



GQA LEVEL 3 NVQ DIPLOMA IN HERITAGE SKILLS-PLASTERING OCCUPATIONS

Qualification Number
603/2119/2

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/508/0238 C56	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10		
K/507/9537 C1	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8		
F/508/0239 C57	Confirming the Occupational Method of Work in the Workplace	3	11		
A/507/9560 C22	Conforming to General Health, Safety and Welfare in the Workplace	1	2		
R/616/0283 C546v2	Working on conservation and restoration projects in the workplace	3	30		
Pathway Units					

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

Observation in the workplace ☐
 Records of prior experience ☐
 Testimonial(s) ☐
 Work records ☐

Assessment of knowledge ☐
 Witness statement(s) ☐
 Photographic evidence ☐
 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 those who are involved in Heritage skills Plastering activities in the workplace. It is not expected that candidates working in this industry all do the same activities so the qualification has been developed to allow opportunities for those carrying out heritage work in either or both Solid and/or Fibrous Plastering. Those taking the qualification must also prove knowledge and competence in working at heights, calculating quantities and wastage and the use of powered and hand tools and equipment. All work completed must be carried out in accordance with Building Regulations and Industry recognised safe working practices, including the disposal of waste. The standards cover the most important aspects of the job. This qualification is at Level 3, although some units may be at different levels and should be taken by those who are capable of carrying out this type of work without supervision. The qualification is structured to ensure that there is a high degree of flexibility within the pathways and units available and will allow employees from companies of all sizes and specialisms equal opportunity to complete. The qualification consists of 5 mandatory units with a credit value of 61 credits, candidates must also achieve the required credits from the selected pathway.

There are also qualifications at Level 2 and Level 3 for Plasterers from GQA for those who are not involved in Heritage Skills work. More information can be found at www.gqaqualifications.com

What is required from candidates?

The qualification consists of 5 mandatory units with a credit value of 61 credits, candidates must also achieve the required credits from the selected pathway. The credit value of the Solid pathway is 59 credits, the credit value of the Fibrous pathway is 71 credits. This means the total credit value of the qualification achieved in Solid Plastering is 120 credits and the total credit value of the qualification achieved in Fibrous Plastering is 132 credits.

Unit ref	Title	Level	Credit
Mandatory Units			
A/508/0238 C56	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10
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F/508/0239 C57	Confirming the Occupational Method of Work in the Workplace	3	11
A/507/9560 C22	Conforming to General Health, Safety and Welfare in the Workplace	1	2
R/616/0283 C546v2	Working on conservation and restoration projects in the workplace	3	30
Pathway 1 Plastering-Solid-pathway mandatory units			
Y/615/8535 C310	Preparing and mixing lime mortars in the workplace	3	12
D/616/0285 C556v3	Producing plaster and render finishes on conservation or restoration projects or earthen structures in the workplace	3	29
F/616/0294 C557v3	Conserving, restoring or repairing solid plaster and render surfaces in the workplace	3	18
Pathway 2 Plastering-Fibrous -pathway mandatory units			
R/616/0302 C558v2	Conserving, restoring or repairing fibrous plasterwork in the workplace	3	24
Y/616/0303 C559v2	Producing fibrous plasterwork on conservation or restoration projects in the workplace	3	27
D/616/0304 C560v2	Installing fibrous plaster on conservation or restoration projects in the workplace	3	20

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 through 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 | • Photo/video evidence |
| • Safety records | • Work diaries |
| • Training records | • Timesheets |
| • Audio records | • Telephone Logs |
| • Job specifications and documentation | • Meeting records |
| • Delivery Records | • Records of toolbox talks |
| • Witness testimonies | • Equipment |
| • Correspondence with customers | • Prepared materials and sites |
| • Notes and memos | • 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 Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

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

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

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

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

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

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

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

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

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

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

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

3. Qualification / Unit of Credit Candidates

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

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

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

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

4. Evidence

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

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

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

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

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

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

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

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

The answer can only be:

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

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

Performance evidence

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

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

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

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

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

Performance evidence can be:

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

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

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

Knowledge evidence

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

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

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

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

Collation of Evidence for Level 3 Qualifications

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

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

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

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

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

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

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

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

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

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

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

Candidate signature.....

