8042-31

City & Guilds Construction (Level 2) – Site Carpentry

C00/5389/3

Qualification Handbook - DRAFT

Disclaimer: This is a draft version of the handbook and content may be subject to change. The final version of the handbook will be published in September 2026 following full approval by Qualifications Wales.

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Version information

Version and publication date	Changes
v1 XXXX 2026	Original document

Qualification purpose

	Description
Who is the qualification for?	The City & Guilds Construction (Level 2) – Site Carpentry is designed to allow learners in work-based learning to develop and enhance their knowledge, skills and understanding of site carpentry. Learners will also develop their understanding of construction workplace practices in Wales, including sustainability and environmental considerations. It is aimed at learners who have either achieved the 8042 Foundation and/or Progression Level 2 in Construction and Building Services Engineering qualification(s) or are completing learning and assessments while in their apprenticeship. This qualification, along with employer confirmation, will enable learners to be proven as occupationally proficient. It is suitable for: • learners aged 16+ currently working in the construction sector.
What does the qualification cover?	The qualification will allow learners to plan and perform site carpentry projects, in line with nationally recognised occupational standards, before reviewing the quality of the project outputs. It covers knowledge and understanding of • working in the construction sector • relevant legislation • site carpentry tasks and skills in • interpreting information, selecting and using resources • adopting safe, healthy and environmentally responsible work practices • installing first fix components • installing second fix components • erecting structural carcassing components.
What are the opportunities for progression?	On completion, the qualification, along with employer confirmation of occupational proficiency, will provide learners with the skills and knowledge required for the learner to be capable of working in site carpentry across the UK. Learners can also progress onto Level 3 Site Carpentry qualification.

Who did we develop the qualification with?	The content has been developed in conjunction with stakeholders, tutors, centres and employers from across the sector.

Qualification aims and objectives

The Construction (Level 2) – Site Carpentry enables learners to develop their:

- knowledge and understanding of the construction sector in Wales, including relevant environmental principles
- occupational knowledge and understanding of site carpentry, including the tools, techniques, materials and technologies used in the trade
- skills for working safely and productively in the construction sector
- ability to effectively plan work to complete site carpentry tasks in a work environment
- occupational performance in site carpentry
- ability to effectively review the outputs of their completed site carpentry work.

Qualification structure

Rules of combination

To achieve the **City & Guilds Construction (Level 2) – Site Carpentry** learners must undertake **all** units listed below and achieve a **Pass** grade or higher in the **two** assessment methods.

Total Guided Learning Hours (GLH): 441 (tbc)

Unit number	Unit title	GLH
250	Construction workplace practices in Wales	36
251	Planning and reviewing work in the construction sector	23
252	Conform to general workplace health, safety and welfare	40
253	Conform to productive work practices	15
254	Move, handle or store resources	10
259[1]	Site carpentry core knowledge	55
260	Install first fixing components	80
261	Install second fixing components	80
262	Erect structural carcassing components	70
	All forms of assessment	32
	Total GLH (including units and assessment):	441 (tbc)

[1] 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 the context of units 260-262.

Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Guided Learning Hours (GLH) gives an indication to centres of the amount of supervised learning and assessment that is required to deliver a unit and can be used for planning purposes.

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both GLH (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities.

Credit is calculated using a formula that equates to the TQT value divided by 10.

The TQT for this qualification is specified below.

Qualification	TQT	Credits
City & Guilds Construction (Level 2) – Site Carpentry	476 (tbc)	47 (tbc)

Centre requirements

This qualification will require centre and qualification approval. This will include both desk-based and face to face activity.

Centre approval is based upon an organisation's ability to meet the centre approval criteria. The approval requirements for this qualification can be found in our Quality Assurance Standards documents on the City & Guilds website.

Prospective centres will be advised to seek centre and qualification approval, as appropriate, prior to starting to deliver the qualification.

City & Guilds aims to provide the centre and qualification approval decision within 30 working days of the submission of the completed application, with four possible outcomes:

- centre approval and qualification approval granted
- centre approval and qualification approval granted subject to action plan
- centre approval and qualification approval withheld subject to action plan
- centre approval and qualification approval denied.

Centre and qualification approval are deemed to have been granted when City & Guilds confirms the status in writing to the centre, and not before.

Centres will be required to apply for approval for this qualification and to meet the specific centre requirements outlined in this document related to delivery staff and assessor competence. These requirements will be checked and monitored as part of the qualification approval process and on-going monitoring of this qualification.

Registration, results issuing and certification

Please consult the City & Guilds website for details on qualification registration and certification processes, timelines and procedures.

Quality assurance

Subject to further consultation

Delivering the qualification

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. Centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

If taken as part of an apprenticeship, then specific requirements must be met as part of the apprenticeship framework.

Entries for the qualification can be made via Walled Garden, see the City & Guilds website for further details.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 years of age as this qualification is not approved for those under 16.

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any learning or assessment they have already completed which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment Pack	https://www.skillsforwales.wales/qualifications

Sample Level 2 on-screen test – Site Carpentry: 8042-403 (English language) 8042-453 (Welsh language)	E-volve online platform, bookable via Walled Garden

Internal quality assurance

Centres must have a written internal quality assurance strategy.

This will help ensure that internal quality assurance procedures:

- provide accuracy and consistency between assessors in the use and interpretation of the guidance in the qualification and/or assessment documentation
- are efficient and cost effective.

Moderation of internal assessment arrangements

External quality assurance processes are in place for checking the validity and reliability of assessment decisions made by centre staff, as appropriate to this qualification.

The Practical Project will be internally assessed and subject to risk-based monitoring and sampling by external quality assurers to ensure the consistency and validity of centre assessment decisions. Quality assurance activities will be undertaken by appropriately qualified and trained assessment associates. In all instances of sampling for quality assurance purposes, formal written feedback will be provided by City & Guilds.

Significant non-compliance or areas of concern identified during external monitoring will be subject to investigation by City & Guilds. As a result of this activity appropriate improvement actions and/or sanctions may be put in place. In some instances, investigations may result in de-registration for the centre(s) in question.

Internal appeal

Centres must have an internal process in place for learners to appeal the grading of internal assessments. The internal process must include learners being informed of the results the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by learners and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of learner and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of learner malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others, copying from another learner (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from assessment) will be applied.

Access arrangements

Access arrangements are adjustments that allow individuals with additional needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that learners will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements – when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: City & Guilds website

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of assessment.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the examinations officer at the centre. For more information, please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: City & Guilds website

Summary of assessment

The **City & Guilds Construction (Level 2) – Site Carpentry** is assessed using two assessment methods:

Assessment component	Assessment type	Approach to assessment
8042-712 (English Language) 8042-762 (Welsh Language)	On-screen Assessment	Externally-set, externally-marked
8042-713	Practical Project	Internally-set, internally-assessed, externally verified

Assessments are graded Pass/Merit/Distinction.

An assessment pack detailing the requirements of the assessment can be downloaded from the Skills for Wales website.

How each assessment covers the qualification content can be found in the assessment specifications within the Assessment Pack.

Qualification grading

This qualification is graded **Pass/Merit/Distinction.** If a learner fails any one of the two assessments, they will not achieve the qualification.

Details of how the grades can be achieved can be found in the Assessment Pack.

Assessment timings and phasing

The following must be applied to the assessment of this qualification:

- all units must be undertaken, and related requirements must be completed and assessed within the learner's period of registration.

Assessments can be taken on-demand, centres must ensure that learners have undertaken all required learning and are adequately prepared to undertake each assessment.

The Employer Confirmation can be completed alongside or after the Practical Project.

