Unit 212: Site Carpentry core knowledge

# Delivery guide

Unit information

This unit covers the overarching knowledge required for this pathway. The content contained within this unit has been presented in a generic way as it is consistent through many of the skills units in this qualification. The content should be taught, and will be assessed both generically and in relation to the following skills units (where appropriate):

* Install first fixing components
* Install second fixing components
* Erect structural carcassing components
* Maintain non-structural carpentry work
* Set up and use transportable cutting and shaping machines

Learners may be introduced to this unit by asking themselves questions such as:

* Why are site inductions important?
* What’s the difference between a job card and a time sheet?
* Who are Cadw and what do they do?

Learning outcomes

1. Understand how to interpret and maintain information
2. Understand safe work practices
3. Understand how to minimise the risk of damage
4. Understand working to deadlines

Suggested resources

* BS 8000-5:1990. *Workmanship on building sites. Code of practice for carpentry, joinery and general fixings*.
* BS 8000-0:2014. *Workmanship on construction sites. Introduction and general principles*.
* BS EN 13647:2021. *Wood flooring and wood panelling and cladding. Determination of geometrical characteristics*.
* ISO 19049:2016. *Timber structures. Test method. Static load tests for horizontal diaphragms including floors and roofs*.
* BS 8233:2014. *Guidance on sound insulation and noise reduction for buildings.*

Websites

* [Cadw (gov.wales) | Homepage](https://cadw.gov.wales/)
* [NHTG | Homepage](https://www.the-nhtg.org.uk/)
* [TRADA | Timber Research and Development Association](https://www.trada.co.uk/)
* [NHBC Standards 2021 | House-Building Standards](https://nhbc-standards.co.uk/)
* [BWF | Homepage](https://www.bwf.org.uk/)

Legislation

* Approved Codes of Practice (ACOPs)
* [GOV.UK (www.gov.uk) | Structure: Approved Document A](http://Structure:%20Approved%20Document%20A%20-%20GOV.UK%20(www.gov.uk))
* [GOV.UK (www.gov.uk) | Fire safety: Approved Document B](https://www.gov.uk/government/publications/fire-safety-approved-document-b)
* GOV.UK (www.gov.uk) | Protection from falling collision and impact: Approved Document K
* [GOV.UK (www.gov.uk) | Conservation of fuel and power: Approved Document L](https://www.gov.uk/government/publications/conservation-of-fuel-and-power-approved-document-l)

Suggested resources (continued)

Legislation (continued)

* [GOV.UK (www.gov.uk) | Access to and use of buildings: Approved Document M](https://www.gov.uk/government/publications/access-to-and-use-of-buildings-approved-document-m)
* [GOV.UK (www.gov.uk) | Material and workmanship: Approved Document 7](https://www.gov.uk/government/publications/material-and-workmanship-approved-document-7)
* [GOV.UK (www.gov.uk) | Building regulations approval](https://www.gov.uk/building-regulations-approval)
* GOV.UK (www.gov.uk) | The Personal Protective Equipment at Work Regulations 1992
* [GOV.UK (www.gov.uk) | The Manual Handling Operations Regulations 1992](https://www.legislation.gov.uk/uksi/1992/2793/made)
* [GOV.UK (www.gov.uk) | The Control of Noise at Work Regulations 2005](https://www.legislation.gov.uk/uksi/2005/1643/made)
* [HSE | Woodworking Publications - Free leaflets](https://www.hse.gov.uk/pubns/woodindx.htm)
* [HSE | Safe use of woodworking machinery](https://www.hse.gov.uk/pubns/books/l114.htm)
* [HSE | Health and Safety at Work Act 1974 explained](https://www.hse-network.com/health-and-safety-at-work-act-1974-explained)
* [HSE | Health and safety in the woodworking industry](https://www.hse.gov.uk/woodworking/index.htm)
* [HSE | Construction Design and Management Regulations 2015](https://www.hse.gov.uk/construction/cdm/2015/index.htm)
* [HSE | PUWER](https://www.hse.gov.uk/work-equipment-machinery/puwer.htm)
* [HSE | RIDDOR](https://www.hse.gov.uk/riddor/)
* [HSE | COSHH](https://www.hse.gov.uk/coshh/)
* [HSE | LOLER](https://www.hse.gov.uk/work-equipment-machinery/loler.htm)

Suggested resources (continued)

Textbooks

* Jones, S., Redfern, S., Fearn, C. (2019) *The City & Guilds Textbook: Site Carpentry and Architectural Joinery for the Level 2 Apprenticeship (6571), Level 2 Technical Certificate (7906) & Level 2 Diploma (6706)*. London: Hodder Education.

ISBN 978-1-5104-5813-0

* Burdfield, M., Jones, S., Redfern, S., Fearn, C. (2020) *The City & Guilds Textbook: Site Carpentry & Architectural Joinery for the Level 3 Apprenticeship (6571), Level 3 Advanced Technical Diploma (7906) & Level 3 Diploma*. London: Hodder Education.

