Qualification Specification:

OCN NI Level 2 Diploma in Woodworking Skills

- **Qualification No: 603/7904/2**

Version: 2.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New specification format with unit scopes	V2.0 – August 2025

2. Contents

3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Diploma in Woodworking Skills.**

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the **OCN NI Level 2 Diploma in Woodworking Skills.**

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These includes guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering this qualification must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification, and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualification.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on Contact Us | OCN NI

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level OCN NI Level 2 Diploma in Woodworking Skills
Qualification Number: 603/7904/2

Operational start date: 01 October 2021
Review date: 30 September 2031

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at Ofqual Register. This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Background

The NI Traineeship

The NI Traineeship is the newly reformed flagship level 2 vocational education programme that delivers the commitments set out within 'Generating our Success131' the Northern Ireland Strategy for Youth Training. It has been designed to offer breadth beyond the skills of specific job roles and to deliver a simpler qualifications' landscape. Key to its design is the delivery of a full outcome at level 2 that is equivalent to five GCSEs at grade C or above, including maths and English.

The Traineeship is available to young people over 16 who are not yet in employment, but who are ready and able to engage on a challenging programme in their preferred occupational area through a Further Education College. While the target age group is 16 to 24 years, the Traineeship is open to all age groups. The innovative delivery methodology for the Traineeship includes the integration of project based learning and transversal skills development aimed at developing employment ready young people, who are well prepared to take up key roles in the NI workforce132.

Transversal skills

Transversal skills are those that are not specifically related to a particular job, task, discipline or area of knowledge and that can be used in a wide variety of situations and work settings . In a rapidly changing world these skills are key to accessing employment, career progression and becoming resilient to shocks. A recent survey by Ulster University highlighted that communication, digital skills, leadership, and problem solving/analytical were the most important soft skills identified by NI graduate employers.

5.3 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

5.2 Building and construction

This qualification has been mapped to the following National Occupational Standards:

COSVR641L - Conform to general workplace Health, Safety and Welfare
COSVR642 - Conform to productive work practices
COSVR643 - Move, handle or store resources
COSVR05L – Install frames and linings Legacy
COSVR06L – Install side hung doors Legacy
COSVR09 - Install first fixing components
COSVR10 - Install second fixing components
COSVR15L - Mark out from setting out details for routine products
COSVR631 – Erect roof structure carcassing components
COSVR289 – Erect timber walls and floors
COSVR80 – Run in-situ mouldings
COCVR471 – Produce jointed wood and wood-based products
PROWPF26 – Operate CAD equipment

5.4 Grading

Grading for this qualification is pass/fail.

5.5 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 2 Diploma in Woodworking Skills is to develop a broad base of wood working skills and practical techniques.

Qualification's Objectives

The objectives of the OCN NI Level 2 Diploma in Woodworking Skills will enable learners to gain skills and knowledge relating to the following:

- first and second fix carpentry techniques
- health, safety and welfare in wood occupations
- interpreting construction drawings
- maintaining and using woodworking hand and power tools
- setting, marking out and manufacture of joinery products

- understanding construction methods
- setting and operating CNC machines

5.6 Target Learners

The OCN NI Level 2 Diploma in Woodworking Skills is targeted at learners who wish to gain employment within the joinery or carpentry sector.

5.7 Entry Requirements

Learners must be at least 16 years old and have or working towards:

- minimum GCSE grade E in English
- minimum GCSE grade D in Mathematics
- and two other GCSEs grade F or above or equivalent qualification level

In addition, if the qualification is taken as part of a programme, for those learners who do not already have the following qualifications, they will be given the opportunity to obtain either:

- GCSE Maths and English at Grade C or above, or
- Essential Skills Level 2 Communication and Essential Skills Level 2 Application of Number

5.8 Progression

The OCN NI Level 2 Diploma in Woodworking Skills will enable learners to progress to higher level qualifications including relevant Level 3 Apprenticeships or into employment.

5.9 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Verifier

*Note: An individual cannot serve as an Internal Verifier for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of carpentry or joinery including up-to-date knowledge. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant, hands-on experience working in the carpentry and joinery sector.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.

- **Relevant Industry Experience:** A minimum of three years of practical experience in carpentry or joinery is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Verifier Requirements

The Internal Verifier plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained Internal Verifier who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Verifier for this qualification must meet the following criteria:

- **Relevant Industry Experience:** A minimum of three years of practical experience in carpentry or joinery is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Internal Verification Expertise:** Internal Verifiers should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Verifiers Qualification:** Internal Verifiers should hold or be currently undertaking a recognised Internal Verifier's qualification; or must have attended the OCN NI Internal Verification Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal verifiers are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Diploma in Woodworking Skills is designed to equip learners with the practical techniques and technical knowledge required to work in the woodworking and construction industries. Learners will gain hands-on experience in areas such as first and second fix carpentry, interpreting construction drawings, and operating woodworking hand and power tools. The qualification also covers health, safety, and welfare practices in wood occupations, and introduces learners to CNC machinery and joinery manufacturing processes. In addition to developing core trade skills, the diploma supports the growth of essential employability attributes and offers progression to higher-level study or apprenticeships in carpentry, joinery, and related construction fields.

