must understand assessment requirements, evidence expectations, feedback processes, and the routes for appeals and complaints.
- **Confidentiality and information governance:** evidence must be managed securely and redacted/anonymised where required.

Assessment approach

Assessment is criterion-referenced. Learners must meet all learning outcomes and assessment criteria for each unit. The qualification is not graded and is awarded on a Pass/Fail basis.

Assessment may be holistic where this reflects authentic workplace practice, provided evidence is clearly mapped to each unit, learning outcome and assessment criterion.

Permitted forms of evidence

Evidence may include workplace documents, reports, professional discussion, assessor observation, witness testimony, reflective accounts and structured written responses, provided it is valid, appropriate and can be authenticated.

Centres must ensure the evidence selected is appropriate to the demands of each criterion. Competence-based criteria must be evidenced through workplace practice, while knowledge-based criteria must not rely solely on unsupported claims of activity.

Where workplace documents are used as evidence, centres and learners must ensure that confidential, commercially sensitive or personal data is appropriately redacted/anonymised and that the portfolio makes clear the version of the document used and the learner's specific contribution.

Workplace evidence requirements

Evidence must come from the learner's own workplace practice within an organisational context that provides sufficient opportunity to meet the qualification requirements. Centres must confirm, through initial assessment and ongoing review, that the learner's role remains suitable.

For the alternative pathway units, centres must use initial assessment to select the most appropriate option for the learner's role and organisational context. Learners must not complete both units.

Evidence control, authenticity and authorship

All evidence must be attributable to the learner. Learners must confirm authenticity, and assessors must take reasonable steps to verify authorship and validity.

Where digital or AI-enabled tools are used, learners remain responsible for the submitted content. Centres must ensure confidentiality is protected and evidence is stored securely in line with centre procedures and GQA requirements.

Malpractice plagiarism and the use of AI tools

Centres must have procedures to prevent, detect and manage malpractice, including plagiarism and the submission of work that is not the learner's own.

If AI tools are used, centres should require learners to declare this and, where necessary, confirm understanding through questioning or professional discussion.

Sufficiency, currency and cross-referencing

Evidence must be sufficient, current and clearly cross-referenced so each assessment criterion can be identified and assessed with confidence.

Recognition of Prior Learning (RPL) may be used only in line with GQA requirements and must not undermine the need to demonstrate current, applied competence.

Simulation

Simulation must not be used unless it is expressly permitted within unit requirements or approved by GQA in accordance with its published policy. Where simulation is permitted in limited circumstances, centres must document the rationale, confirm how the scenario reflects realistic workplace conditions, and ensure that simulation does not replace evidence of real workplace practice where such evidence is required.

Assessment planning and judgement

Centres must plan assessments so evidence is generated in a valid, manageable and proportionate way. Assessment decisions must be based only on the published requirements and the evidence presented.

Internal quality assurance and standardisation

All assessment decisions must be subject to internal quality assurance. Centres must operate standardisation and IQA arrangements that support valid, reliable and consistent assessment decisions, with appropriate separation between assessment and IQA activity.

External quality assurance

GQA will apply external quality assurance to confirm that centres are assessing and quality assuring the qualification in accordance with its requirements. Operational requirements relating to external quality assurance are set out later in this specification.

Internal assessment

Each learner must produce a portfolio of evidence showing achievement of all learning outcomes and assessment criteria for each unit. Centres must ensure evidence is clearly mapped, assessed and internally quality assured.

Pre-course information

Centres must provide learners with pre-course information covering the qualification, assessment requirements, fees, entry expectations and any required resources.

This must make clear the need to generate evidence from workplace practice, any expected organisational access, and the routes for reasonable adjustments, complaints and appeals.

Initial assessment

All learners must complete an initial assessment before starting the qualification.

Initial assessment must be used to identify prior knowledge, support needs, pathway suitability and access to an appropriate organisational context.

Teaching resources

Teaching materials and resources must be appropriate to the level and requirements of the qualification and reflect current Floorcovering operations.