Result release

On-screen assessment

The On-screen test is auto-marked and results will be received by the centre the same day the assessment is completed. A result release process will be followed by City & Guilds when new assessment versions are released.

Practical Project

Practical Projects are internally marked and externally verified. A provisional grade is awarded following internal assessment using the grading tables provided in the Assessment Pack, and then submitted to City & Guilds via Walled Garden.

Notification of this provisional grade will be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to both internal and external quality assurance.

Overall qualification results

Provisional grades for the Practical Project must be provided to learners within one week of completion. Guidance should be given around the provisional nature of these results, with recognition that they will undergo internal and external quality assurance activities, and final qualification grading by City & Guilds.

Final qualification grades will be notified to centres following completion of external quality assurance activities. This notification will be within eight weeks of centre submission of learner results for the Practical Project (following successful completion of the On-screen assessment).

Resubmission/Resit of assessment

If the learner fails to successfully achieve the On-screen assessment or Practical Project they are permitted to resit/resubmit.

Guidance on the resit/resubmission procedures for each assessment can be found in the Assessment Pack for this qualification which can be downloaded from the City & Guilds website.

If a learner is required to resit or resubmit any of the assessments, appropriate feedback and support must be provided to enable the learner to do so within an appropriate timeframe.

If a learner does not meet the required grading criteria, the centre should work with the learner to address failed criteria and opportunities for improvement to support them in preparing to reach the standard required.

If learners are unhappy with their assessment outcomes, they should be informed of their right to appeal.

Centres must record any actions taken and/or any additional support given to the learner. There will be no limit on the number of resits or resubmissions which can take place.

For further information on the approach to resubmitting/resitting any specific assessments, please see information within the Assessment Pack.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL can be used to exempt learners from areas of learning previously achieved, but does not exempt them from assessment.

RPL is allowed and is also sector-specific.

Assessment specifications

On-screen assessment

The test specification for the On-screen assessment can be found in the Assessment Pack.

Practical Project

Please refer to the Practical Project section of the Assessment Pack.

Content key

The information below aims to provide an overview of how unit content is structured and how the areas of content relate to each other as well as qualification delivery and assessment.

Learning outcomes

Learning outcomes group together chunks of related practical skills and/or knowledge and are presented as the result of the learning process, ie what learners must understand or be able to do following teaching and learning. All learning outcomes are supported by a number of assessment criteria. In the below for example, this learning outcome is about resource selection.

Learning outcome:
1. Understand resource selection

Criteria

Assessment criteria break down the learning outcome into smaller areas to be covered. These criteria are what will be assessed in connection with the learning outcome. In the below for example, assessment criteria 1.3 is about what the procedures are for selecting resources.

Criteria

1.3 Organisational procedures to select resources

Range

Range contains information about the breadth required for a specific assessment criterion, for example, organisational procedures, reasoning, use of etc. The range is not an exhaustive list, there may be other examples that could fit within that topic area, however, those that are listed in the range are key for the delivery of the unit content – **all elements listed in the range must be covered as part of the delivery of the unit.**

Range: *organisational procedures; reasoning; use of*

Depth of content

Depth of content outlines the depth of coverage that needs to be covered. This allows the teaching to be focused at the right level in order for the learner to be ready for assessment. For example, 'learners will understand the procedures' highlights that learners need to have some understanding of the 'how' or 'why' in relation to the range.

Delivery outcomes (depth of content)

1.3 Learners will know the process for selecting materials using technical information sources including drawings, specifications, schedules, and manufacturer's information.

Learners will know how to requisition, order resources to complete a specific task using organisational procedures to include:

- *compiling a material/resource list for a range of first fix carpentry tasks*
- *completing a requisition order form.*

Note: Where the Delivery outcome (depth of content) section contains **n/a** or does not exist, this is due to the self-explanatory nature of the related practical skills criteria and/or that delivery requirements are specific to individual learner settings.

Unit content

Unit 250: Construction workplace practices in Wales

GLH:	36

What is this unit about?

The purpose of this unit is for learners to explore and understand the wide scope of the construction sector in Wales, the relevant trade bodies and their role, environmental and sustainability considerations and the working relationships between trades. It will provide an overview and set the scene for working in the construction sector in Wales.

On completion of this unit, learners will:

- know the trade bodies and organisations within the construction sector
- understand the relationship between trades and the environment
- understand connected practice in the construction industry.

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

- Why should I join a union?
- What do the different coloured CSCS cards mean?
  How is the Environment (Wales) Act relevant to construction?

Learning outcome

1. Know the trade bodies and organisations within the construction sector

Criteria

1.1 The trade bodies and organisations within the construction sector

1.2 The role of trade bodies and organisations within the construction sector

1.3 The competence card schemes within the construction sector and the types of cards available

1.4 CITB and its role within the construction sector

2. Understand the relationship between trades and the environment

Criteria

2.1 Industry regulation and sustainability

2.2 Ecological considerations and principles

2.3 Sustainable approaches

2.4 Waste disposal in construction

3. Understand connected practice in the construction industry

Criteria

3.1 Interdependencies between trades

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know who the range of trade organisations are within the construction sector, under the trade organisation umbrella – Build UK; the larger mainstream federations such as the Federation of Master Builders (FMB) and National Federation of Builders (NFB).

Learners will know the trade organisations that influence construction practice in Wales: Constructing Excellence in Wales (CEWales), Royal Institution of Chartered Surveyors – Wales, Royal Town Planning Institute – Wales (RTPI Cymru), Chartered Institute of Building (CIOB Wales) and Home Builders Federation (HBF Wales).

Learners will be able to recognise the specific trade federations which support their trade. Learners will know about professional registration as a construction professional for their chosen trade area.

1.2 Learners will understand the key features of the trade organisations within the construction sector. This should include the strengthening, uniting and advocacy role of Build UK; the assurances that company membership of FMB or NFB offers customers.

Learners will have an understanding of the services/benefits from joining a union.

1.3 Learners will know the card schemes for construction trades including the mandatory CSCS card. Construction Plant Competence Scheme (CPCS), Electrotechnical Certification Scheme (ECS), Construction Industry Scaffolders Record Scheme (CISRS), Prefabricated Access Suppliers' and Manufacturers' Association (PASMA), National Plant Operators Registration Scheme (NPORS).

Learners will know the role of card issuers, registration requirements and the need for industry recognised qualifications.

1.4 Learners will know the role of the Construction Industry Training Board (CITB) in its support for training and ongoing CPD, standards and competence, and the talent pipeline.

Outcome 2

2.1 Learners will know the key functions of the Environment (Wales) Act, Ethical Employment in Supply Chains, Sustainable Materials and Timber Strategy, Environmental Protection Act, The Hazardous Waste Regulations, Pollution Prevention and Control Act, Control of Pollution Act, The Waste Electrical and Electronic Equipment Regulations (WEEE).

Learners will have a fundamental knowledge of how construction projects can help with energy efficiency and the relationship that responsible retrofit, smart homes and smart technologies have.

2.2 Learners will know the key features of ecological considerations and principles ie areas of flood plains, biodiversity offsetting, endangered habitats and primary protected species (disturbing a bat roost or a newt colony), and be able to relate them to the built environment. Learners will know the key features of current legislation and regulation relating to wildlife and habitats and penalties for non-compliance.

2.3 Learners will be able to identify the main sustainable methods (heat recovery and ventilation, rainwater harvesting, solar panels, heat, and cooling pumps, zero carbon buildings) that apply to construction and the built environment and recognise the scope of their use to maintain a healthy building. Learners will also be able to identify the ways in which buildings can off-set their carbon footprint.