7.2 Qualification Level

In the context of the OCN NI Level 2 Diploma in Woodworking Skills it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 2 which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Diploma in Woodworking Skills	
Total Qualification Time (TQT):	660 hours
Total Credits Required:	66 credits
Guided Learning Hours (GLH):	528 hours

7.4 How to Achieve the Qualification

To achieve the OCN NI Level 2 Diploma in Woodworking Skills learners must successfully complete all seven units (66 credits).

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is an holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Verifiers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Diploma in Woodworking Skills
Total Qualification Time (TQT) for this qualification: 660 hours
Guided Learning Hours (GLH) for this qualification: 528 hours

To achieve the OCN NI Level 2 Diploma in Woodworking Skills learners must successfully complete all seven units (66 credits).

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
H/618/8718	CBF538	First and Second Fix Carpentry Techniques	18	144	Two
K/618/8719	CBF539	Health, Safety and Welfare in Woodworking Occupations	4	32	Two
D/618/8720	CBF540	Interpreting Construction Drawings and Information	8	64	Two
H/618/8721	CBF541	Maintain and Use Woodworking Hand and Power Tools	8	64	Two
K/618/8722	CBF542	Setting, Marking Out and Manufacturing of Joinery Products	18	144	Two
M/618/8723	CBF543	Understanding Construction Methods	6	48	Two
T/618/8724	CBF544	Practical Woodworking Project	4	32	Two

10. Unit Detail

Title	First and Second Fix Carpentry Techniques
Level	Two
Credit Value	18
Guided Learning Hours (GLH)	144
OCN NI Unit Code	CBF538
Unit Reference No	H/618/8718
Learn Direct Code	TE1
Unit purpose and aim(s): This unit will enable the learner to develop the skills required to install first and second fix carpentry techniques.	
Learning Outcomes	**Assessment Criteria**
1. Be able to apply health and safety working practices when carrying out first and second fix joinery techniques.	1.1. Outline the different types of defects found in timber products. 1.2. Illustrate the access equipment required for the work and associated legislation. 1.3. Identify how to protect the work and its surrounding area from damage in accordance with the given specification. 1.4. Demonstrate the following when preparing for and carrying out first and second fix joinery techniques: a) safe working practices b) risk assessments c) interpreting drawings, specifications and schedules effectively d) selecting and using appropriate personal protective equipment (PPE) e) working with and being aware of others in the work area
2. Be able to carry out first fix carpentry techniques.	2.1. Carry out first fix carpentry techniques correctly including the following: a) produce and fix frames and linings b) construct stud partitions c) fix a straight flight of stairs d) construct roofing structure and fit rainwater goods e) fix verge and eave components f) lay floor joists and at least three coverings g) produce and fit window boards
3. Be able to carry out second fix carpentry techniques.	3.1. Carry out second fix carpentry techniques correctly including the following: a) install doors and ironmongery b) fix mouldings c) install service encasements and cladding d) install bench joinery products e) install stair components f) install laminate and solid hardwood flooring g) fit wall panelling

Assessment Guidance
NOS
COSVR09 - Install first fixing components
COSVR10 - Install second fixing components
COSVR631 – Erect roof structure carcassing components
COSVR289 – Erect timber walls and floors

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: First and Second Fix Carpentry Techniques

1. Be able to apply health and safety working practices when carrying out first and second fix joinery techniques.	**Scope**
	
	Teaching will cover:
	
	Types of defects found in timber products
	• Timber defects
	• Natural defects (tree growth defects)
	  ○ knots
	  ○ circular spots
	  ○ shakes (heart and ring)
	  ○ warping, twisting or bending
	• Seasoning defects (drying defects)
	  ○ checks and splits
	  ○ cupping
	  ○ springing
	  ○ winding
	  ○ bowing
	  ○ honeycombing/case hardening
	  ○ staining (stick/blue/sap)
	
	Access equipment required for works
	• suspended access equipment
	• scaffolding
	• ladders
	• mobile elevating work platforms (MEWPs)
	• podiums
	• hop-ups
	
	Associated legislation
	• legislation governing access equipment including:
	  ○ Work at Height Regulations 2005
	  ○ Provision and Use of Work Equipment Regulations 1998 (PUWER)
	  ○ Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)
	
	Prevent access and damage to protect the work and its surrounding area:
	• barriers
	• hoardings
	• warning signs - implemented to prevent unauthorised access and accidental damage
	• protective sheeting or coverings for structures, floors, and stairs etc.
	• door frame & lining jambs protected with plywood strips to protect whilst work continues
	• implementation of controlled access points and designated pathways to minimise disturbances
	• site-specific risk assessments
	• environmental protection measures, such as dust suppression etc.
	• securing of materials and equipment to prevent falling debris/accidental damage
	
