Unit 207: Architectural joinery core knowledge

# Delivery guide

Unit information

This unit covers the overarching knowledge required for this pathway.

The content listed in this document is deemed generic 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):

* Produce setting out details for routine products
* Mark out from setting out details for routine products
* Manufacture routine products
* 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 EN ISO 19650-1:2018. *Organization and digitization of information about buildings and civil engineering works, including building information modelling (BIM). Information management using building information modelling. Part 1: Concepts and principles*.
* BS EN ISO 19650-2:2018 & Revised NA. *Organization and digitization of information about buildings and civil engineering works, including building information modelling (BIM). Information management using building information modelling. Part 2: Delivery phase of the assets.*
* BS EN ISO 9001:2000. *Quality management systems. Requirements*.

Websites

* [Cadw (gov.wales) | Homepage](https://cadw.gov.wales/)
* [BWF | Homepage](https://www.bwf.org.uk/)

Legislation

* Approved Codes of Practice (ACOPs)
* [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](https://www.legislation.gov.uk/uksi/1992/2966/contents/made#:~:text=The%20Personal%20Protective%20Equipment%20at%20Work%20Regulations%201992,9%20Information%2C%20instruction%20and%20training%20More%20items...%20)
* [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)

Suggested resources (continued)

Legislation (continued)

* [HSE | Health and safety in the woodworking industry](https://www.hse.gov.uk/woodworking/index.htm)
* [HSE | Health and Safety at Work Act 1974 explained](https://www.hse-network.com/health-and-safety-at-work-act-1974-explained)
* [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 that administrative procedures may include call/email logs, work files, verbal communication of problems, toolbox talks and induction. * Learners to know the contact details for persons of authority at the workplace, employers, chain of command offices, materials suppliers and/or manufacturers. * Learners to understand that operatives provide information via photographs, forms, phone calls, text messages, daybook/diary, emails and other forms of electronic communication to persons of authority. |
| * 1. The types of information, their source and how they are interpreted | * Learners to understand features and uses of architects’/designers’ drawings (floor plan, range drawings, component range and elevation, assembly and detail drawings), bills of quantities, specifications, schedules, method statements, risk assessments and safety signs and how they are implemented. * Learners to understand manufacturers' information, oral and written instructions, building regulations (as applied to particular joinery products), workshop rods and drawings, machining sections for cutter profiles, cutting lists, order requisitions and delivery notes. * Learners to know to check the information provided for clarity, inaccuracies, missing information and potential issues. |
| * 1. The organisational procedures to solve problems with the information and why it is important they are followed | * Learners to know the types of problems arising from inappropriate information, including misheard instructions, inaccurate information, misinterpretation of method statement, incorrect information given. * Learners to know the types of problems arising from resources and potential hazards, including unsuitable materials and changing circumstances. * Learners to know how to deal with customers and clients when organising work activities and throughout the working process. * Learners to know that systems of reporting at workplace and at employers’ offices may include face to face, electronic communication and written documentation. * Learners to follow procedures to ensure that all problems are resolved and recorded by the appropriate person. |
| * 1. The importance of maintaining documentation | * Learners to know how to maintain documentation (job cards, worksheets, material/resources lists and time sheets, daybook/diary). * Learners to ensure all references are in writing in case contracts need to be amended. * Learners to be able to identify the parties involved, with dates and relevant details. |
| 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’ level of understanding should relate directly to the work carried out by the operative. * Learners to apply current legislation and official guidance via working instructions, toolbox talks, Risk Assessment Method Statements (RAMS), safety inductions. * Learners to know the principles of the following pieces of legislation: * Building regulations (as appropriate to joinery products) * 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 (PPE) * Lifting Operations and Lifting Equipment Regulations (LOLER) * Manual Handling Regulations * Noise at Work Regulations. * Learners will understand the roles of local authority with regards to planning and Building Control and 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. * Learners to know how to raise the alarm and report to a nominated person. * Learners to know how to report directly to emergency services if necessary. * Learners to know the types of fire extinguishers (water, CO2, foam, powder) and how and when they are used for different classes of fire. * Learners to know their role and responsibility in relation to evacuation and muster points. * Learners to know the different types of spillages, how to prevent them and how to fix them. * Learners to know the procedures for spill kits, signage and how to cordon off the area. * Learners to know the types of common injuries and responsibilities including who the first aider is and how to use a first aid kit. * Learners to understand accident reporting for emergencies relating to occupational activities, including prevention, emergency procedures, emergency services, reporting procedures, access and egress for emergency vehicles. |
| * 1. The organisational security procedures for tools, equipment and personal belongings | * Learners to understand the organisational security procedures for different situations, to include: * security guards, surveillance * the workplace, including opening up and locking up * the company, including signing in, ID authorisation procedures * operative, including security of tools, materials, equipment and vehicles, personal belongings being hidden from sight when working * tools and equipment are to be secured when not in use * non-essential personal belongings are not to be taken to work. |
| * 1. What the accident reporting procedures are and who is responsible for making the report | * Learners to know how to report to the nominated person on site. * Learners to know how to record all relevant details in the accident book. * Learners to know how to use the reporting book for minor accidents and how to record near misses, including the review and re-evaluation procedures in place. * Learners to understand that person who has had/seen the accident is responsible for reporting or a witness if the person is not able to do so. * Learners to know how to report to the Health and Safety Executive (HSE) and the requirements of RIDDOR for relevant incidents. * Learners to understand how first aiders are recognised in the workplace. * Learners to know how many people need to be trained appropriately for first aid. * Learners to know how to take active responsibility for health, safety and welfare. |
| * 1. Why, when and how health and safety control equipment should be used | * Learners to have PPE and Respiratory Protective Equipment (RPE) checked as being appropriate for the work, in good condition and used correctly. To include boots, ear defenders, gloves and dust masks and respirators. * Learners to know the correct selection, usage and maintenance of PPE, RPE, Local Exhaust Ventilation (LEV), including knowledge of high-impact glasses, goggles, ear defenders, safety boots, dust masks (including face fit tests), appropriate gloves and clothes protection. |
| * 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, machine authorised user log. * Learners to ensure waste is minimised and disposed of in the correct manner according to working instructions. * Learners to report any leaks or spillages of potentially hazardous materials to the nominated person. |
| 1. Understand how to minimise the risk of damage | * 1. How to protect work from damage and the purpose of protection | * Learners to understand the purpose of protection is to minimise the risk of damage to materials, components and finished products and to prevent personal injury. * Learners to know how to use protective materials (bubble wrap, corrugated cardboard, use of natural protection measures such as horns on door stiles). |
| * 1. Why disposal of waste should be carried out safely and how it is achieved | * Learners to understand that safe disposal of waste is important to ensure compliance with current regulations and to minimise the risk of injury and/or ill health. * Learners to know that waste is to be disposed of in line with COSHH regulations and/or RAMS/working instructions including the SWMP, to include collection of wood waste (shavings, sawdust and fine sanding dust). |
| 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 understand: * how work activities, materials and labour are allocated to meet the required timescale within the programme and why the deadlines should be kept * types of productivity targets and timescales * how times are estimated and the circumstances which will affect the work programme, including availability of labour and resources * the knock-on effect of poor handling and storage that causes damage to materials and learners to ensure that these are reported as soon as possible, and solutions sought * penalty clauses, retention fees, and reputation and the implications on other trades if work falls behind schedule * how good time keeping and a strong work ethic is maintained * that progress is monitored through production reviews, timesheets and verbal communication between the operatives and their employers * how deadlines are important for cash flow and the potential effect on other stages of construction, handovers, reputation of company and other scheduled works. |