2.4 Learners will know how the use of different materials can reduce environmental impact within construction, and the principles of the '5 Rs' of waste management (refuse, reduce, reuse, repurpose and recycle).
Learners will know the importance of accurately requisitioning materials in order to reduce site waste and reduce cost from over-ordering, sorting of waste and waste disposal.

Learners will understand the industry waste management practices and the positive and negative impact (biodegradable/non-biodegradable) that they can have on landfill and the environment.

Learners will know how scrap materials (ferrous) can hold value, that it is a finite resource and understand the process of using registered scrap metal dealers in Wales.

Learners will know how waste must be disposed of, the process of using licensed waste carriers (hazardous/non-hazardous) and the consequences of non-compliance with statutory requirements.

Outcome 3

3.1 Learners will understand the working relationships and the interdependencies between trades in different contexts ranging from new build to repairing and renovating traditional structures.

Learners will understand how individual trades work and interact with each other across different scenarios.

Learners will understand the types of problems that can arise from these interdependencies and working relationships and how to resolve them.

Unit 251: Planning and reviewing work in the construction sector

GLH: 23

What is this unit about?

This unit provides the learner with the knowledge and understanding of how to plan and review work. Learners will be able to read and interpret plans and documentation required in performing a wide range of tasks in the trade area. Learners will be able to plan the completion of a wide range of tasks in the trade area, using the required literacy and numeracy skills and set their own performance criteria for given tasks.

Learners will review their own performance in carrying out a wide range of tasks in this trade area both in relation to the set requirements and their own success criteria.

Learners will develop their knowledge, understanding and skills of:

- determining costs, resource and time requirements
- planning work
- the importance of reviewing their work.

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

- What is the difference between an estimate and a quote?
- How do I price up a small job?
- What is involved in pricing up for a large contract?
- What are RAMS?

The skills in this outcome will be important to enable the learner to plan, perform, and review their work in the Practical Project assessment.

Learning outcome:

1. Determine costs, resource and time requirements

Criteria

1.1 Calculate costs for estimating jobs/projects in construction

1.2 Identify resource requirements

1.3 Estimate time requirements

2. Plan the work required to complete the task(s)

Criteria

2.1 Identify resources required to complete the task

2.2 Plan the activities and the ordering/phasing of work to complete the task

2.3 Identify success criteria for the task

3. Review completed work

Criteria

3.1 Review completed work against the task brief and success criteria

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will be able to calculate cost, profit-margin and use methods of determining price: labour costs, material costs, wastage cost.

1.2 Learners will recognise types of resources as:

- consumable (replenishable) – materials and welfare costs
- re-useable – plant, equipment, durable assets and people.

Learners will be able to identify the resources required for construction projects and when they are required and how to avoid waste.

1.3 Learners will be able to estimate the time requirements for simple construction projects, design, planning, preparation, installation, commissioning, and administration for the projects.

Considerations – lead times, weather contingency, waste management, Local Authority Approval.

Learners will develop a fundamental understanding of time requirements when project scheduling for basic construction works and inspections. This covers the full project lifecycle (design, planning, installation and commissioning), while accounting for variables: lead times, weather contingency, waste management, Local Authority involvement.

Outcome 2

2.1 Learners will know how to select the most suitable resources (tools, plant, equipment, products, materials) and use relevant skills and procedures to carry out tasks. Learners will use information to identify and gather the resources **to complete the task.**

2.2 Learners will be able to plan the completion of well-defined, trade specific tasks and address straightforward problems. Learners will know how to carry out the necessary planning to enable the completion of work, this includes risk assessments and method statements (RAMS), cost and pricing (customer estimates, quotes), and utilising/creating diagrams or drawings with correct information from appropriate sources of information.

Learners will be able to identify and complete relevant documentation for tools, materials and equipment required to complete tasks; and plan the ordering/phasing of work (schedule of works), so work is completed safely, efficiently, and effectively (creating plans with activities, milestones, and dependencies).

2.3 Learners will be able to identify success criteria for key elements of the work and quality of finish. Learners will recognise areas which they will find challenging enabling them to address these as much as possible in the planning and preparation stages of the work.

Outcome 3

3.1 Learners will be able to review their performance in carrying out the tasks, both in relation to the set requirements and their own success criteria.

Considerations: tool and material selection, safety, waste disposal, timings, efficiency, quality of finish, tolerances and industry standards.

Learners will be able to reflect and review their own performance against their plan in relation to key aspects such as:

- whether completed tasks meet specifications and deadlines
- whether working practices follow recommended RAMS
- whether an alternative approach could have been taken
- how effective their actions have been
- strengths/areas for improvement
- lessons learnt.

Unit 252: Conform to general workplace health, safety and welfare

GLH:	40

What is this unit about?

This unit is about awareness of relevant current statutory requirements and official guidance to include responsibilities, to self and to others, relating to workplace health, safety and welfare. It also covers personal behaviour and security in the workplace in the context of your occupation and work environment.

On completion of this unit, learners will be able to:

- accept responsibility for themselves and others, and comply with, organisational policies and procedures to enable them to contribute to health & safety and welfare
- comply with and support all organisational security arrangements and approved procedures.

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

- What regulations do I need to know about?
- What does a method statement tell me?
- Will I have to work with dangerous materials and substances?
- How can I identify asbestos?

Learning outcome

1. Understand workplace health, safety and welfare

Criteria

1.1 What and why health, safety and welfare legislation is relevant to the occupational area

1.2 What health, safety and welfare legislation notices and warning signs are relevant to the occupational area and associated equipment

1.3 How to comply with control measures identified by risk assessments and safe systems of work

1.4 Why, when and how health and safety control equipment should be used

2. Understand how to recognise hazards

Criteria

2.1 The hazards associated with the work environment

2.2 How changing circumstances can create hazards

2.3 The method of reporting hazards in the workplace

3. Understand organisational policies and procedures

Criteria

3.1 What the organisational policies and procedures are for health, safety and welfare

3.2 How to take active responsibility for health, safety and welfare

3.3 How individual actions and behaviour may affect others

3.4 What the types of fire extinguishers are and how and when they are used

4. Understand how to implement security arrangements

Criteria

4.1 How security arrangements are implemented in the workplace

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the statutory requirements and/or official guidance for health, safety and welfare for the occupation and the work area.

1.2 Learners will know the different notices and warning signs relevant to the occupational area: prohibition, warning, mandatory, safe condition, fire safety and hazardous materials.

1.3 Learners will know how to work safely and in line with control measures identified by risk assessments and method statements (RAMS).

1.4 Learners will know how to identify appropriate health and safety control equipment by the principles of protection for occupational use, types and purpose of each type, different work situations and the general work environment, to include:

- collective protective measures
- local exhaust ventilation (LEV)
- personal protective equipment (PPE)
- respiratory protective equipment (RPE).

Outcome 2

2.1 Learners will know how to identify the risks and hazards associated with the occupational area, to include risks and hazards in relation to:

- Resources – substances, asbestos, silica, chemicals, dust, manual handling, stacking and storing, uses of materials.
- the workplace – confined spaces, working at height, plant and equipment, obstructions, storage, services and work activities, slips, trips and falls.
- the environment – weather conditions, heat, cold, wind, rain, lightning, ventilation working temperatures, housekeeping.

2.2 Learners will know how to identify current common safety and health risks. To include weather conditions, changes in work practices and procedures, use of materials and equipment, handling and storage of hazardous materials.

2.3 Learners will know the organisational recording procedures and statutory requirements for reporting hazards in the workplace. Who, when and how to record a reportable incident.

Outcome 3

3.1 Learners will know how to work safely in line with organisational requirements, to include receiving or sourcing information, reporting, stopping work, evacuation, fire risks and safe exit procedures, consultation and feedback. Identifying when specialist knowledge and skills are required. How and when inductions, toolbox talks, team briefings and signage contribute to safe working practices.