Date.....

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

[illegible]

A/508/0238	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	Level 3	10 Credits
C56			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Identify work activities, assess required resources and plan the sequence of work.	1.1 Identify work activities, assess required resources and plan the sequence of work			
	1.2 Identify work activities and formulate a plan for their own sequence of work			
	1.3 Explain the types of work relative to the occupational area and how to identify different work activities			
	1.4 Explain methods of assessing the resources needed from a range of available information			
	1.5 Explain the required information and the different methods used to prepare a work programme relative to the occupational area.			
2 Obtain clarification and advice where the resources required are not available	2.1 Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available			
	2.2 Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.			
3 Evaluate the work activities and the requirements of any significant external factors against the project requirements	3.1 Assess progress of work against project requirements, taking into account external factors relating to: • other occupations and/or customers • resources • weather conditions • health and safety requirements			
	3.2 Explain different methods of evaluating work activities against the following project requirements: • contract conditions • contract programme • health and safety requirements of operatives			
	3.3 Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: • other related programmes • special working conditions • weather conditions • other occupations/people • resources • health and safety requirements			

Assessor comments/feedback

A/508/0238	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace (continued)	Level 3	10 Credits
C56			
4 Identify work activities which influence each other and make the best use of there sources available	4.1 Determine work activities that have an influence on each other.		
	4.2 Evaluate which work activities make the best use of available resources in relation to: - occupations and/or customers associated with the work - tools, plant and/or ancillary equipment - materials and components		
	4.3 Explain different methods and sources that can identify which work activities influence each other.		
	4.4 Describe how to determine the sequence of work activities and how long each work activity will take.		
	4.5 Describe what zero and low carbon requirements are.		
	4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment		
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1 Evaluate project progress against the work programme to identify any changed circumstances		
	5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme		
	5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements		
	5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme.		
	5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme		

Assessor comments/feedback

K/507/9537	Developing and Maintaining Good Occupational Working Relationships in the Workplace	Level 5	8 Credits
C1			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved			
	1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.			
	1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people			
	1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others			
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1 Communicate on the following work activity information to relevant people following organisational procedures: • appropriate timescales • health and safety requirements • coordination of work procedures			
	2.2 Explain the different methods and techniques used to inform relevant people about work activities.			
	2.3 Explain the effects of not informing relevant people with the expected level of urgency.			
	2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive: • colleagues • employers • customers • contractors • suppliers of products and services • other people affected by the work/project			
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.			
	3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments			
	3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: • progress • results • achievement • occupational problems • occupational opportunities • health and safety requirements • coordinated work			

K/507/9537	Developing and Maintaining Good Occupational Working Relationships in the Workplace (continued)	Level 5	8 Credits
C1			

4 Clarify proposals with relevant people and discuss alternative suggestions	4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.			
	4.2 Explain the methods of clarifying alternative proposals with relevant people			
	4.3 Explain the methods of suggesting alternative proposals			
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.			
	5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

Assessor comments/feedback

F/508/0239	Confirming the Occupational Method of Work in the Workplace	Level 3	11 Credits
C57			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Assess available project data accurately to determine the occupational method of work.	1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work			
	1.2 Explain how to summarise the following project data: • required quantities • specifications • detailed drawings • health and safety requirements • timescales • scope of works			
	1.3 Explain the different methods of assessing available project data.			
	1.4 Explain how to use project data to interpret the work method, In relation to: • sequence of work • organisation of resources (people, equipment, materials) • work techniques • working conditions (health, safety and welfare) • risk assessment			
2 Obtain additional information from alternative sources in cases where the available project data is insufficient	2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out.			
	2.2 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: • customers or representatives • suppliers • regulatory authorities • manufacturer's literature			