	Safe working practices
	• effective and correct use of tools
	• reporting hazards
	• housekeeping
	• following health and safety legislation and guidelines
	• correct lifting techniques

	• securing of workpieces • ventilation/dust extraction • trip hazards • working at height • fire risks • **Risk assessments -** Carry out a risk assessment, identifying: • the hazards (such as sharp tools, heavy materials, and working at height etc) • who is at risk • the risk severity • control measures • **Interpret drawings, specifications and schedules** • **Appropriate personal protective equipment (PPE)** • hard hats • safety boots • safety trousers • safety glasses/goggles • ear defenders/plugs • dust masks • gloves • knee pads
2. Be able to carry out first fix carpentry techniques.	**Scope** **Teaching will cover:** • **Producing and fixing frames and linings** • Door frame types and their components including external and internal • Door lining types and their components including: ○ single ○ double ○ rebated for infill ○ hatch • Window types and their components including traditional casement, high performance/storm-proof • Frame and lining components including: ○ head ○ sill/threshold ○ jambs • **Constructing stud partitions** • Stud partition types including: ○ timber (including CLS) ○ metal ○ prefabricated ○ in-situ • Stud partition materials & components including: ○ head plate ○ sole plate ○ studs ○ noggins/bridging/grounds ○ door head ○ puncheon ○ U track • Component sizes and spacings

- Methods used to assemble and fix stud partitions including:
  - internal and external corners and openings
  - hatches/borrowed lights
  - spacing of studs to suit the size of plaster board sheets specified
  - calculating the resource requirements for materials
- Jointing requirements for studwork including:
  - housing joints
  - butt joints
  - framing brackets
  - mechanical fixings
- Provision for services and fixtures within stud partitions including:
  - safe zones in studs for drilling
  - notching for services and protection plates
  - provision for fixtures post plastering (grounds)

- **Fixing a straight flight of stairs**
  - Straight flight of stair types including:
    - between walls
    - open well
    - independent
  - Straight flight of stairs components including:
    - wall and newel strings (closed and cut)
    - bottom, top and storey newels
    - treads
    - risers
  - Methods used to fit including:
    - checking for damage before fitting
    - correct to specification including:
      - width
      - total rise
      - total going
      - conforming to current Building Regulations (headroom & door clearances etc.)
  - Following the correct fixing sequence for straight flight of stairs considering:
    - weight, size
    - access
    - damage avoidance
    - meeting regulation requirements
    - strings and newels cut to fit to the stair well
    - assembly requirements for the delivered component parts
    - fixings required including coach bolts and screws

- **Constructing roofing structures with rainwater goods**
  - Roof types - trussed and cut roofs with square gable including:
    - lean to
    - single/mono pitch
    - double pitched
    - couple
    - close couple
    - collared
    - double (with purlins)
  - Trusses including:
    - fan
    - fink
    - king post
    - attic
    - girder
    - mono

	○ diminishing • Roof components including: ○ wall plates ○ cut rafters ○ trussed rafters ○ struts ○ collar ties ○ ceiling joists ○ binders ○ hangers ○ noggins ○ gable ladders ○ wall plate straps ○ truss clips ○ bracing ○ purlins ○ ridge • Construction sequence of trussed and cut roofs including: ○ correct spacings ○ obtaining lengths and bevels for common rafters ○ trimming for openings ○ cutting and fixing gable ladders ○ tying in trusses and fixing bracing and binders ○ meeting the requirements of the current Building Regulations (Part A) in relation to roof anchorage • Rainwater goods including: ○ materials (PVC, aluminium, cast iron, or steel) ○ profiles (half-round, square, ogee, deep flow) ○ parts (guttering, downpipe, clips, brackets, unions, bends, outlets, shoes, fixings, stop ends) ○ colours (generally lack, white, grey, brown, metallic, powder coated - various) • Rainwater goods fitting sequence including: ○ appropriate fall ○ clip and bracket positioning ○ appropriate direction of male and female components • **Fitting verge and eaves components** • verge and eaves materials: ○ WBP plywood ○ softwood ○ hardwood ○ PVC • Components: ○ fascia ○ Soffit ○ barge board • Methods of finishing pitched roofs including: ○ flush eaves ○ open eaves ○ closed eaves ○ sprocketed eaves • verge detail including projecting and flush whilst understanding the need for/methods of ventilation • **Laying floor joists and at least three coverings** • Joist types including: ○ ground floor ○ single upper floor with trimmed openings • Joist materials and components including: ○ common