Learners will know how to deal with accidents and emergencies associated with the type of work being undertaken and the work environment to include evacuation procedures, cordoning off areas, dealing with spillages.

3.2 Learners will know how to take responsibility for health, safety and welfare, in line with their training and skills and the limits of own authority. Learners will know how to report changed circumstances and incidents in the workplace whilst adhering to the environmental requirements of the workplace.

3.3 Learners will know how to recognise behaviour that affects health, safety and welfare and recognising when to stop work in the face of serious and imminent danger. To include horseplay, poor housekeeping, aggressive behaviour, unsafe working practices, individuals under the influence of alcohol/illicit substances.

Learners will know how to contribute to discussions and provide valuable feedback.

3.4 Learners will know the different fire extinguishers available and their uses. Learners will know the following classifications and understand the fire triangle (fuel, oxygen and source of ignition):

- water – red/Class A, carbonaceous materials
- CO2 – black/Class B&E, electrical and flammable liquids
- foam – cream/Class A&B, carbonaceous materials and flammable liquids
- powder – blue, all classes of fire
- wet chemical – yellow/Class F, oil and fats.

Outcome 4

4.1 Learners will know the organisational procedures relating to the security of the workplace, general public, site personnel and resources, and how they are implemented. Learners will know how to protect the general public from work activities through the use of solid hoarding, open mesh fencing, CCTV and signage.

Learners will understand the importance of safety barriers, designated walkways, signing in/out procedures and secure storage facilities.

Learners will know the range of methods used on site for preventing unauthorised access, damage to property and theft of goods.

Learning outcome

5. Comply with all workplace health, safety and welfare legislation requirements at all times

Criteria

5.1 Avoid risk by complying with given information relating to the following:

- induction
- briefings
- application of prior training (safe use of health and safety control equipment)

5.2 Adhere to statutory requirements and/or safety notices and warning signs displayed in the workplace or on equipment

5.3 Recognise hazards (created by changing circumstances) associated with the workplace, that have not been previously controlled, and report them in accordance with organisational procedures

6. Accept responsibility for, and comply with, organisational policies and procedures in order to contribute to health, safety and welfare

Criteria

6.1 Show personal behaviour which demonstrates active responsibility for general workplace health, safety and welfare

6.2 Comply with organisational policies and procedures relating to the following:

- consideration of others
- interpretation of given instructions to maintain safe systems of work
- contributing to discussions (offer and provide feedback)
- maintaining quality working practices
- contributing to the maintenance of workplace welfare facilities
- storage and use of equipment provided to keep people safe
- disposal of waste and/or consumable items

7. Comply with and support all organisational security arrangements and approved procedures

Criteria

7.1 Comply with organisational procedures for maintaining the security of the workplace:

- during the working day
- on completion of the day's work
- from unauthorised personnel (other operatives and/or the general public)
- from theft.

Unit 253: Conform to productive work practices

GLH:	15

What is this unit about?

This unit is about productive communication with line management, colleagues and customers as well as interpreting information, planning and carrying out productive work practices and working with others or as an individual, in the context of your occupation and work environment.

On completion of this unit, learners will be able to:

- communicate with others
- follow organisational procedures to plan the sequence of work in order to conform to productive work practices and maintain records
- maintain good work relationships.

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

- What paperwork will I have to work with on-site?
- What does E&D mean?
- Will I still have to attend meetings and briefings after my induction?
- What are organisational procedures?

Learning outcome

1. Understand how to communicate with others

Criteria

1.1 How to use methods of communication with other workplace personnel and customers

1.2 How to communicate to ensure work is productive

2. Understand how to follow procedures

Criteria

2.1 How organisational procedures are applied to plan and carry out productive work

2.2 How to maintain documentation in accordance with organisational procedures

3. Understand how to maintain good work relationships

Criteria

3.1 How to maintain good work relationships

3.2 How to apply the principles of equality and diversity

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will understand how to use different means of communication, to include listening, written, oral, visual and digital and the key considerations for use:

- Listening – active, empathetic, critical, reflective
- Written – technical terminology, structured, objective, descriptive, narrative
- Oral – use of vocabulary, technical terminology, fluency, oral grammar, face to face, mobile phone, online/remote meeting
- Visual – drawings/plans, signage, notices, body language, sign language and hand signals (ie banksperson)
- Digital – email, texting, communication apps (general and specialist work apps).

1.2 Learners will know how to use different forms of communication in the workplace to ensure information is clear and work is productive: team briefings, toolbox talks, Gantt charts, method statements, job cards, working drawings, written specifications and schedules, manufacturer literature.

Outcome 2

2.1 Learners will understand how work is allocated to employees and the organisation of sequencing work programmes. Learners will know the appropriate use of resources for their own and other's work requirements.

2.2 Learners will know how to maintain documentation, to include job cards, worksheets, material/resources lists and time sheets.

Outcome 3

3.1 Learners will know how to build and maintain good working relationships with others, to include individuals, workplace groups (customer and operative, operative and line management, own occupation and allied occupations):

- being polite and respectful
- using clear and timely communication
- being clear of work requirements, project deadlines
- completing allocated tasks on time
- taking responsibility for own work
- being aware of the team's/others' deadlines
- working towards a shared goal
- willingness to adapt to change.

3.2 Learners will understand how to consider the needs of individuals by applying the principles of equality, diversity and inclusion. This includes recognising protected characteristics, valuing different backgrounds, and the principles of FREDA:

- Fairness
- Respect
- Equality
- Dignity
- Autonomy.

Learning outcome

4. Communicate with others

Criteria

4.1 Communicate with line management, colleagues or customers to ensure work is carried out productively

4.2 Respect the needs of others when communicating

5. Follow organisational procedures to plan the sequence of work to conform to productive work practices and maintain records

Criteria

5.1 Interpret procedures and use resources to plan the sequence of work, so that it is completed productively

5.2 Complete documentation as required by the organisation

6. Maintain good work relationships

Criteria

6.1 Work productively with line management, colleagues, customers or other people

6.2 Apply the principles of equality and diversity

Unit 254: Move, handle or store resources

GLH:	10

What is this unit about?

This unit is about interpreting information and adopting safe and healthy working practices including selecting aids or equipment to move, handle or store occupational resources. It also includes moving, handling and storing occupational resources to maintain useful condition, in the context of your occupation and work environment.

On completion of this unit, learners will be able to:

- understand how to interpret information
- understand resource selection
- comply with occupational resource information and maintain safe work practices.

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

- How heavy an object will I be expected to carry?
- Will I learn how to use correct lifting techniques?
- What does FIFO mean?

Learning outcome

1. Understand how to interpret information

Criteria

1.1 How to obtain information to use and store lifting aids and equipment

1.2 The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied

2. Understand resource selection

Criteria

2.1 How the resources should be used and how any problems associated with the resources are reported

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know how to find the information required to safely set up, use and store lifting aids and equipment to include wheelbarrows, sack barrows, board trolleys, pallet trucks, gin wheels, board lifters, suction pads, brick grabs, pulleys to include manufacturer information, health and safety documentation.

1.2 Learners will understand their responsibilities in relation to potential accidents and health hazards whilst moving, handling and storing construction materials.

Learners will know how to apply statutory regulations (COSHH, Manual Handling Operations, Working at Height Regulations (WAHR), Lifting Operations and Lifting Equipment Regulations (LOLER), official guidance (HSE), RAMS, and safety data sheets in relation to:

- materials and substances – storage, handling, sheet material, loose material, bagged or wrapped material, fragile material, tools and equipment, components, liquids, hazardous material, flammable material, high value material.
- manual handling – safe kinetic lift techniques and recommended maximum loads individuals can lift and carry from different heights.
- mechanical lifting – selection and use of a range of mechanical lifting aids to include wheelbarrows, sack barrows, board trolleys, pallet trucks, gin wheels, board lifters, suction pads, brick grabs, pulleys.