Assessor comments/feedback

F/508/0239	Confirming the Occupational Method of Work in the	Level 3	11 Credits
C57	Workplace (Continued)		
3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	3.1 Examine potential work methods to carry out the occupational work activity.		
	3.2 Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.		
	3.3 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: - health and safety welfare (principles of protection) - fire protection - access and egress - equipment availability - availability of competent workforce - pollution risk - waste and disposal - zero and low carbon outcomes - weather conditions		
	3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: - conforming to statutory requirements - customer and user needs - contract requirements in terms of time, quantity and quality - environmental considerations		
	3.5 Explain how different methods of work can achieve zero/ low carbon outcomes		
4 Confirm and communicate the selected work method to relevant personnel.	4.1 Confirm the selected occupational work method that meets project, statutory and contractual requirements.		
	4.2 Communicate appropriately to relevant people on the selected occupational work method		
	4.3 Describe the different techniques and methods of confirming and communicating work methods to relevant people		
	4.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others		

Assessor comments/feedback

A/507/9560	Conforming to General Health, Safety and Welfare in the Workplace	Level 1	2 Credits
C22			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area			
	1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements			
	1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.			
	1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: - 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			

A/507/9560 C22	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/feedback

R/616/0283	Working on conservation and restoration projects in the	Level 3	30
C5456v2	workplace		Credits

The aim of this unit is to ensure the candidate has the required skills and knowledge when working on conservation and restoration projects. More specifically this requires candidate to use specialist heritage and historical conservation/restoration skills to sample, select, prepare, match, maintain or repair in at least one of the following occupational areas, to given working instructions:

- roofing
- lead work
- brickwork
- earthen structure
- stonemasonry
- decoration
- plastering
- wall and floor tiling
- carpentry and joinery

All work must be carried out to meet the job specification, following safe working practices and within the allocated timescales

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 working on conservation and restoration projects.	1.1 Interpret and extract relevant information from drawings, specifications, method statements, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when working on conservation and restoration projects.	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, in confined spaces, 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 working on conservation and restoration projects.	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when working on conservation and restoration projects.			
	3.2 Comply with information relating to specific risks to health when working on conservation and restoration projects			
	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to working on conservation and restoration projects, 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).			

R/616/0283 C5456v2	Working on conservation and restoration projects in the workplace (continued)	Level 3	30 Credits
	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 hazards.		
4 Select the required quantity and quality of resources for the methods of work to work on conservation and restoration projects.	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: – conservation and restoration materials or structural components – 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 methods of work.		
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to work on conservation and restoration projects.		
5 Minimise the risk of damage to the work and surrounding area when working on conservation and restoration projects	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
	5.2 Minimise damage and maintain a clean work space.		
	5.3 Dispose of waste in accordance with current legislation.		
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.		
6 Complete the work within the allocated time when working on conservation and restoration projects.	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 work on conservation and restoration projects to the required specification.	7.1 Demonstrate the following work skills when working on conservation and restoration projects: – measuring, marking out, adapting, aligning, applying, making good, maintaining, conserving, restoring or reinstating, finishing, positioning and securing.		

R/616/0283	Working on conservation and restoration projects in the workplace (continued)	Level 3	30 Credits
C5456v2			

	7.2 Use specialist heritage and historical conservation/ restoration skills to sample, select, prepare, match, maintain or repair in at least one of the following occupational areas, to given working instructions: – roofing – lead work – brickwork – earthen structure – stonemasonry – decoration – plastering – wall and floor tiling – carpentry and joinery			
	7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.			
	7.4 Safely store the materials, tools and equipment used when working on conservation and restoration projects.			
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – remove deteriorated and/or inappropriate materials – remove and restore fabric, materials or structural components – repair removed fabric, materials or structural components – replace fabric, materials or structural components – repair fabric, materials or structural components in-situ – maintain existing structure – integrate existing and new constructional components or finishes – store salvageable fabric, materials and structural components.			
	7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna – use hand tools, power tools and equipment – work at height – use access equipment.			
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when working on conservation and restoration projects.			
	7.8 Describe how to maintain the tools and equipment used when working on conservation and restoration projects.			

Assessor comments/feedback

Y/615/8535	Preparing and mixing lime mortars in the workplace	Level 3	12 Credits
C310			

The aim of this unit is to ensure the candidate has the required skills and knowledge when preparing and mixing lime mortars.

Candidates must be able to demonstrate the following work skills when preparing and mixing lime mortars, measuring, sampling, grading, batching, mixing, adding, knocking up and storing. More specifically candidates must prepare at least two of the following lime mortars (coarse and fine stuff) mechanically and/or by hand to given working instructions:

- hydraulic limes and non-hydraulic limes
- lime mortars with additives
- lime mortars with fibres (natural or synthetic).