ISBN 978-1-5104-5815-4

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
| --- | --- | --- |
| 1. Understand how to interpret and maintain information | * 1. The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented | * Learners to understand the types of organisational procedures and their features and uses, including verbal communication of problems, chain of command, toolbox talks and site induction. |
| * 1. The types of information, their source and how they are interpreted | * Learners to understand the features and uses of drawings and plans (roofing plan, joist plan, floor plan, range drawings, component range and elevation), specifications, schedules, method statements, risk assessments, site notices and safety signs, manufacturers' information, oral and written instructions, Building Regulations and how they are implemented. |
| * 1. The organisational procedures to solve problems with the information and why it is important they are followed | * Learners to understand: * the types of problems arising from inappropriate information, including misheard instructions, inaccurate information, misinterpretation of method statements, incorrect information given. * the types of problems and potential hazards arising from resources, including unsuitable materials, adverse weather conditions and changing circumstances. |
| * 1. The importance of maintaining documentation | * Learners to understand how to maintain documentation, including job cards, worksheets, material/resources lists and time sheets. |
| 1. Understand safe work practices | * 1. The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied | * Learners to understand the principles of the following pieces of legislation, what each legislation is for, how it is used in industry and the consequences of non-compliance: * Building regulations * Work at Height Regulations 2005 (WAH) * Health and Safety etc. at Work Act 1974 (HASAWA) * Provision and Use of Work Equipment Regulations 1998 (PUWER) * Approved Codes of Practice (ACOPs) * Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) * Construction (Design and Management) Regulations 2015 (CDM); Control of Substances Hazardous to Health Regulations 2002 (COSHH) * Personal Protective Equipment Regulations (PPE) * Lifting Operations and Lifting Equipment Regulations (LOLER) * Mobile Elevating Work Platforms (MEWP) * Manual Handling Regulations * Noise at Work Regulations. * Learners to understand the roles of local authority with regards to planning and Building Control and the roles of local authority with heritage structures, including consultation with Cadw. |
| * 1. How emergencies should be responded to and who should respond | * Learners to know: * how to respond to situations in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and emergencies * the types of fire extinguishers and how and when they are used for different classes of fire (water, CO2, foam, powder) * what is meant by the fire triangle (fuel, oxygen and heat) in relation to what all fires need to start * the role and responsibility of operatives in relation to evacuation, prevention and the location of muster points * the types of spillages, how to prevent them and how to fix them * the procedures for spill kits, signage and how to cordon off the area * the types of common injuries and responsibilities of operative and first aider, first aid kit and accident reporting for emergencies relating to occupational activities, including prevention * emergency procedures, emergency services, reporting procedures, access and egress arrangements for emergency vehicles. |
| * 1. The organisational security procedures for tools, equipment and personal belongings | * Learners to know the organisational security procedures for the site, including temporary fencing/hoarding, security guards and surveillance. * Learners to know the organisational security procedures for different situations, including: * workplace: opening up and locking up * company: signing in, ID authorisation procedures * operative: security of tools, materials, equipment and vehicles, personal belongings * Learners to know the security procedures required in a domestic dwelling compared to on-site. * Learners to know how to transport tools and equipment to and from sites, domestic dwellings etc. in their own transport. |
| * 1. What the accident reporting procedures are and who is responsible for making the report | * Learners to know: * who is responsible for completing accident forms and to be able to identify a first aider * the law around the number of people needed to be trained appropriately for first aid * the roles and responsibilities in different sites, including in a domestic dwelling, and how to take active responsibility for health, safety and welfare * the law around the number of people needed to be trained appropriately for first aid * the law around lone working and working out of a van * how to report to the Health and Safety Executive (HSE) under the RIDDOR requirements for relevant incidents * how to use the reporting book for minor accidents and near misses, including the review and re-evaluate procedures in place. |
| * 1. Why, when and how health and safety control equipment should be used | * Learners to know the correct selection, usage and maintenance of PPE, Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV), including knowledge of high-impact glasses, goggles, hard hat, Hi-Viz jacket, ear defenders, safety boots, dust masks (including face fit tests). * Learners to know how and when to use safety harnesses, appropriate gloves, fall arrest bags, crash mats, scaffold guard rail and netting, false floors. |
| * 1. How to comply with environmentally responsible work practices to meet current legislation and official guidance | * Learners to know how to comply with environmentally responsible work practices to meet current legislation and official guidance, including: Site Waste Management Plan (SWMP); recycling; reuse; segregated waste. |
| 1. Understand how to minimise the risk of damage | * 1. How to protect work from damage and the purpose of protection | * Learners to know how to protect work from damage from: * general work activities * other occupations * weather conditions (domestic as well as site-based) * temporary cover that may be required. * Learners to know how to alter the order of work to protect work better, paying care and attention to detail during installation and using dust sheets and material protectors. * Learners to know how to correctly store materials before, during and after the work. |
| * 1. Why disposal of waste should be carried out safely and how it is achieved | * Learners to know how to dispose of waste safely and responsibly following organisational procedures, manufacturers’ information, statutory regulations, and official guidance in line with environmental responsibilities. * Learners to know the different methods of disposal, including designated skips, recycling, segregation of waste, local waste collection point, biofuel. |
| 1. Understand working to deadlines | * 1. How work is carried out to meet the programme in the scheduled time and the importance of deadlines | * Learners to know how work activities, materials and labour are allocated to meet the required timescale within the programme, and why the deadlines should be kept. * Learners to understand the types of productivity targets and timescales, how times are estimated, circumstances which will affect the work programme including weather, availability of labour and the knock-on effect of poor handling and storage causing damage to materials. * Learners to understand penalty clauses, retention fees, programme of work (both formal and informal). * Learners to understand the knock-on effects of earning a poor reputation and the implications on other trades. * Learners to know how to deal with customers, particularly when working within a domestic dwelling. |