Learner registration

Centres must follow GQA procedures for registering learners before assessment begins.

Centres must ensure that registration decisions are made in line with equality legislation and are based on objective evidence from initial assessment, including whether the learner has suitable access and opportunity to generate valid evidence and whether any support or reasonable adjustments are required.

Tutor, assessor and internal quality assurer requirements

All staff involved in delivery, assessment, and IQA must be occupationally competent and experienced enough to support and judge evidence at the required level.

Assessors and internal quality assurers must be occupationally competent in the subject area and familiar with the evidence and judgement demands of this qualification.

Centres must ensure staff competence is reviewed and maintained through continuing professional development (CPD).

Tutors or Trainers

Tutors or trainers who deliver a GQA qualification must possess a teaching qualification appropriate for the level of qualification they deliver.

This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/Med
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessors

Centre staff who assess a GQA qualification must possess an assessing qualification appropriate for the level of qualification they are delivering, or they should be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor.

Suitable assessor qualifications can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit or qualification specifications.

Assessors are also required to have relevant occupational experience, or qualifications or membership of a professional body to demonstrate they have the required level of experience and knowledge to assess against the set criteria.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for GQA Qualifications must possess or be working towards a relevant IQA qualification. Those working towards an IQA qualification must have their quality assurance decisions countersigned by a qualified internal quality assurer.

This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above.

Centres must ensure appropriate separation between assessment and internal quality assurance activities so that individuals do not internally quality assure their own assessment decisions.

External Quality Assurance

GQA undertakes external quality assurance to ensure that centres comply with qualification requirements and maintain consistent assessment standards.

External quality assurance activities may include:

- review of assessment and internal quality assurance decisions
- sampling of learner evidence
- observation of assessment practice
- interviews with centre staff and learners

External quality assurance ensures that assessment decisions are valid, reliable and consistent across centres.

Centres must provide GQA with access to learner evidence, assessment and internal quality assurance records, staff records and any other documentation reasonably required to support external quality assurance activity. Centres must also address any actions arising from external quality assurance within the timescales set by GQA.

Complaints

Any complaint from a learner, centre, employer or other stakeholder relating to the delivery of this qualification or associated services must be handled in accordance with the relevant GQA Complaints Policy. Centres must also operate their own complaints arrangements and make these available to learners.

Appeals

Learners must have access to a clear and documented appeals process relating to assessment decisions. In the first instance, appeals against assessment decisions must be considered through the centre's own appeals procedure. Where the learner or centre remains dissatisfied, the matter may then be escalated in accordance with the GQA Appeals Policy and procedure.

Reasonable Adjustments and Special Considerations

GQA and its centres must ensure that assessment is accessible in accordance with relevant equality legislation and GQA policy. Reasonable adjustments and special consideration are controlled adjustments to standard assessment arrangements and must be applied in a way that does not compromise the validity, reliability or comparability of assessment outcomes. Centres must ensure that requests are identified, evidenced, recorded and managed in line with GQA procedures.

RPL

Recognition of Prior Learning (RPL) allows learners to demonstrate that they have already met the requirements of a unit through prior learning or experience.

Centres must ensure that any RPL claims are supported by valid, authentic, sufficient and current evidence.

RPL must not be used where it would undermine the requirement for learners to demonstrate current, applied competence within their organisational context. Centres must operate RPL arrangements in line with GQA requirements and must retain auditable evidence of all RPL decisions.

3: Unit content

This section provides details of the structure and content of this qualification.

Units

This section contains details of the full unit content

Unit Name	Marking out from setting out details for routine architectural joinery products in the workplace		
Unit Number	M/652/1497		
GLH	80	TQT	120
Level	2	Credit	12
Unit Aim	This unit aims to develop the learner's competence in interpreting setting out information and accurately marking out routine architectural joinery products in the workplace, selecting and using appropriate tools, materials and resources, and completing the work safely, to the required specification, quality standards and agreed timescales.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the given information relating to the work and resources when marking out from setting out details for routine architectural joinery products.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, cutting lists, method statements, risk assessments, 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, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with marking out from setting out details for routine architectural joinery products.		
2. Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine architectural joinery products.	2.1 Describe their responsibilities regarding potential accidents, health hazards and 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 and vehicles.		
	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 producing setting out details for routine architectural joinery products and describe how and when they are used.		