All work must be carried out to meet the job specification, following safe working practices and within the allocated timescales

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 preparing and mixing lime mortars.	1.1 Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and/or method statement.			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, method statements, schedules, manufacturers' information and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when preparing and mixing lime mortars.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 State what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when preparing and mixing lime mortars.	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing and mixing lime mortars.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to preparing and mixing lime mortars, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to prepare and mix lime mortars.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – aggregates, non-hydraulic lime, hydraulic lime, putty limes, pozzolans, fibres, additives – ancillary items – hand and/or powered tools, plant, machinery and equipment.			

Y/615/8535 C310	Preparing and mixing lime mortars in the workplace (continued)	Level 3	12 Credits
	4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment		
	4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.		
	4.4 Outline potential hazards associated with the resources and method of work.		
	4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare and mix lime mortars.		
5 Minimise the risk of damage to the work and surrounding area when preparing and mixing lime mortars	5.1 Protect the work and its surrounding area from damage.		
	5.2 Minimise damage and maintain a clean work space.		
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
	5.4 Dispose of waste in accordance with legislation.		
	5.5 State why the disposal of waste should be carried out in relation to the work.		
6 Complete the work within the allocated time when preparing and mixing lime mortars.	6.1 Demonstrate completion of the work within the allocated time.		
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.		
7 Comply with the given contract information to prepare and mix lime mortars to the required specification.	7.1 Demonstrate the following work skills when preparing and mixing lime mortars: – measuring, sampling, grading, batching, mixing, adding, knocking up and storing.		
	7.2 Prepare at least two of the following lime mortars (coarse and fine stuff) mechanically and/or by hand to given working instructions: – hydraulic limes and non-hydraulic limes – lime mortars with additives – lime mortars with fibres (natural or synthetic).		
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – source and select materials, aggregates, pozzolans, pigments, additives, fibres – apply the lime cycles – batch materials – mix lime mortars – hydraulic, non-hydraulic, putty, render (with additives and fibres) – use hand tools, power tools and equipment – use plant and machinery – work at height – use access equipment.		

Y/615/8535	Preparing and mixing lime mortars in the workplace (continued)	Level 3	12 Credits		
C310					

	7.4 Safely use and store materials, hand tools, portable power tools, plant and machinery and ancillary equipment.			
	7.5 State the needs of other occupations and how to communicate within a team when preparing and mixing lime mortars.			
	7.6 Describe how to maintain the plant/machinery, tools and equipment used when preparing and mixing lime mortars.			

Assessor comments/feedback

D/616/0285	Producing plaster and render finishes on conservation or restoration projects or earthen structures in the workplace	Level 3	29 Credits
C556v3			

The aim of this unit is to ensure the candidate has the required skills and knowledge to produce plaster and render finishes on conservation or restoration projects or earthen structures. This includes proving competence in the following work skills when producing plaster and render finishes on conservation or restoration projects or earthen structures, measuring, marking out, plumb, levelling, applying, spreading, running, ruling, finishing, positioning and securing. More specifically candidates must be able to produce internal plaster and/or external render finishes to given working instructions, relating to the following:

- prepare background surface
- apply and finish one, two and three coat work
- vertical, inclined, curved, horizontal and ceiling surfaces
- internal and external angles
- replicate textured finishes
- develop moulded sections

All work must be carried out to meet the job specification, following safe working practices and within the allocated timescales

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when producing plaster and render finishes on conservation or restoration projects or earthen structures	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/or 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, archaeological watching brief, historical conservation plans and charters, official guidance and current regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when producing plaster and render finishes on conservation or restoration projects or earthen structures.	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 producing plaster and render finishes on conservation or restoration projects or earthen structures.	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 plaster and render finishes on conservation or restoration projects or earthen structures.			
	3.2 Demonstrate compliance with given information and relevant legislation when producing plaster and render finishes on conservation or restoration projects or earthen structures in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health			

D/616/0285	Producing plaster and render finishes on conservation or restoration projects or earthen structures in the workplace (continued)	Level 3	29 Credits
C556v3			