Outcome 2

2.1 Learners will know how to select resources for moving, handling and storing materials and equipment for different jobs to include:

- lifting and handling aids – wheelbarrows, pallet truck, forklift, sack barrow
- storage – secure compound, designated area, lockable container, flammable material container, temporary coverings
- fixing, holding and securing systems – ropes and lashing, bracing, ratchet straps

- rotation of perishables stock, FIFO (first in first out).

Learners will know the limits of their own authority to rectify problems with lifting aids and equipment (including potential faults and defects) and the reporting procedures including the correct person to inform and using the correct method (formal, informal).

Learning outcome

3. Comply with the given information, relevant legislation and official guidance to move, handle or store occupational resources and maintain safe work practices

Criteria

3.1 Interpret given information to move, handle or store occupational resources, and use and store lifting aids and equipment

3.2 Avoid risk by complying with the given information relating to at least **two** of the following:

- methods of work
- safe use of health and safety control equipment
- safe use of lifting aids
- protection of the environment

3.3 Select the required quantity and quality of resources for the method of moving, handling or storing occupational resources:

- lifting and handling aids
- container(s)
- fixing, holding and securing systems

4. Prevent damage to the occupational resources and surrounding environment

Criteria

4.1 Protect the occupational resources and their surrounding area from damage

4.2 Dispose of waste and packaging in accordance with legislation

4.3 Maintain a clean work space

5. Comply with the given occupational resource information to carry out the work efficiently to the required guidance and within the allocated time in accordance with the programme of work

Criteria

5.1 Demonstrate work skills to move, position, store, secure and/or use lifting aids and kinetic lifting techniques

5.2 Move, handle or store occupational resources to meet product information and organisational requirements relating to at least **three** of the following:

- sheet material
- loose material
- bagged or wrapped material
- fragile material
- tools and equipment
- components
- liquids

5.3 Complete the work within the estimated, allocated time to meet the needs of other occupations and/or customer

Unit 259: Site carpentry core knowledge

GLH: 55

What is this unit about?

This unit covers the overarching knowledge required for site carpentry.

On completion of this unit, learners will:

- understand how to interpret and maintain information
- understand safe work practices
- understand how to minimise the risk of damage
- understand working to deadlines.

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 the context of the following skills units (where appropriate):

- 260 Install first fixing components
- 261 Install second fixing components
- 262 Erect structural carcassing components

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 outcome

1. Understand how to interpret and maintain information

Criteria

1.1 The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented

1.2 The types of information, their source and how they are interpreted

1.3 The organisational procedures to solve problems with the information and why it is important they are followed

1.4 The importance of maintaining documentation

2. Understand safe work practices

Criteria

2.1 The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied

2.2 How emergencies should be responded to and who should respond

2.3 The organisational security procedures for tools, equipment, and personal belongings

2.4 What the accident reporting procedures are and who is responsible for making the report

2.5 Why, when, and how health and safety control equipment should be used

2.6 How to comply with environmentally responsible work practices to meet current legislation and official guidance

3. Understand how to minimise the risk of damage

Criteria

3.1 How to protect work from damage and the purpose of protection

3.2 Why disposal of waste should be carried out safely and how it is achieved

4. Understand working to deadlines

Criteria

4.1 How work is carried out to meet the programme in the scheduled time and the importance of deadlines

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the organisational procedures in place to report and resolve problems with incorrect or incomplete information and unsuitable resources. Learners will know their features and uses, including verbal communication of problems, chain of command, toolbox talks, team briefings, and how they are implemented.

1.2 Learners will know the purpose, 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, technical product data, oral and written instructions, and regional regulations as well as the building regulations, and know how they are applied and implemented.

Learners will know the different types of information available and how they can be sourced, presented and interpreted. To include:

- technical – safety data sheets, drawings and plans, specifications, schedules
- product – manufacturer's literature, specifications
- regulatory – Risk Assessment and Method Statement (RAMS), Working at Height Regulations (WAHR)
- written documents – delivery notes, requisition forms
- methods of presentation – oral (verbal instructions), written (specification, job sheet), graphical presentation (work programme).

1.3 Learners will know the types of problems arising from inappropriate information – including misheard instructions, inaccurate information, misinterpretation of method statement, incorrect information given. Learners will know the types of problems and potential hazards arising from resources including unsuitable materials, damaged or broken components, adverse weather conditions and changing circumstances. Learners will know the importance of following organisational procedures correctly, and the potential consequences of failing to communicate identified problems.

1.4 Learners will know the importance of maintaining documentation, to include: job cards, worksheets, material/resources lists, requisition orders, maintenance logs and time sheets.

Outcome 2

2.1 Learners will know the principles of the following pieces of legislation, what each legislation is for, how it is used in industry and the consquences of non-compliance: Building regulations (Approved Document A: Structure, Approved Document K: Protection from falling, collision and impact, Approved Document M: Access to and use of buildings and Approved Document (Regulation) 7: Material and workmanship); Working at Height Regulations (WAH); Health and Safety at Work Act (HASAWA); Provision and Use of

Work Equipment Regulations (PUWER); Approved Codes of Practice (ACOPs); Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR); Construction (Design and Management) Regulations (CDM); Control of Substances Hazardous to Health (COSHH); Personal Protective Equipment at Work Regulations (PPE); Lifting Operations and Lifting Equipment Regulations (LOLER); Mobile Elevating Work Platform Regulations (MEWP); Manual Handling Regulations; Control of 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.

Learners will know about the correct PPE and the importance of inductions and training. Learners will know how to apply RAMS, COSHH reports and safety data sheets in relation to reporting new hazards/near misses and applying appropriate techniques (in line with current relevant legislation):

- in the workplace – safe access, egress and walkways, plant movement, excavations, lone working
- in confined spaces – emergency plans, respiratory protective equipment (RPE), local exhaust ventilation (LEV)
- below ground level – safe exits, services, floods/ground water
- at height – fall protection, safety harnesses, correct access equipment.
- tools and equipment – safe use, limitations, PPE requirements, safety aids, extraction systems (LEV).

2.2 Learners will know employee responsibilities and the procedures in line with organisational authorisation and relevant training in relation to:

- fires – prevention, using fire extinguishers for different classes of fire, evacuation procedures and muster points
- spillages – prevention, spill kits, signage, cordon off area, reporting.
- injuries – first aider, first aid kit, accident recording and reporting
- emergencies relating to occupational activities – prevention, emergency procedures, emergency services, reporting.

Learners will know the types of common site carpentry injuries (acute and chronic: cuts, abrasions, splinters, impact from tools/equipment, crushes, repetitive strain, musculoskeletal) and responsibilities of individuals and first aider.

2.3 Learners will know the organisational security procedures for different situations:

- site – temporary fencing/hoarding, security guards, surveillance (CCTV)
- workplace – opening up and locking up
- company – signing in, ID authorisation procedures
- operative – security of tools, materials, equipment and vehicles, personal belongings.

Learners will understand security procedures in a domestic dwelling compared to on-site.

2.4 Learners will know who is responsible for completing accident forms and be able to identify a first aider. Learners will also understand the legal requirement relating the number of people needed to be trained appropriately for first aid. Learners will understand the roles and responsibilities in different sites including in a domestic dwelling, including how to take active responsibility for health, safety, and welfare. Learners will understand how reporting to HSE works and RIDDOR for reportable incidents. Learners will know how to use the accident book to record accidents and injuries, and how to record near

misses, including the review, re-evaluation and updating of safe working procedures.