	○ trimming ○ trimmer ○ trimmed joists • Strutting/bridging including: ○ solid ○ herringbone ○ proprietary ○ modern solid joist alternatives - I beam (eco joists) ○ metal web • Methods of fitting and trimming floors (traditional and modern) including: ○ positioning of joists (at correct centres) when planning a floor layout/support methods: ▪ built in ▪ wall plates ▪ joist hangers ▪ sleeper walls ○ access for - services, stairs, chimneys, flues, disabled access lifts ○ provision for services when constructing floors - safe zones in joists for drilling, notching for services • Floor covering types/components and fixing method/procedure including: ○ softwood ○ plywood ○ chipboard ○ moisture resistant grades ○ square edged ○ tongued and grooved ○ expansion ○ fixing (including appropriate length) the coverings with use of folding wedges, adhesive etc. • **Produce and fit window boards** • Window types, materials and components including: ○ MDF ○ softwood ○ hardwood ○ pre-primed boards ○ square edge ○ bullnose ○ ovolo ○ torus ○ chamfered • Methods of fitting including ensuring any out of square at reveal is matched on window board, appropriate overhangs, sufficient cover, use packers or shims to level up and appropriately fixed.
3. Be able to carry out second fix carpentry techniques.	**Scope** **Teaching will cover:** **Installing doors and ironmongery** • Door types including: ○ standard sizes and thicknesses ○ matched boarded doors (ledged, ledged and braced) ○ framed (ledged and braced) ○ panelled ○ glazed (including multi-pane) ○ flush

- fire
- Door components including:
  - match boarding
  - ledges
  - braces
  - stiles
  - rails
  - muntin's
  - glazing bars
  - panels
  - mouldings/slips
- Ironmongery types including:
  - ***hinges*** – tee, strap, hook and band, butt
  - ***locks and latches*** - rim latch, mortice, euro, digital, tubular latch
  - ***bolts*** – barrel, tower, ratchet, flush, escutcheon, push/pull plates, kick plates, letter plates, knobs/lever handle furniture
- Methods of hanging/fitting including:
  - clearance
  - leading edges
  - hinge positions
  - ironmongery positions
  - correct sequence

Fix mouldings

- Types of mouldings to include:
  - architrave
  - skirting,
  - plinth block
  - dado rails
  - frieze/picture rails
  - cornice
- Materials used to manufacture mouldings including:
  - softwood
  - hardwood
  - medium density fibreboard (MDF)
  - plastic
- Commonly used moulding profiles including:
  - square
  - pencil round
  - splayed
  - ovolo
  - ogee
  - torus
  - cavetto/scotia
- Methods of fitting including:
  - sequence
  - architrave margins
  - jointing methods including mitres and scribes

Installing service encasements and cladding

- Service encasements design considerations
- Materials and components including:
  - access requirements (traps)
  - sound proofing
  - clearance of services
  - humidity levels
  - scribing to irregular surfaces and around pipes
  - timber framing
  - metal framing

	○ manufactured board ○ match boarding ○ PVC profiles ○ plasterboard • Methods of fitting – by using framing which is sheeted with thin material or by using thicker material with need for framing **Installing bench joinery products** • Bench joinery product materials & components including: • select correct type and grade of timber or sheet material • using timber with appropriate moisture content, softwood, hardwood, manufactured boards • Methods of fitting: ○ Ensure all materials are cut to precise measurements ○ Select appropriate fixings based on the material (e.g., screws, nails, dowels, adhesives), ○ Dry-fit components before final assembly/fixing ○ Clean surfaces thoroughly and remove any excess adhesive or pencil marks. ○ Handle/protect materials carefully to prevent scratches, dents, or breakage, ○ Check for plumb, level, wind & twist **Installing stair components** • Stair components materials & components including: ○ handrail ○ in-fill ○ balusters ○ string capping ○ apron lining ○ newel caps/finials • methods of fitting • checked correct to specification • appropriate fixings for stair components • correct sequence of fitting stair components • stair components fixed to conform to current building regulations **Installing laminate and solid hardwood flooring** • Types of flooring: ○ laminate floating floor ○ hardwood flooring = solid - oak, walnut etc ○ engineered hardwood • Methods of laying and fixing: ○ click-lock system - click together without glue or nails with underlay. ○ expansion gaps. ○ provision for services (with pipe covers etc) **Fit wall panelling** • Wall panelling types – dado/frieze/full • Materials and components: ○ MDF ○ softwood ○ hardwood ○ PVC or composite materials ○ tongue & groove ○ shiplap ○ moisture-resistant panels • Methods of Fixing: ○ battens ○ framing

	○ direct fixing ○ future access

Title	Health, Safety and Welfare in Woodworking Occupations
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF539
Unit Reference No	K/618/8719
Learn Direct Code	TE1
Unit purpose and aim(s): This unit will enable the learner to understand relevant Health, Safety and Welfare legislation together with roles and responsibilities used in a wood occupations environment.	