	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to relating to producing plaster and render finishes on conservation or restoration projects or earthen structures. 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.			
4 Select the required quantity and quality of resources for the methods of work to produce plaster and render finishes on conservation or restoration projects or earthen structures.	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: – plasters, earth plasters, earth renders, clays, sand, cements, lime, beads, additives, bonding agents, fixings and associated ancillary items – hand tools, power tools and ancillary 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 methods of work. 4.6 Describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to produce plaster and render finishes on conservation or restoration projects or earthen structures.			
5 Minimise the risk of damage to the work and surrounding area when producing plaster and render finishes on conservation or restoration projects or earthen structures.	5.1 Protect the work and its surrounding area from damage 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 producing plaster and render finishes on conservation or restoration projects or earthen structures.	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.			

D/616/0285	Producing plaster and render finishes on conservation or restoration projects or earthen structures in the workplace (continued)	Level 3	29 Credits
C556v3			

7 Comply with the given contract information to produce plaster and render finishes on conservation or restoration projects or earthen structures.	7.1 Demonstrate the following work skills when producing plaster and render finishes on conservation or restoration projects or earthen structures: – measuring, marking out, plumb, levelling, applying, spreading, running, ruling, finishing, positioning and securing.			
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment			
	7.3 Produce internal plaster and/or external render finishes to given working instructions, relating to the following: – prepare background surface – apply and finish one, two and three coat work – vertical, inclined, curved, horizontal and ceiling surfaces – internal and external angles – replicate textured finishes – develop moulded sections.			
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare background surface appropriate to plasterwork finish – apply and finish internal plaster (one, two and three coat work) and external render to vertical, inclined, curved, horizontal and ceiling surfaces – form internal and external surfaces – replicate decorative and textured finishes – prepare clay, coarse stuff, lime putty, plaster, cements and aggregates – protect unmixed and mixed materials – geometrically develop moulding profiles – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna (masonry bees) – remove deteriorated and/or inappropriate materials – maintain existing structure – integrate existing and new constructional components – store salvageable fabric, materials and structural components – 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 – use hand tools, portable power tools and ancillary equipment – work at height – use access equipment.			

D/616/0285	Producing plaster and render finishes on conservation or restoration projects or earthen structures in the workplace (continued)	Level 3	29 Credits
C556v3			

	7.5 Describe the needs of other occupations and how to communicate effectively within a team when producing plaster and render finishes on conservation or restoration projects or earthen structures.			
	7.6 Describe how to maintain the tools and equipment used when producing plaster and render finishes on conservation or restoration projects or earthen structures.			

Assessor comments/feedback

F/616/0294	Conserving, restoring or repairing solid plaster or render	Level 3	18
C557v3	surfaces in the workplace		Credits

The aim of this unit is to ensure the candidate has the required skills and knowledge for conserving, restoring or repairing solid plaster or render surfaces in the workplace.

More specifically the unit requires candidates to be able to conserve, restore or repair existing internal plaster and/or external render to given working instructions, to:

- remove defective plaster and/or render laths
- prepare background surfaces
- replicate existing finishes
- stabilise existing plaster and/or render
- internal and external angles

Additionally candidates must also prove competence to Conserve, restore or repair four of the following plaster and/or render surfaces to given working instructions

- vertical
- ceiling
- inclined
- in situ moulded
- moulded and cast enrichment
- curved (dome, barrel, vault, lunette etc.)
- floor
- in situ hand moulded

All work must be carried out to meet the job specification, following safe working practices and within the allocated timescales

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 conserving, restoring or repairing solid plaster or render surfaces	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/or 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, archaeological watching brief, historical conservation plans and charters, official guidance and current regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when conserving, restoring or repairing solid plaster or render surfaces.	2.1 Describe their responsibilities under 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 conserving, restoring or repairing solid plaster or render surfaces.	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 conserving, restoring or repairing solid plaster or render surfaces.			