3 Maintain safe and healthy working practices when marking out from setting out details for routine architectural joinery products.	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 marking out from setting out details for routine architectural joinery products.
	3.2 Demonstrate compliance with given information and relevant legislation when marking out from setting out details for routine architectural joinery products for at least two of the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment specific risks to health.
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to marking out from setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV).
	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 mark out from setting out details for routine architectural joinery products.	4.1 Select resources associated with own work in relation to materials, components, fixings, marking and testing tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • timber, timber-based products, composite materials, metal, ironmongery, adhesives and fixings • marking and testing tools and equipment – hand and power tools.
	4.3 Describe how to confirm that the resources and materials conform to specification, including moisture and durability.
	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 and procedure to mark out from setting out details for routine architectural joinery products.
5. Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine architectural joinery products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
	5.2 Maintain a clear and tidy workspace.
	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 marking out from setting out details for routine architectural joinery products	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 productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme.
7. Comply with the given contract information to mark out from setting out details for routine architectural joinery products to the required specification.	7.1 Demonstrate the following work skills when marking out from setting out details for routine architectural joinery products: • measuring, marking out and drawing.
	7.2 Use and maintain marking and testing tools, hand and power tools.
	7.3 Mark out from setting out rods (template) routine architectural joinery products to given working instructions; for at least two of the following: • doors • windows with opening lights • units and/or fitments (panelling or cladding) • staircases.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • mark out from setting out details and cutting lists – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases • transfer and mark dimensions • proportion joints associated with the product and construction method • use marking and testing tools • requisition material • 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 • identify and follow the quality requirements • work with, around and in close proximity to plant and machinery • use hand tools and power tools • work at height • use access equipment.
	7.5 Describe the needs of other occupations and how to communicate within a team when marking out from setting out details for routine architectural joinery products.
	7.6 Describe how to maintain the tools and equipment used when marking out from setting out details for routine architectural joinery products.

Range and Scope

Information: drawings, specifications, schedules, cutting lists, setting out rods/templates, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current building regulations.

Resources: timber and timber-based products, composite materials, metal/ironmongery, adhesives and fixings; marking and testing tools; hand and portable power tools; access equipment where required.

Products: routine architectural joinery including at least two of: doors; windows with opening lights; units/fitments (panelling or cladding); staircases.

Marking out activities: measuring and transferring dimensions; producing straight plan/elevation setting out; proportioning joints to suit product and construction method; producing/using templates and setting out rods; identifying and marking out joints, fixings and hardware positions as required.

Health, safety and environmental requirements: safe use, storage and handling of materials, tools and equipment; control of specific risks to health (e.g., dust/noise); working at height/with access equipment where applicable; maintaining a clear workspace; protecting work and surrounding area; safe disposal of waste in accordance with legislation and organisational procedures.

Quality: marking out completed to specification, agreed tolerances, correct orientation/grain direction where relevant, and in a condition suitable for subsequent cutting, machining, assembly and finishing.

Communication and coordination: liaising with line management, colleagues and other trades; reporting unclear/inappropriate information or unsuitable resources; obtaining authorisation to resolve issues; completing work within agreed timescales in line with the work programme.