2.5 Learners will know the correct selection, usage, and maintenance of PPE, RPE, LEV including knowledge of high-impact glasses, goggles, hard hat, Hi-Viz, ear defenders, safety boots, dust masks (including face fit tests), safety harnesses, appropriate gloves, fall arrest bags, crash mats, safety deck system, scaffold guard rail and netting, false floors, ballistic nail gun, first fix nail gun and second fix nail gun training.

2.6 Learners will 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, Waste Electrical and Electronic Equipment (WEEE) Regulations.

Outcome 3

3.1 Learners will know how to protect work from damage, from general work activities, other occupations, weather conditions (domestic as well as site-based), temporary cover, altering order of work to protect work better, care and attention to detail during installation, dust sheets, material protectors.

Learners will know the correct storage of materials before, during and after the work**.**

3.2 Learners will know how to dispose of waste (safely and responsibly following organisational procedures, manufacturers' information, statutory regulations, and official guidance in line with environmental responsibilities).

Outcome 4

4.1 Learners will 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 will know the types of productivity targets and timescales, how times are estimated, circumstances which will affect the work programme including weather, availability of labour, knock-on effect of poor handling and storage causing damage to materials, penalty clause, retention fees, programme of work (both formal and informal) and implications on organisation reputation and on other trades.

Unit 260: Install first fixing components

GLH:	80

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers setting out and fixing first fix site carpentry components including partitions, floor coverings, door frames and linings.

On completion of this unit, learners will be able to:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- What is first fixing?
- What tasks will I be doing in first fixing carpentry?
- How do I plan for and fit a flight of stairs?
- Why would I use wood or metal for building a partition?
- How do I measure out and fit floor coverings?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources
Range: characteristics; quality; uses; sustainability; limitations; defects; rectifying defects

1.2 Use of resources
Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources
Range: organisational procedures; reasoning; use of

1.4 Hazards
Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work
Range: completing methods of work; reporting problems

2.2 Tools and equipment
Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will understand the characteristics, quality, suitability and sizes of commercially available materials when selecting resources for the installation of first fix components.
Learners will know the reasons for selecting materials for first fix components to include:

- Frames and linings (door and windows)
- Internal window board/cills
- Floor coverings and flat roof decking (warm and cold)
- Partitions
- Staircases
- Roof verge and eaves finishing.

Learners will know the types of materials used:

- Softwoods – whitewood (spruce), European redwood, Douglas fir
- Hardwoods – oak, ash and mahogany
- Manufactured timber boards – Medium Density Fibreboard (MDF), Oriented Strand Board (OSB), plywood
- Plasterboards – moisture resistant, acoustic, fire, high impact, thermal

- Composites and plastics, Unplasticized Polyvinyl Chloride (uPVC)
- Insulation – partition and roof.

Learners will know how to identify defects (cups, bows, twists) that can affect the structural integrity (knots, splits, shakes, grain direction) and those that only affect the aesthetics (small face knots, blue stain). How to rectify and work with identified defects (location of cuts, use best face, cambers facing same way).

Learners will understand the uses and limitations of resources (stress graded, regularised Canadian Lumber Standard (CLS) timber) and sustainable alternatives (metal studwork for partitions and composite/plastic cladding materials).

1.2 Learners will know which materials and fixings to use in specific locations, and their suitability to fix, join and secure:

- Frames and linings (door and windows) to masonry, metal and timber studs
- Internal window board/cills
- Floor coverings and flat roof decking – floating and direct to joist
- Partitions – metal (stud, C channel studs, I channel studs, U track) and timber (head, sole plate, studs, noggins, puncheon)
- Service column/encasement
- Staircases – to walls and floors (a decision regarding 'staircases straight and with turns' is still to be made by CITB and employer groups)
- Roof verge and eaves and soffits – open, closed, flushed, sprocketed.

Learners will know the procedures for reporting problems with selected resources including defective materials found at point of delivery and during the construction process. Those arising from information, resources and methods of work, own authority to rectify and organisational reporting procedures.

Learners will know a range of joints to use for the installation of first fix components, to include butt, housing, mortice and tenon, tongue and groove.

Learners will know a range of fixings for first fix components to include nails (oval brads (loose/collated), lost heads, wire, clout, panel pins, masonry, cut clasp, staples, polytop, twist, ringshank), screws (wafer head, dry wall, single thread, double thread, self-tapping, wood, machine, self-drilling), screw head drive types (slotted, Pozidriv, Phillips, torx, hex/Allen), screw head shape types (countersunk, round-pan, round, bugle, raised), cavity/hollow wall (plasterboard screws, plugs, toggles, anchors) and solid wall (plug and screw, concrete screws, expanding bolt, chemical/resin), D4 adhesives (Polyurethane (PU), Polyvinyl Acetate (PVA), sealant filler/expanding foam).

1.3 Learners will know the process for selecting materials using technical information sources including drawings, specifications, schedules, and manufacturer's information.

Learners will know how to requisition, order resources to complete a specific task using organisational procedures to include:

- compiling a material/resource list for a range of first fix carpentry tasks
- completing a requisition order form.

1.4 Learners will understand the hazards and risks associated with the installation of first fixing components. Hazards and risks to include musculoskeletal injuries from lifting, carrying and poor working posture, impact from tools and entrapment, repetitive strain,

cuts, bruising, lacerations, Hand-Arm Vibration Syndrome (HAVs) resulting from using vibrating handheld machinery (Vibration White Finger (VWF), Raynaud's Syndrome, Carpal Tunnel Syndrome), irritants affecting the eyes, nose, throat and skin, carcinogenic substances, hearing impairment from machine noise.

Outcome 2

2.1 Learners will understand the methods used in the installation of first fix carpentry components and the procedure to follow to report a problem found ensuring all relevant parties are informed.

First fix component as listed in 1.1:

- Frames and linings (door and windows)
- Internal window board/cills
- Floor coverings and flat roof decking
- Partitions
- Staircases
- Roof verge and eaves finishing.

2.2 Learners will know how to select, safely use, sharpen, maintain, and store hand and power tools and check, store and maintain equipment required to install first fix carpentry components and how to record any faults found.

Tools and equipment:

- Hand tools and equipment – saws (hand, crosscut, panel, hack, drywall, pad), tin snips, crimper, surform (board dresser), measuring equipment (tapes and rules), squares (combination, try, steel, framing), sliding bevel, screwdrivers (slotted drive, Pozidriv, Phillips, torx, hex/Allen), hammers (claw, lump, secret nailer), floor clamps, bevel edged chisels, sharpening stone, levels (spirit, boat/torpedo, laser), string line, chalk line, retractable trimming knife, drill bits (TCT, HSS twist/jobber, auger, spade, counterbore, countersink), board lifters (manual, mechanical), deadman
- Power tools and equipment – saws (chop, table, circular/track, jig), multi-cutter, first fix/framing nailer, drill/driver, collated screw gun, routers, cutters and jigs, planer
- Access equipment – hop ups, mobile/static tower scaffold, ladders, step ladders, saw stools.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to measure, mark out, cut, fit, finish, position, and secure materials

3.2 Select, use, and maintain hand and power tools to install at least **three** of the following to given working instructions:

- door frames

- window frames (including window board/cill)
- linings (door or hatch)
- floor coverings or flat roof decking
- partitions
- staircases
- roof verge and eaves finishings.

Delivery outcomes (depth of content)

Outcome 3

3.1and 3.2
Learners will be able to interpret given information to:

- install door or window frames including window board/cill
- fabricate and install door or hatch linings
- cut and fit floor joist coverings
- set out, fabricate, and install partitions with coverings
- fit and install service encasements with coverings
- fit and install a staircase
- cut and fit eaves and verge finishings.