F/616/0294 C557v3	Conserving, restoring or repairing solid plaster or render surfaces in the workplace (continued)	Level 3	18 Credits
	3.2 Demonstrate compliance with given information and relevant legislation when conserving, restoring or repairing solid plaster or render surfaces in relation to 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 conserving, restoring or repairing solid plaster or render surfaces, 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.		
4 Select the required quantity and quality of resources for the methods of work to conserve, restore or repair solid plaster or render surfaces.	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: – lath work, plasters, earth plasters, earth renders, clays, sand, aggregates, cements, lime, beads, additives, bonding agents, fixings and associated ancillary items – hand tools, portable power tools and ancillary 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 methods of work.		
	4.6 Describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to conserve, restore or repair solid plaster or render surfaces.		
5 Minimise the risk of damage to the work and surrounding area when conserving, restoring or repairing solid plaster or render surfaces.	5.1 Protect, sympathetic to the work and its surrounding area from damage 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 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.		

F/616/0294	Conserving, restoring or repairing solid plaster or render surfaces in the workplace (continued)	Level 3	18 Credits
C557v3			

6 Complete the work within the allocated time when conserving, restoring or repairing solid plaster or render surfaces.	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 conserve, restore or repair solid plaster or render surfaces to the required specification.	7.1 Demonstrate the following work skills when conserving, restoring or repairing solid plaster surfaces: – measuring, marking out, plumb, levelling, removing, applying, spreading, running, ruling, finishing, positioning and securing			
	7.2 Use and maintain hand tool, portable power tools and ancillary equipment			
	7.3 Conserve, restore or repair existing internal plaster and/or external render to given working instructions, to: – remove defective plaster and/or render laths – prepare background surfaces – replicate existing finishes – stabilise existing plaster and/or render – internal and external angles.			
	7.4 Conserve, restore or repair four of the following plaster and/or render surfaces to given working instructions – vertical – ceiling – inclined – in situ moulded – moulded and cast enrichment – curved (dome, barrel, vault, lunette etc.) – floor – in situ hand moulded.			

Assessor comments/feedback

F/616/0294	Conserving, restoring or repairing solid plaster or render surfaces in the workplace (continued)	Level 3	18	
C557v3			Credits	
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – remove defective plaster, render and laths – prepare background surfaces appropriate to the plaster and render finish – apply and finish internal plaster and external render to the following surfaces, vertical, ceiling, inclined, in situ moulded, moulded and cast enrichment, curved (dome, barrel, vault, lunette etc.), floor and in situ hand moulded surfaces – form internal and external angles – replicate existing finishes – stabilise existing plaster and render – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations. – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna (masonry bees) – remove deteriorated and/or inappropriate materials – maintain existing structure – integrate existing and new constructional components – store salvageable materials and components – 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 – use hand tools, power tools and equipment – work at height – use access equipment			
	7.6 Describe the needs of other occupations and how to communicate effectively within a team when conserving, restoring or repairing solid plaster or render surfaces.			
	7.7 Describe how to maintain the tools and equipment used when conserving, restoring or repairing solid plaster or render surfaces.			

Assessor comments/feedback

R/616/0302	Conserving, restoring or repairing fibrous plasterwork in the	Level 3	24
C558v2	workplace		Credits

The aim of this unit is to ensure the candidate has the required skills and knowledge for conserving, restoring or repairing fibrous plasterwork.

More specifically candidates must prove competent to conserve, restore or repair existing fibrous plaster components to given working instructions relating to:

- plainface
- panel mouldings
- cornice mouldings
- curved/circular mouldings
- cast mouldings
- cast enriched mouldings
- curved surface mouldings (dome, barrel, vault, lunette).

All work must be carried out to meet the job specification, following safe working practices and within the allocated timescales

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 conserving, restoring or repairing fibrous plasterwork.	1.1 Interpret and extract relevant information drawings, specifications, method statements, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and/or method statement.			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when conserving, restoring or repairing fibrous plasterwork.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe working practices when conserving, restoring or repairing fibrous plasterwork.	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving, restoring or repairing fibrous plasterwork.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to conserving, restoring or repairing fibrous plasterwork, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to conserve, restore or repair fibrous plasterwork.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			

R/616/0302	Conserving, restoring or repairing fibrous plasterwork in the workplace (continued)	Level 3	24
C558v2			Credits