Unit Name	Manufacturing routine architectural joinery products in the workplace		
Unit Number	R/652/1505		
GLH	103	TQT	190
Level:	2	Credit	19
Unit Aim	This unit aims to develop the learner's competence in manufacturing routine architectural joinery products in the workplace by interpreting job information, selecting and using appropriate materials, tools and equipment, assembling and finishing components to specification, and completing work safely to required quality standards and agreed timescales.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
1. Interpret the given information relating to the work and resources when manufacturing routine architectural joinery products.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 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, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)
2. Know how to comply with relevant legislation and official guidance when manufacturing routine architectural joinery products.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: • in the workplace, 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.
	2.4 Describe the types of fire extinguishers available when manufacturing routine architectural joinery products and describe how and when they are used.
3. Maintain safe and healthy working practices when manufacturing routine architectural joinery products.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing routine architectural joinery products.
	3.2 Demonstrate compliance with given information and relevant legislation when manufacturing routine architectural joinery products in relation to • safe handling of materials • safe use and storage of materials, tools and equipment • specific risks to health
	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • collective protective measures • personal protective equipment (PPE)

	• respiratory protective equipment (RPE) • local exhaust ventilation (LEV).
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given 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 manufacture routine architectural joinery products.	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: • timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metal, fabric, glass, plastic, ironmongery, adhesives, fixings and associated ancillary items • hand and/or powered tools and equipment.
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5 Describe any potential hazards associated with the resources and method of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacture routine architectural joinery products.
5. Minimise the risk of damage to the work and surrounding area when manufacturing routine architectural joinery products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Minimise damage and maintain a clean workspace.
	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 manufacturing routine architectural joinery products.	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.
7. Comply with the given contract information to manufacture routine architectural joinery products to the required specification.	7.1 Demonstrate the following work skills when manufacturing routine bench/architectural joinery products: • measuring, marking out, fitting, finishing, positioning and securing.
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment
	7.3 Fit and assemble to form routine manufactured architectural joinery products to given working instructions; two of the following: • doors • windows with opening lights • units and/or fitments (panelling/cladding) • staircases.

	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • fit and assemble routine products • produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling/cladding, staircases • take site and workplace dimensions • form joints associated with the product and construction method • use hand tools, power tools and equipment • requisition material.
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine architectural joinery products.
	7.6 Describe the methods of sharpening the hand tools used when manufacturing routine architectural joinery products.
	7.7 Describe how to maintain the tools and equipment used when manufacturing routine architectural joinery products.

Range and Scope

Information: drawings, specifications, schedules, cutting lists, setting out rods/templates, method statements, risk assessments, job sheets, manufacturers' information, component standards, oral and written instructions, sketches/electronic data and current regulations.

Resources: timber, timber-based and composite materials; pre-machined components; non-ferrous metal; glass/plastics where applicable; ironmongery; adhesives, sealants and fixings; hand tools, portable power tools and ancillary equipment; PPE/RPE/LEV where required.

Products: routine architectural joinery including at least two of: doors; windows with opening lights; units/fitments (panelling or cladding); staircases.

Manufacturing activities: measuring and marking out; forming joints; machining/cutting/shaping; dry fitting and assembly; fitting hardware/ironmongery as required; checking for squareness, alignment and function; finishing/cleaning down and preparing for storage/installation.

Health, safety and environmental requirements: safe use of tools and equipment; control of dust, noise and other risks; safe storage and handling of materials and chemicals; maintaining a tidy workspace; protecting finished work; safe disposal of waste in line with legislation and organisational procedures.

Quality: work produced to specification and agreed tolerances; correct orientation/grain direction where relevant; joints and assemblies fit correctly; defects identified and reported; work completed within agreed timescales.

Unit Name	Conforming to general health, safety and welfare in the workplace.		
Unit Number	L/652/1503		
GLH	17	TQT	20
Level:	1	Credit	2
Unit Aim	This unit aims to develop the learner's understanding and ability to conform to general health, safety and welfare requirements in the workplace by working safely, recognising and reporting hazards, using control measures and PPE correctly, and contributing to a safe working environment in line with legislation, official guidance and organisational procedures.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
1. Comply with all workplace health, safety and welfare legislation requirements.	1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.
	1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.
	1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.
	1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV).
	1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2. Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
	2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
	2.3 List the current Health and Safety Executive top ten safety risks.
	2.4 List the current Health and Safety Executive top five health risks.
	2.5 State how changing circumstances within the workplace could cause hazards.
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
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 Comply with organisational policies and procedures to contribute 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.