Learning Outcomes	Assessment Criteria
1. Be aware of health and safety legislation and relevant bodies.	1.1. Identify the key health and safety legislation and guidance relevant to wood occupations including: a) Health and Safety at Work (Northern Ireland) Order 1978 b) Reporting Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR) c) Working at Height Regulations d) Control of Substances Hazardous to Health (COSHH) e) Provision and Use of Work Equipment Regulations (PUWER) f) Control of Noise at Work Regulations g) Manual Handling Operations Regulations h) Personal Protective Equipment Regulations (PPE) i) Construction Design and Management (CDM) Regulations 1.2. Describe the key responsibilities under the Health and Safety at Work (Northern Ireland) Order 1978 for employers and employees 1.3. Outline the roles and responsibilities of the Health and Safety Executive (HSE) (HSENI in NI) in regard to: a) legislation and advice b) inspection c) enforcement
2. Understand the reporting procedures for accidents and emergencies at work.	2.1. Outline using examples, types of construction industry accidents that need to be reported under RIDDOR including: a) injuries b) diseases c) dangerous occurrences 2.2. Outline the actions to be taken and describe the records that must be completed by employers following an accident at work.

3. Be able to identify hazards and controls in a woodworking environment, complete a risk assessment and demonstrate safe manual handling.	3.1. Describe what is meant by risk assessments and method statements and the purpose of each. 3.2. Describe common hazards and controls relating to working in a woodworking environment including: a) working at height b) slips trips and falls c) manual handling d) vehicles e) electricity f) hazardous substances g) noise and vibration h) fire i) welfare arrangements 3.3. Carry out a risk assessment for a given situation. 3.4. Demonstrate how to lift safely using the correct manual handling kinetic lifting technique.

Assessment Guidance
NOS
COSVR641L - Conform to general workplace Health, Safety and Welfare
COSVR642 - Conform to productive work practices

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Health, Safety and Welfare in Woodworking Occupations
1. Be aware of health and safety legislation and relevant bodies.	**Scope** **Teaching will cover:** **Identification and familiarisation of the key health and safety legislation and guidance relevant to wood occupations including:** • Health and Safety at Work (Northern Ireland) Order 1978 • Reporting Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR) • Working at Height Regulations • Control of Substances Hazardous to Health (COSHH) • Provision and Use of Work Equipment Regulations (PUWER) • Control of Noise at Work Regulations • Manual Handling Operations Regulations h) Personal Protective Equipment Regulations (PPE) • Construction Design and Management (CDM) Regulations **The key responsibilities under the Health and Safety at Work (Northern Ireland) Order 1978 for employers and employees** • employer responsibilities • employee responsibilities **The roles and responsibilities of the Health and Safety Executive (HSE) (HSENI in NI)** • legislation and advice • inspection • enforcement
2. Understand the reporting procedures for accidents and emergencies at work.	**Scope** **Teaching will cover:** **Types of construction industry accidents that need to be reported under RIDDOR** injuries • diseases • dangerous occurrences **The actions and records that must be completed following an accident** • immediate reporting of an accident or dangerous occurrence to line manager/supervisor • accident books • statistical data
3. Be able to identify hazards and controls in a woodworking environment, complete a risk assessment and demonstrate safe manual handling.	**Scope** **Teaching will cover:** **What is meant by risk assessments including:** • including purpose • hazard identification • risk evaluation • risk ratings **What is meant by method statements including key elements:** • description of task • sequence of operations • control measures • roles of responsibility

	• emergency procedures • how it relates to risk assessment **Common hazards and controls relating to working in a woodworking environment:** • working at height • slips, trips and falls • manual handling • vehicles • tools and machinery • electricity • hazardous substances • noise and vibration • fire • welfare arrangements **Completion of a risk assessment for a given situation** **How to lift safely and correctly** • manual handling kinetic lifting technique

Title	Interpreting Construction Drawings and Information
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBF540
Unit Reference No	D/618/8720
Learn Direct Code	TE1

Unit purpose and aim(s): This unit will enable the learner to understand construction industry symbols, drawings, drawing equipment and demonstrate construction drawing techniques.

Learning Outcomes	Assessment Criteria
1. Be aware of different types of drawings used in the construction industry.	1.1. Outline the purpose of different types of drawings used in the construction industry including: a) working drawings b) location drawings c) assembly drawings d) component drawings
2. Be able to produce industry symbols and hatchings used in construction drawings.	2.1. Identify the main industry symbols and hatchings and what they represent. 2.2. Interpret scale, symbols and hatchings on a given working drawing. 2.3. Produce at least three different symbols and hatchings used in construction drawings.
3. Be able to produce construction sketches and drawings using appropriate equipment and materials.	3.1. Identify, select and use equipment and materials to produce construction sketches and drawings containing the following projections: a) orthographic b) isometric c) oblique
4. Be able to interpret information sources and produce drawings used in construction.	4.1. Interpret and identify construction drawings including: a) workshop rod b) scale drawings c) resource sheets 4.2. Produce construction drawings including: a) workshop rod b) cutting lists