	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – plasters, clays, reinforcement, timber, zinc, hot and cold pour, release agents, retarders, accelerators, flexible moulding material, 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 conserve, restore or repair fibrous plasterwork.			
5 Minimise the risk of damage to the work and surrounding area when conserving, restoring or repairing fibrous plasterwork.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Dispose of waste in accordance with legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and 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 conserving, restoring or repairing fibrous plasterwork.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			
7 Comply with the given contract information to conserve, restore or repair fibrous plasterwork to the required specification.	7.1 Demonstrate the following work skills when conserving, restoring or repairing fibrous plasterwork: – measuring, marking out, mixing, removing, applying, matching, positioning, securing and finishing.			
	7.2 Conserve, restore or repair existing fibrous plaster components to given working instructions relating to: – plainface – panel mouldings – cornice mouldings – curved/circular mouldings – cast mouldings – cast enriched mouldings – curved surface mouldings (dome, barrel, vault, lunette).			
	7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.			
	7.4 Safely store the materials, tools and equipment used when conserving, restoring or repairing fibrous plasterwork.			

R/616/0302 C558v2	Conserving, restoring or repairing fibrous plasterwork in the workplace (continued)	Level 3	24 Credits	
	7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – remove and stabilise defective fibrous plasterwork – prepare background surfaces – prepare benches – construct/prepare moulds and produce plainface, panel, cornice, curved/circular, turned, cast, cast enriched mouldings – construct and produce moulds for curved surfaces (dome, barrel, vault, lunette) – turn mouldings (columns) – geometrically develop moulding profiles – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations.			
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna – remove deteriorated and/or inappropriate materials – maintain existing structure – integrate existing and new constructional components – store salvageable fabric, materials and structural components – use hand tools, power tools and equipment – work at height – use access equipment.			
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when conserving, restoring or repairing fibrous plasterwork.			
	7.8 Describe how to maintain the tools and equipment used when conserving, restoring or repairing fibrous plasterwork.			

Assessor comments/feedback

Y/616/0303	Producing fibrous plasterwork on conservation or restoration projects in the workplace	Level 3	27 Credits
C559v2			

The aim of this unit is to ensure the candidate has the required skills and knowledge for when producing fibrous plasterwork on conservation or restoration projects.
More specifically the unit requires candidates to demonstrate competence to construct moulds and produce fibrous plaster components to given working instructions, relating to:

- plainface
- panel mouldings
- cornice mouldings
- curved/circular mouldings
- cast mouldings
- cast enriched mouldings
- curved surface mouldings (dome, barrel, vault, lunette).

All work must be carried out to meet the job specification, following safe working practices and within the allocated timescales

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when producing fibrous plasterwork on conservation or restoration projects.	1.1 Interpret and extract relevant information from drawings, specifications, method statements, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and/or method statement.			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, method statements, schedules, manufacturers' information archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when producing fibrous plasterwork on conservation or restoration projects.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials 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 working practices when producing fibrous plasterwork on conservation or restoration projects.	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing fibrous plasterwork on conservation or restoration projects.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing fibrous plasterwork on conservation or restoration projects, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to produce fibrous plasterwork on conservation or restoration projects.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			

Y/616/0303	Producing fibrous plasterwork on conservation or restoration projects in the workplace (continued)	Level 3	27	Credits
C559v2				

	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – plasters, clays, reinforcement, timber, zinc, hot and cold pour, release agents, retarders, accelerators, flexible moulding material, 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 produce fibrous plasterwork on conservation or restoration projects.			
5 Minimise the risk of damage to the work and surrounding area when producing fibrous plasterwork on conservation or restoration projects.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Dispose of waste in accordance with 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 fibrous plasterwork on conservation or restoration projects.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			
7 Comply with the given contract information to produce fibrous plasterwork on conservation or restoration projects to the required specification.	7.1 Demonstrate the following work skills when producing fibrous plasterwork on conservation or restoration projects: – measuring, marking out, mixing, casting, positioning and securing.			
	7.2 Construct moulds and produce fibrous plaster components to given working instructions, relating to: – plainface – panel mouldings – cornice mouldings – curved/circular mouldings – cast mouldings – cast enriched mouldings – curved surface mouldings (dome, barrel, vault, lunette).			
	7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.			
	7.4 Safely store the materials, tools and equipment used when producing fibrous plasterwork on conservation or restoration projects.			