Scope and range

Legislation and **official guidance**: Health and Safety at Work etc. Act, Management of Health and Safety at Work Regulations, PPE at Work, COSHH, Working at Height, Manual Handling, PUWER, Fire Safety and relevant HSE guidance and workplace rules.

Workplace arrangements: inductions, permits-to-work, RAMS (risk assessments and method statements), safety briefings/toolbox talks, signage, exclusion zones, emergency arrangements, welfare facilities, and site security procedures.

Hazards and risks: slips/trips/falls; working at height; moving plant/vehicles; manual handling; electricity/services; hand tools and power tools; dust/noise/vibration; hazardous substances; fire; poor housekeeping; confined spaces (where applicable).

Control measures: safe systems of work; permits; barriers/guards; isolation/lock-off; local exhaust ventilation (LEV); correct selection and use of PPE/RPE; safe access/egress; safe storage; manual handling techniques and lifting aids.

Reporting and communication: reporting hazards, near misses and incidents; stopping work where there is serious/imminent danger; accident/incident reporting routes; participation in safety discussions and feedback; following evacuation and emergency procedures.

Unit Name	Conforming to productive working practices in the workplace		
Unit Number	K/652/1502		
GLH	20	TQT	30
Level:	2	Credit	3
Unit Aim	This unit aims to develop the learner's competence in maintaining productive working practices in the workplace by communicating effectively, planning and sequencing work, using resources efficiently (including contributing to zero/low carbon outcomes where appropriate), keeping required records, and maintaining positive working relationships in line with organisational procedures.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
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 of work.	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 work sequence • reducing carbon emissions.
	2.4 Describe how to contribute to zero/low carbon work 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.
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	Maintain good working relationships when conforming to productive working practices.	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.

Range and Scope

Communication: face-to-face, telephone/radio, written instructions, emails/digital systems, drawings/sketches; communication with line management, colleagues, customers and other trades.

Planning and sequencing: interpreting organisational procedures and work programmes; planning own work; coordinating with others; selecting appropriate resources; identifying constraints; reporting issues that may affect progress.

Resource efficiency and sustainability: minimising waste; protecting materials and completed work; selecting suitable quantities; re-use/recycling where appropriate; contributing to zero/low carbon outcomes (e.g., efficient working, reduced rework, efficient transport and storage).

Records and documentation: job cards, worksheets, timesheets, material/resource lists, delivery notes, quality checks/inspection records, progress updates as required by the organisation.

Working relationships: equality, diversity and respectful behaviour; resolving issues appropriately; cooperating with others to maintain productivity, quality and safety.

Unit Name	Moving, handling and storing resources in the workplace		
Unit Number	J/652/1501		
GLH	17	TQT	50
Level:	2	Credit	5
Unit Aim	This unit aims to develop the learner's competence in moving, handling and storing resources in the workplace by interpreting instructions, selecting and using appropriate lifting aids and securing methods, handling and storing materials safely to prevent damage, and working in accordance with legislation, official guidance and organisational procedures.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
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 whilst working: • 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. Maintain safe working practices when moving, handling and/or storing resources.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational 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.
	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)

3 Maintain safe working practices when moving, handling and/or storing resources.	• 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.
5 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 safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
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.

Range and Scope

Resources handled: at least three of: sheet materials; loose materials; bagged/wrapped materials; fragile materials; tools and equipment; components; liquids.

Handling methods: manual handling/kinetic lifting; team lifts; use of lifting aids (e.g., trolleys, dollies, pallet trucks) and mechanical lifting where appropriate; securing and positioning methods.

Information: lifting plans/instructions, risk assessments, method statements, manufacturers' instructions for lifting aids, load labels, storage requirements, COSHH data where applicable, and organisational procedures.
safe stacking and racking; segregation of incompatible materials; protection from damage and weather; security arrangements; clear access/egress routes; housekeeping and waste/packaging disposal.