Assessment Guidance
NOS
PROWPF26 – Operate CAD equipment

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Interpreting Construction Drawings and Information
1. Be aware of different types of drawings used in the construction industry.	**Scope** **Teaching will cover:** Different types of drawings used in the construction industry (BS 8541-2:2011) • working drawings • location drawings • assembly drawings • component drawing Purpose of different types of drawings
2. Be able to produce industry symbols and hatchings used in construction drawings.	**Scope** **Teaching will cover:** Explanation of the term hatching Identification of the main industry symbols and hatchings and what they represent • hatchings for materials • joinery symbols Interpretation of scale, symbols and hatchings on working drawings Drawing/producing different symbols and hatchings used in construction drawings

3. Be able to produce construction sketches and drawings using appropriate equipment and materials.	**Scope**
	
	Teaching will cover:
	
	Identification, selection and use of equipment and materials to produce construction sketches and drawings
	• sketches and drawings:
	  ○ orthographic
	  ○ isometric
	  ○ oblique
	• equipment and materials:
	  ○ tape measure
	  ○ steel rule
	  ○ combination square
	  ○ marking gauge
	  ○ calipers
	  ○ T-square and set squares
	  ○ cutting list templates
	  ○ working drawings
	  ○ exploded diagrams
	  ○ AutoCAD or alternative software

4. Be able to interpret information sources and produce drawings used in construction.	**Scope** **Teaching will cover:** Interpreting and identification of construction drawings • workshop rods

	• scale drawings • resource sheets Producing workshop rods & cutting lists

Title	Maintain and Use Woodworking Hand and Power Tools
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBF541
Unit Reference No	H/618/8721
Learn Direct Code	TE1
Unit purpose and aim(s): This unit will enable the learner to develop the skills required when using, maintaining and storing manual and portable powered woodworking tools.	

Learning Outcomes	Assessment Criteria
1. Be able to apply safe working practices when using manual woodworking tools.	1.1. Demonstrate safe working practices when using manual woodworking tools to prepare timber joints, components and products including: a) tools for marking out and testing b) handsaws c) planes d) woodworking Chisels e) boring tools f) fixing and driving tools g) holding tools and equipment h) sharpening tools
2. Be able to apply safe working practices when maintaining and storing manual woodworking tools.	2.1. Select and maintain woodworking manual tools including use of grinding, sharpening and honing equipment as appropriate. 2.2. Report and record faults and damage in manual woodworking tools before and after use. 2.3. Clean and store manual woodworking tools safely and securely.
3. Be able to apply safe working practices when using portable powered woodworking tools.	3.1. Demonstrate safe working practices when using the following portable powered woodworking tools to prepare timber joints, components and products: a) drills and planers b) saws c) routers and sanders d) drivers e) nailers 3.2. Select and change tooling on portable powered woodworking tools in accordance with manufacturers' instructions. 3.3. Demonstrate safe working practices when cutting and shaping at least three different softwoods and at least three different manufactured boards using portable powered woodworking tools.
4. Be able to apply safe working practices when maintaining and storing portable powered woodworking tools.	4.1. Select and maintain carpentry and joinery portable powered tools including oiling where appropriate. 4.2. Report and record faults and damage in portable powered woodworking tools before and after use. 4.3. Clean and store carpentry and joinery portable powered tools safely and securely.

5. Be able to cut solid timber and manufactured Boards using appropriate tools and equipment.	5.1. Demonstrate safe working practices when performing a rip cut on solid timber. 5.2. Demonstrate safe working practices when cutting solid timber and manufactured boards to given specifications including: a) rip cut using a saddle jig b) tapered cut using jigs c) cutting wedges using jig
6. Be able to apply safe working practices when using and maintaining a circular saw.	6.1. Select appropriate types of saw blades for at least three different cutting tasks. 6.2. Demonstrate the safe and correct sequence for changing circular saw blades in accordance with manufactures instructions and current legislation. 6.3. Report and record faults and damage in circular saws before and after use. 6.4. Demonstrate the safe and correct set up and use of a circular saw, ancillary equipment and tools for the three tasks identified in AC 6.1 6.5. Maintain and store the circular saw, equipment and tools used in AC 6.4 safely and securely.

Assessment Guidance
COCVR471 – Produce jointed wood and wood-based products

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Maintain and Use Woodworking Hand and Power Tools
1. Be able to apply safe working practices when using manual woodworking tools.	**Scope** **Teaching will cover:** Safe working practices using manual woodworking tools including: ○ tools for measuring, setting and marking out ○ handsaws ○ planes ○ woodworking chisels ○ boring tools ○ fixing and driving tools ○ holding tools and equipment ○ sharpening tools Safe working practices in the construction of: ○ timber joints ○ components ○ products
2. Be able to apply safe working practices when maintaining and storing manual woodworking tools.	**Scope** **Teaching will cover:** Maintenance of woodworking manual tools • correct selection of tool • correct selection of associated accessories • types of sharpening equipment • sharpening process • grinding and honing angles • use of PPE Reporting and recording of faults/damage in manual woodworking tools before and after use • risk assessment carried out • appropriate processes followed on rectifying faults/damage Cleaning and storage of manual woodworking tools safely and securely • tools and equipment cleaned appropriately • tools and equipment stored appropriately and safely
3. Be able to apply safe working practices when using portable powered woodworking tools.	**Scope** **Teaching will cover:** Safe working practices when using the following portable powered woodworking tools: • drills and planers • saws • routers and sanders • drivers • nail guns Appropriate selection and tool change on portable powered woodworking tools in accordance with manufacturers' instructions, considering the following: • isolation of power supply • appropriate use of PPE