Learners will be able to follow legislation and guidance, protect work area and demonstrate active responsibility for health, safety and welfare.

Learners will be able to select, safely set up, use, and maintain the different types of hand tools, power tools and associated equipment.

Learners will be able to select, safely handle, stack and store resources using correct manual handling techniques.

Learners will be able to maintain a clear and tidy work area, dispose of waste and complete work in line with the programme of work.

Unit 261: Install second fixing components

GLH:	80

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers setting out and fixing second fix site carpentry components including hanging doors, fitted units, service encasements.

On completion of this unit, learners will be able to:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- What is second fixing?
- What tasks will I be doing in second fixing carpentry?
- How will I know what ironmongery to use when hanging an external door?
- How do I measure up for decorative mouldings?
- What building regulations cover stairs?
- How do I set out and fit kitchens?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources
Range: characteristics; quality; uses; sustainability; limitations; defects; rectifying defects

1.2 Use of resources
Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources
Range: organisational procedures; reasoning; use of

1.4 Hazards
Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work
Range: completing methods of work; reporting problems

2.2 Tools and equipment
Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will understand the characteristics, quality, suitability and sizes of commercially available materials and components when selecting resources for the installation of second fix components.

Components and materials to include:

- Doors (internal, external, fire resisting and non-fire resisting) – flush, panelled, Framed Ledge Brace (FLB), Ledge Brace (LB) (orientation of braces), half or fully glazed, double, rebated, Unplasticized Polyvinyl Chloride (uPVC), composite
- decorative mouldings – architrave, skirting, dado rail, frieze rail, picture rail, corner (rosette and corbel) blocks and plinth blocks; sizes and profiles, softwood, hard wood, Medium Density Fibreboard (MDF), uPVC
- ironmongery – sizes and types of hinges (fire rated, butt, raising butt, falling butt, parliament, detachable, concealed, kitchen, flag, flush, friction, tee, strap, helical (single/double)), locks (sash, rim, night cylinder, euro, mortice, dead, multi-point/ espagnolette, digital keypad/combination, hasp and staple padlock), latches (mortice, thumb), bolts (mortice door, security hinge, tower, concealed, cranked,

flush), handles (lever, knob and D), push/kick plate/bars, security viewer, door closers (concealed, surface mounted)
- service encasements – traditional skeletal frame, metal stud, slab construction, preformed uPVC, composite, plasterboard and wood-based sheet material coverings
- prefabricated units and fitments – worktops; solid wood, laminated, post formed and square edged, natural, and composite, methods of jointing
- cladding or panelling – cedar, larch, composite boards, uPVC, timber-based sheet material, oak, metal, glazed
- stair components – handrails, spindles, glazed, newel posts (full, half, pendant, intermediate), newel caps, string capping/baserails, apron lining, mouldings, spacers, handrail bolts and brackets.

Learners will know how to identify defects that can affect the structural integrity (knots splits, shakes, grain direction) and those that only affect the aesthetics (blue stain). How to rectify and work with identified defects (location of cuts, use best face, camber facing same way).

Learners will understand the uses and limitations of resources and sustainable alternatives to include use of Programme for the Endorsement of Forest Certification (PEFC)/Forest Stewardship Council (FSC) certified timbers.

1.2 Learners will know which materials and fixings to select and use in specific locations, and their suitability to install:

- the correct door from a door schedule
- the decorative moulding to use from a specification
- the correct ironmongery from a door/window schedule
- materials required to construct service encasements in a range of locations to include areas of high moisture content, acoustic insulation for plumbing services, access panels
- cladding materials for internal or external use, decorative and structural finishes
- the correct materials for fixing a full balustrade including adhesives, mechanical fixings and draw bored dowels.

Learners will know the procedures for reporting problems with selected resources including defective materials found at point of delivery and during the construction process. Those arising from information, resources and methods of work, own authority to rectify and organisational reporting procedures.

Learners will know the recommended timber moisture contents for a range of second fixing locations.

Learners will know a range of joints to use for the installation of second fix components (butt, housing, mortice and tenon, scribe and mitre).

Learners will know a range of fixings for second fix components to include nails (oval brads (loose/collated), lost heads, panel pins, masonry, cut clasp, staples, polytop), screws (single thread, double thread, self tapping, wood, machine, self drilling, security), screw head drive types (slotted, Pozidriv, Phillips, torx, hex/Allen), screw head shape types (countersunk, round-pan, round, bugle, mirror, cups, raised), cavity/hollow wall (plasterboard screws, plugs, toggles, anchors) and solid wall (plug and screw, concrete screws, expanding bolt, chemical/resin), worktop bolts and biscuits.

1.3 Learners will know the process for selecting materials using technical information sources including drawings (range, assemble), specifications, schedules (door, window, kitchen) and manufacturer's information.

Learners will know how to requisition, order resources to complete a specific task using organisational procedures to include:

- compiling a material/resource list for a range of second fix carpentry tasks
- completing a requisition order form.

1.4 Learners will understand the hazards and risks associated with the installation of second fix carpentry components and the correct method of work required to complete tasks safely. Hazards and risks to include musculoskeletal injuries from lifting, carrying and poor working posture, impact from tools and entrapment, repetitive strain, cuts, bruising, lacerations, Hand-Arm Vibration Syndrome (HAVs) resulting from using vibrating handheld machinery (Vibration White Finger (VWF), Raynaud's Syndrome, Carpal Tunnel Syndrome), irritants affecting the eyes, nose, throat and skin, carcinogenic substances, hearing impairment from machine noise.

Outcome 2

2.1 Learners will understand the methods used in the installation of second fix carpentry components and the procedure to follow to report a problem found ensuring all relevant parties are informed.

Second fix components as listed in 1.1 for:

- side hung doors
- decorative mouldings
- ironmongery
- service encasement
- prefabricated units or fitments including worktops with returns and apertures
- cladding or panelling
- stair components.

2.2 Learners will know how to select, safey use, sharpen, maintain, and store hand and power tools and check, store and maintain equipment required to install second fix carpentry components and how to record any faults found.

Tools and equipment:

- Hand tools and equipment – saws (hand, coping, panel, hack, Japanese pull), measuring equipment (tapes and rules), squares (combination, try), sliding bevel, marking gauge, bradawl, screwdrivers (slotted drive Pozidriv, Phillips, torx, hex/Allen), hammers (claw, pin and mallet), chisels (bevel edged, corner), sharpening stone, nail punches, pinchers, planes (smoothing, block and jack), levels (spirit, boat), string line, chalk line, scrapers, retractable trimming knife, drill bits (TCT, HSS twist/jobber, auger, spade, countersink, counterbore), clamps, abrasive papers, sanding blocks
- Power tools and equipment – saw (chop, table, circular/track, jig), multi-cutter, brad nailer, sanders (orbital and belt), drill/driver, routers, cutters and jigs (worktop, drainage board, hinge, lock), planer
- Access equipment – hop ups, mobile/static tower scaffold, ladders, step ladders, saw stools.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to measure, mark out, cut, fit, finish, position, and secure materials

3.2 Select, use, and maintain hand and power tools to install at least **five** of the following to given working instructions:

- side hung doors
- mouldings
- ironmongery
- service encasement
- prefabricated units or fitments
- cladding or panelling
- stair components.

Delivery outcomes (depth of content)

Outcome 3

3.1 and 3.2

Learners will be able to interpret given information to:

- fit and hang a side hung door
- cut and fit a range of decorative mouldings (architrave, skirting) with internal, external angles and returns
- install a range of commercially available iron ironmongery
- fabricate and install a service encasement to include coverings and access panel(s)
- set out and install prefabricated units or fitments to include base units, wall units, worktops, decorative panels and profiled mouldings
- fit and install a range of internal or external wall cladding or panelling
- set out, cut and fit a complete balustrade in compliance with the building regulations.