Quality and safety: preventing damage to resources and surroundings; maintaining a clean and tidy work area; reporting defects/damage and unsafe conditions; completing tasks within agreed timescales.

Unit Name	Producing setting out details for routine architectural joinery products in the workplace		
Unit Number	T/652/1506		
GLH	87	TQT	140
Level:	2	Credit	14
Unit Aim	This unit aims to develop the learner's competence in producing accurate setting out details for routine architectural joinery products in the workplace by interpreting drawings and specifications, taking and recording dimensions, producing cutting lists and related documentation, selecting appropriate tools and resources, and completing work safely to specification, quality standards and agreed timescales.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
1. Interpret the given information relating to the work and resources when producing setting out details for routine architectural joinery products.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, cutting lists, method statements, risk assessments 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, cutting lists, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations associated with producing setting out details for routine architectural joinery products.
2. Know how to comply with relevant legislation and official guidance when producing setting out details for routine architectural joinery products.	2.1 Describe their responsibilities regarding potential accidents, health hazards and 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 and operative and vehicles.
	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 producing setting out details for routine architectural joinery products and describe how and when they are used.
3. Maintain safe and healthy and healthy working practices when producing setting out details for routine architectural joinery products.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for routine architectural joinery products.
	3.2 Demonstrate compliance with given information and relevant legislation when producing setting out details for routine architectural joinery products in relation to • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.

3 Maintain safe and healthy and healthy working practices when producing setting out details for routine architectural joinery products.	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV).
	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 produce setting out details for routine architectural joinery products.	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: • timber, metal, ironmongery, adhesives and fixings • marking and testing tools and equipment.
	4.3 Describe how to confirm that the resources and materials conform to specification including moisture and durability.
	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 and procedure to produce setting out details for routine architectural joinery products.
5. Minimise the risk of damage to the work and surrounding area when producing setting out details for routine architectural joinery products.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Maintain a clear and tidy workspace
	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 producing setting out details for routine architectural joinery products.	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 productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme.

7. Comply with the given contract information to produce setting out details for routine architectural joinery products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for routine architectural joinery products: • measuring, marking out and drawing.
	7.2 Use and maintain hand and power tools
	7.3 Produce setting out details and cutting lists for routine architectural joinery products to given working instructions; for at least two of the following: • doors • windows with opening lights • units and/or fitments (panelling/cladding) • staircases.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • set out and produce cutting lists for routine products • produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases • take and record dimensions • proportion joints associated with the product and construction method • use marking and testing tools
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for routine architectural joinery products.
	7.6 Describe how to maintain marking and testing tools, hand and power tools used when producing setting out details for routine architectural joinery products.

Range and Scope

Information: drawings, specifications, schedules, cutting lists, site/workplace dimensions, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches/electronic data and current regulations.

Setting out outputs: straight in plan and elevation; measured dimensions recorded accurately; cutting lists/material schedules; identification of joints and allowances; notation for grain direction/orientation where relevant; templates/rods where used.

Tools and resources: marking and measuring tools; hand tools and portable power tools as required; documentation systems (paper/digital); access equipment where necessary for measuring.

Quality and safety: work completed to specification and agreed tolerances; hazards controlled (e.g., work at height, dust/noise where applicable); protecting work and surrounding area; reporting unclear information or discrepancies and obtaining authorisation to resolve issues.