	• drill bits, shanks and heads • planer blades • saw blades • router bits • sandpaper • nails Safe working practices when cutting and shaping using portable powered woodworking tools • materials used – softwoods and manufactured boards • appropriate use of portable extraction • appropriate PPE selected and used • guarding correctly positioned and used • material support/securely held • correct use of safety aids • correct body and hand positioning during use • correct standard procedures including not starting under load, avoiding kickback/binding, feathering in/out etc.
4. Be able to apply safe working practices when maintaining and storing portable powered woodworking tools.	**Scope** **Teaching will cover:** Maintenance of carpentry and joinery portable powered tools: • oiling where appropriate 4. correct/appropriate power supply 5. correct selection of tool 6. correct selection of associated accessories 7. maintenance procedures 8. use of PPE Reporting and recording of faults and damage in portable powered woodworking tools before and after use • risk assessment carried out • appropriate processes followed on rectifying faults/damage Cleaning and storage of carpentry and joinery portable powered tools and equipment • tools and equipment cleaned appropriately • tools and equipment stored appropriately and safely
5. Be able to cut solid timber and manufactured boards using appropriate tools and equipment	**Scope** **Teaching will cover:** Safe working practices when performing a rip cut on solid timber • appropriate use of extraction • appropriate use of PPE • guarding (correct height etc) • fence in appropriate position for ripping • outfeed support • correct use of safety aids including push stick etc • correct body and hand positioning during use Safe working practices when cutting solid timber and manufactured boards to given specifications including: • appropriate use of extraction • appropriate use of PPE • guarding (correct height etc) • fence used correctly and in appropriate position

	• outfeed support • correct use of safety aids including push stick etc • correct body and hand positioning during use • rip cut using a saddle • tapered cut using jig • wedges using jig
6. Be able to apply safe working practices when using and maintaining a circular saw.	**Scope** **Teaching will cover:** Use of saw blades for different cutting tasks 9. correct identification & selection of ripping blades 10. correct identification & selection of cross cutting blades 11. correct selection of blades for rough cutting 12. correct selection of blades for fine cutting 13. correct identification & selection of appropriate blade size 14. correct selection of associated accessories 15. use of PPE Safe and correct sequence for changing circular saw blades in accordance with manufactures instructions and current legislation • risk assessment carried out • power isolation • use of safety equipment & PPE • correct step by step process followed Reporting and recording faults and damage in circular saws before and after use • risk assessment carried out • appropriate processes followed on rectifying faults/damage Safe and correct set up and use of a circular saw, ancillary equipment and tools • appropriate use of PPE • correct guarding, positioning & height • fence in appropriate position for specific task • correct use of safety aids, ancillary equipment and tools • correct body and hand positioning • Pre-start check procedure/risk assessment followed Maintenance and storage of circular saw, equipment and tools: • tools and equipment maintained appropriately • tools and equipment stored appropriately and safely

Title	Setting, Marking Out and Manufacturing of Joinery Products
Level	Two
Credit Value	18
Guided Learning Hours (GLH)	144
OCN NI Unit Code	CBF542
Unit Reference No	K/618/8722
Learn Direct Code	TE1

Unit purpose and aim(s): This unit will enable the learner to understand how to prepare and manufacture joinery products.

Learning Outcomes	Assessment Criteria
1. Be able to use marking and setting out techniques for joinery products.	1.1. Demonstrate how to use the following marking out techniques: a) mark out and form joints for a timber product b) to use a range of joints to produce a carpentry product. c) produce cutting lists based on given drawings/ workshop rod. d) set out and mark routine joinery products e) manufacture and assemble bench joinery products to a specification f) set up and use manual and electric bench joinery equipment 1.2. Using marking out tools, produce workshop rods for the following products: a) doors b) linings c) stairs
2. Be able to manufacture joinery products.	2.1. Use appropriate hand tools and machines to safely and correctly manufacture the following products: a) doors (panelled or sheeted) b) linings c) stairs (straight flight)
3. Be able to identify different timbers and timber products.	3.1. Identify timbers including: a) European redwood b) white wood c) mahogany d) oak e) ash f) beech 3.2. Identify man-made boards including: a) plywood b) medium density fibre board (MDF) c) chip board (Particle Board) 3.3. Identify oriented strand board (OSB)

Assessment Guidance
NOS
COSVR15L - Mark out from setting out details for routine products
COSVR05L – Install frames and linings Legacy