Learners will be able to follow legislation and guidance, protect work area and demonstrate active responsibility for health, safety and welfare.

Learners will be able to select, safely set up, use, and maintain the different types of hand tools, power tools and associated equipment.

Learners will be able to select, safely handle, stack and store resources using correct manual handling techniques.

Learners will be able to maintain a clear and tidy work area, dispose of waste and complete work in line with the programme of work.

Unit 262: Erect structural carcassing components

GLH:	70

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers setting out and fixing structural carcassing components for roofs and floors.

On completion of this unit, learners will be able to:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- What is structural carcassing?
- What does stress grading mean?
- What is a dynamic load?
- Why is a honeycomb wall full of holes?
- What PPE do I need when working at height?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources
Range: characteristics; quality; uses; sustainability; limitations; defects; rectifying defects

1.2 Use of resources
Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources
Range: organisational procedures; reasoning; use of

1.4 Hazards
Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work
Range: completing methods of work; reporting problems

2.2 Tools and equipment
Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will understand the characteristics, quality, suitability and sizes of commercially available materials when selecting resources for the installation of structural carcassing components to include:

- inclined trussed rafter roofs with gables – stress graded timber (C16 and C24), timber sizes (standard Canadian Lumber Standard (CLS) dimensions, regularised timber, standard timber lengths in 300 mm increments) sheet materials (Oriented Strand Board (OSB), plywood, chipboard and standard thicknesses and size)
- load bearing partitions – stress graded timber, timber sizes
- joists (ground, upper or flat roof), including coverings (flat roofs, cold and warm decks, or floors) – stress graded timber, timber sizes, durability of decking materials (plywood, OSB, chipboard)
- insulation for roofs, partitions and floors (fibreglass and mineral wool rolls and bats, Polyisocyanurate (PIR), phenolic board, sheep wool).

Learners will understand the loads that can be imposed on a structure (live, dead, dynamic) and know where to obtain this information regarding timber sizes (span tables).

Learners will know how to identify defects that can affect the structural integrity (knots splits, shakes, grain direction) and those that only affect the aesthetics (blue stain, Ultraviolet (UV) bleaching). How to rectify and work with identified defects (location of cuts, use best face, camber facing same way/upwards, knots on top edge of joists).

Learners will understand the uses and limitations of resources and sustainable alternatives to include use of Programme for the Endorsement of Forest Certification (PEFC)/Forest Stewardship Council (FSC) certified timbers.

1.2 Learners will know which materials and fixings to use in specific locations to include:

- truss rafters types (fink, fan, attic, howe, king post, queen post, diminishing, mono and dual pitch, spandrel panel, girder), truss terminology (top cords/rafters, bottom cord/ceiling joists, struts, hangers, node points, foot), gable ladders, components that make up truss roofs: truss clips and hangers, restraint straps, bracings (longitudinal, diagonal (wind), chevron), wallplate, noggins, gang nail plates
- components that make up a load bearing partition – head, soleplate, studs, noggins, cripple/puncheon studs, Jack studs, lintels, sheathing
- components that make up ground and upper floors and flat roofs – dwarf walls, joists (bridging, trimmer, trimming, trimmed), strutting (herringbone and solid), firrings and fillets, bracings, metalwork (straps (lateral restraint, wallplate), joist hangers, truss clips, propriety herringbone struts, bolts and washers), membrane, Damp Proof Course (DPC), insulation and joist coverings.

Learners will know the procedures for reporting problems with selected resources including defective materials found at point of delivery and during the construction process. Those arising from information, resources and methods of work, own authority to rectify and organisational reporting procedures.

Learners will know joints to use for a range of structural carcassing components, to include butt, housing, tongue and groove, header, lap, use of proprietary fixings/metal work e.g. joist hangers and truss clips).

Learners will know a range of fixings for structural carcassing components to include nails (loose/collated), (common bright and galvanised ring shank, oval brad, lost heads, masonry, cut clasp, twist), screws (single thread, double thread, wood, self drilling), screw head drive types (slotted, Pozidriv, Phillips, torx, hex/Allen), solid wall fixings (plug and screw, concrete screws, expanding bolt, chemical/resin), proprietary brackets, bolts, threaded bar, nuts and washers.

1.3 Learners will know the process for selecting materials using technical information sources including drawings, specifications, schedules, and manufacturer's information.

Learners will know how to requisition, order resources to complete a specific task using organisational procedures to include:

- compiling a material/resource list for a range of structural carcassing carpentry tasks
- completing a requisition order form.

1.4 Learners will understand the hazards and risks associated with the installation of structural carcassing components and the correct method of work required to complete tasks safely. Hazards and risks to include musculoskeletal injuries from lifting, carrying

and poor working posture, impact from tools and entrapment, repetitive strain, cuts, bruising, lacerations, crushes, Hand-Arm Vibration Syndrome (HAVs) resulting from using vibrating handheld machinery (Vibration White Finger (VWF), Raynaud's Syndrome, Carpal Tunnel Syndrome), irritants affecting the eyes, nose, throat and skin, carcinogenic substances, hearing impairment from machine noise.

Outcome 2

2.1 Learners will understand the methods used in the installation of structural carcassing components and the procedure to follow to report a problem found ensuring all relevant parties are informed.

Structural carcassing components as listed in 1.1:

- inclined trussed rafter roofs with gables
- load bearing partitions
- joists (ground, upper or flat roof), including coverings.

2.2 Learners will know how to select, safely use, sharpen, maintain, and store hand and power tools, check, store and maintain equipment required to install structural carcassing components to include scaffolding and fall arrest systems, and record any faults found.

Tools and equipment:

- Hand tools and equipment – hand saws, measuring equipment (tapes and rules), squares (combination, try, sliding bevel), screwdrivers (slotted drive, Pozidriv, Phillips, torx, hex/Allen), hammers (claw, framing), bevel edged chisels, sharpening stone, pinchers, planes levels (laser spirit, boat), string line, chalk line, drill bits (TCT, HSS twist/jobber, auger, spade, countersink, counterbore), clamps
- Power tools and equipment – saw (chop, circular, jig), multi-cutter, first fix/framing nailer, positive placement nailer (PPN), drill/driver, planer
- Access equipment – hop ups, mobile/static tower scaffold, ladders, step ladders, saw stools, independent scaffolding, birdcage/crash deck scaffolding.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to measure, mark out, cut, fit, finish, position, and secure materials

3.2 Select, use, and maintain hand and power tools to install at least **one** of the following to given working instructions:

- inclined trussed rafter roofs with gables
- load bearing partitions
- joists (ground, upper or flat roof), including coverings (flat roofs, decks, or floors).

Delivery outcomes (depth of content)

Outcome 3

3.1 and 3.2

Learners will be able to interpret given information to:

- set out and erect an inclined trussed rafter roof with gables
- set out, cut and erect load bearing partitions to include openings and sheathing
- cut and fit floor joists, either:
  - timber suspended ground floors with joist coverings
  - upper floors with trimmed openings with joist coverings
  - flat roofs with firrings and fillets with joist coverings.

Learners will be able to follow legislation and guidance, protect work area and demonstrate active responsibility for health, safety and welfare.

Learners will be able to select, safely set up, use, and maintain the different types of hand tools, power tools and associated equipment.

Learners will be able to select, safely handle, stack and store resources using correct manual handling techniques.

Learners will be able to maintain a clear and tidy work area, dispose of waste and complete work in line with the programme of work.

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