Unit Name	Setting up and using transportable cutting and shaping machines in the workplace		
Unit Number	M/652/1504		
GLH	130	TQT	260
Level:	2	Credit	26
Unit Aim	This unit aims to develop the learner's competence in setting up and using transportable cutting and shaping machines in the workplace by interpreting work instructions, selecting and checking equipment, setting up machines safely and correctly, operating them to produce work to specification, and maintaining safe working practices in line with legislation, manufacturers' guidance and organisational procedures.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
1. Interpret the given information relating to the work and resources when setting up and using transportable cutting and shaping machines.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with setting up and using transportable cutting and shaping machines.
2. Know how to comply with relevant legislation and official guidance when setting up and using transportable cutting and shaping machines.	2.1 Describe their responsibilities regarding potential accidents health hazards and 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 and vehicles.
	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 setting up and using transportable cutting and shaping machines and describe how and when they are used.
3. Maintain safe and healthy working practices when setting up and using transportable cutting and shaping machines.	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 setting up and using transportable cutting and shaping machines.
	3.2 Demonstrate compliance with given information and relevant legislation when setting up and using transportable cutting and shaping machines in relation to: • safe use of access equipment • safe use, storage and handling of materials, tools and **equipment**

	• specific risks to health.
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to setting up and using transportable cutting and shaping machines, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV).
	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 set up and use transportable cutting and shaping machines.	4.1 Select resources associated with own work in relation to materials, components and fixings, tools, equipment and accessories.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • accessories • attachments • hand and power tools.
	4.3 Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.
	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 and procedure to process materials when setting up and using transportable cutting and shaping machines.
5. Minimise the risk of damage to the work and surrounding area when setting up and using transportable cutting and shaping machines.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Maintain a clear and tidy 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 setting up and using transportable cutting and shaping machines.	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 productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme

7. Comply with the given contract information to set up and use transportable cutting and shaping machines to the required specification.	7.1 Demonstrate the following work skills when setting up and using transportable cutting and shaping machines: • measuring, marking out, fitting, fixing, positioning, securing and operating.
	7.2 Use and maintain hand and power tools.
	7.3 Set up and use at least three of the following powered cutting machines to given working instructions: • saw (at least three from the following: • circular, chop, mitre, bench or table, jig, reciprocating, oscillating) • drill • planer • biscuit jointer • disc cutter • morticer.
	7.4 Set up and use at least two of the following powered shaping machines to given working instructions: • thicknesser • sander (orbital, belt, disc) • router • laminate trimmer • planer
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • check powered transportable cutting and shaping machines (fuel and electric mains and battery) for serviceability • set up machines in preparation for use • check voltage requirements, safety cut offs and circuit breakers • check fuel, type, mix and additives • fix and secure work • select and ensure safety guards are in place in accordance with machine instructions • select accessories for the machine and the work • identify maintenance requirements for accessories, sharpening and aligning • cut and shape materials to agreed tolerances • change accessories: drill bits, router bits, discs, planner blades, saw blades, tools, abrasives • use templates, profiles and jigs • recognise and determine when specialist skills and knowledge are required and report accordingly • use hand and power tools • work at height • use access equipment.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when setting up and using transportable cutting and shaping machines.
	7.7 Describe how to maintain the tools, accessories and equipment used when setting up and using transportable cutting and shaping machines.

Range and Scope

Information: drawings, specifications, method statements, risk assessments, manufacturers' instructions, pre-use inspection requirements and organisational procedures.

Equipment: transportable cutting and shaping machines (as applicable to the workplace), accessories and consumables (e.g., blades, cutters, abrasive media), extraction/LEV connections, guards and safety devices, electrical supply and extension leads (where used).

Set-up activities: selection of machine and tooling; condition checks; fitting and adjusting guards; setting depth, fences, guides and stops; securing the workpiece; arranging a safe work area and exclusion zone; dust control and waste collection.

Operational activities: safe start/stop; controlled cutting/shaping operations; maintaining correct feed rates and hand positions; monitoring machine performance; changing consumables safely; leaving equipment in a safe condition after use.

Health, safety and quality: compliance with PUWER and site rules; correct use of PPE/RPE and LEV; control of dust, noise and flying debris; preventing damage to work and surroundings; work produced to specification and tolerances; reporting faults, defects and unsafe conditions.

4: Support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available in GQAonline:

- learner's portfolio evidence log
- learning resources
- qualification summary sheet
- GQA e-portfolio which is available from GQA for Centres and Learners to use.

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