Y/616/0303 C559v2	Producing fibrous plasterwork on conservation or restoration projects in the workplace (continued)	Level 3	27 Credits
	7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare benches – construct/prepare moulds and produce plainface, panel, cornice, curved/circular, turned, cast, cast enriched mouldings – construct and produce moulds for curve surface mouldings (dome, barrel, vault, lunette) – turn mouldings (columns) – geometrically develop moulding profiles – validate appropriate ways in which work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations.		
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic and digital) – recognise and/or report endangered/ protected flora and fauna – remove deteriorated or inappropriate materials – maintain existing structure – integrate existing and new constructional components or finishes – store salvageable fabric, materials and structural components – use hand tools, power tools and equipment – work at height – use access equipment.		
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing fibrous plasterwork on conservation or restoration projects.		
	7.8 Describe how to maintain the tools and equipment used when producing fibrous plasterwork on conservation or restoration projects.		

Assessor comments/feedback

D/616/0304	Installing fibrous plaster on conservation or restoration projects in the workplace	Level 3	20 Credits
C560v2			

The aim of this unit is to ensure the candidate has the required skills and knowledge for Installing fibrous plaster on conservation or restoration projects in the workplace.

More specifically the unit requires candidates to demonstrate their competence to install fibrous plasterwork to given working instructions relating to:

- plainface
- panel mouldings
- cornice mouldings
- curved/circular mouldings
- cast mouldings
- cast enriched mouldings
- curved surface mouldings (dome, barrel, vault, lunette).

All work must be carried out to meet the job specification, following safe working practices and within the allocated timescales

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when installing fibrous plaster on conservation or restoration projects.	1.1 Interpret and extract relevant information from drawings, specifications, method statements, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and/or method statement.			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations and regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when installing fibrous plaster on conservation or restoration projects.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials 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 working practices when installing fibrous plaster on conservation or restoration projects.	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing fibrous plaster on conservation or restoration projects.			
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing fibrous plaster on conservation or restoration projects, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

D/616/0304 C560v2	Installing fibrous plaster on conservation or restoration projects in the workplace (continued)	Level 3	20 Credits
4 Select the required quantity and quality of resources for the methods of work to install fibrous plaster on conservation or restoration projects.	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: – fibrous plaster components, casting plaster, clays, retarders, accelerators, 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 install fibrous plaster on conservation or restoration projects.		
5 Minimise the risk of damage to the work and surrounding area when installing fibrous plaster on conservation or restoration projects.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
	5.2 Minimise damage and maintain a clean work space.		
	5.3 Dispose of waste in accordance with legislation.		
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and 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 fibrous plaster on conservation or restoration projects.	6.1 Demonstrate completion of the work within the allocated time.		
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.		
7 Comply with the given contract information to install fibrous plaster on conservation or restoration projects to the required specification	7.1 Demonstrate the following work skills when installing fibrous plaster on conservation or restoration projects: – measuring, marking out, applying, positioning, finishing and securing.		
	7.2 Install fibrous plasterwork to given working instructions relating to: – plainface – panel mouldings – cornice mouldings – curved/circular mouldings – cast mouldings – cast enriched mouldings – curve surface mouldings (dome, barrel, vault, lunette).		
	7.3 Safely use and store materials, hand tools, portable power tools and ancillary equipment.		
	7.4 Safely store the materials, tools and equipment used when installing fibrous plaster on conservation or restoration projects.		

D/616/0304	Installing fibrous plaster on conservation or restoration projects in the workplace (continued)	Level 3	20 Credits
C560v2			

	7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and install plainface, panel, cornice, curved/circular, turned, cast, cast enriched mouldings – prepare and install curved surface mouldings (dome, barrel, vault, lunette) – prepare and install turned mouldings (columns) – geometrically develop moulding profiles – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations.			
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna – remove deteriorated and/or inappropriate materials – maintain existing structure – integrate existing and new constructional components – store salvageable fabric, materials and structural components – use hand tools, power tools and equipment – work at height.			
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing fibrous plaster on conservation or restoration projects.			
	7.8 Describe how to maintain the tools and equipment used when installing fibrous plaster on conservation or restoration projects.			

Assessor comments/feedback

Notes

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