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to	Learner notes/written work Learner log/diary Peer notes

	be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Setting, Marking Out and Manufacturing of Joinery Products
1. Be able to use marking and setting out techniques for joinery products.	**Scope** **Teaching will cover:** Marking out techniques: • mark out and form joints for a timber product • use a range of joints to produce a carpentry product • produce cutting lists based on given drawings/ workshop rod • set out and mark routine joinery products manufacture and assemble bench joinery products to a specification • set up and use manual and electric bench joinery equipment Using marking out tools and produce workshop rods for: • doors • linings • stairs
2. Be able to manufacture joinery products.	**Scope** **Teaching will cover:** Use of hand tools and machines to safely and correctly manufacture: • doors (panelled or sheeted) • linings • stairs (straight flight)
3. Be able to identify different timbers and timber products.	**Scope** **Teaching will cover:** Familiarisation and identification of timbers including: • European redwood • White wood • Mahogany • Oak • Ash • Beech Familiarisation and identification of man-made boards including: • plywood • medium density fibre board (MDF) • chip board (Particle Board) Familiarisation and identification of oriented strand board (OSB)

Title	Understanding Construction Methods
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBF543
Unit Reference No	M/618/8723
Learn Direct Code	TE1
Unit purpose and aim(s): This unit will enable the learners to understand of the diversity, complexity and impact of the UK construction industry on our lives and the contribution made by those who work within it.	

Learning Outcomes	Assessment Criteria
1. Understand foundations used in construction.	1.1. Describe the use of foundations in construction including: a) purpose b) types c) factors to be considered in selection d) material used
2. Understand wall construction.	2.1. Describe internal and external wall construction including: a) types b) structural considerations c) materials used 2.2. Describe the purpose of installing a damp-proof membrane (DPM).
3. Understand roof construction.	3.1. Describe at least three types of roof construction including factors to be considered for each. 3.2. Identify three components used in pitched and three components used in flat roof construction. 3.3. Describe three types of roof coverings used in pitched and three types of roof coverings used in flat roof construction.
4. Understand floor construction.	4.1. Describe three methods of floor construction used in suspended floors and three methods of floor construction used in finished floors. 4.2. Describe factors to be considered when selecting a floor type. 4.3. Describe the type of materials used in ground floor and suspended floor construction.
5. Understand sustainability and low energy building practices in construction.	5.1. Describe how sustainability measures can be incorporated into construction projects including products and methods. 5.2. Describe what is meant by the term energy efficiency in relation to building practices and how it may be incorporated into construction projects. 5.3. Summarise the following current standards: a) passive b) Nearly Zero-Energy Buildings (NZEB) 5.4. Identify five building components used in low energy buildings.

Assessment Guidance
COSVR631 – Erect roof structure carcassing components
COSVR289 – Erect timber walls and floors

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Understanding Construction Methods
1. Understand foundations used in construction.	**Scope** **Teaching will cover:** The use of foundations in construction including: • purpose - transfer of loads, stability, durability • types - strip, pile, raft, pad • factors to be considered in selection - soil type, bearing capacity, type of site, building type & use, cost, site constraints, construction timeframe, environmental impact • materials – aggregates, cements, steel reinforcement, admixtures
2. Understand wall construction.	**Scope** **Teaching will cover:** Internal and external wall construction including: • types – solid, cavity, single block, stud • structural considerations – load bearing, non - load bearing • materials – brick, block, insulation, DPC, lintels, wall ties, air brick & liners, cavity closers, stud components Installing damp-proofing • DPM / DPC • damp-proof course (DPC) purpose • damp-proof course (DPC) positioning

3. Understand roof construction.	**Scope**
	
	Teaching will cover:
	
	Roof construction
	• roof types including pitched, flat, traditional, modern etc
	• factors to be considered for each type, including:
	  ○ climate (protection from the elements)
	  ○ use (e.g. attic space)
	  ○ appearance etc.
	
	Components used in pitched roof construction
	
	Components used in flat roof construction
	• traditional roof components
	• modern roof components
	• flat roof components
	
	Roof coverings used in pitched and flat roof construction
	• pitched roof coverings (including underlay)
	• flat roof coverings (plus flashings & abutments)

4. Understand floor construction.	**Scope** **Teaching will cover:** Methods of floor construction: • types - suspended floors, finished floors

	• suspended floor construction methods including suspended joists, precast concrete, block/beam & in-site reinforced concrete • finished floor construction methods including screed, wood, carpets, vinyl, cork, tiles, natural stone Factors to be considered when selecting a floor type: • position & use (ground, upper etc) • imposing loads/strength required • fire resistance • sound insulation • heat loss • moisture ingress • ventilation Materials used in ground floor and suspended floor construction • materials in solid ground floors • materials in suspended beam floors • materials in suspended pre-cast floors • materials in suspended timber floors • damp-proof membranes (DPM)
5. Understand sustainability and low energy building practices in construction.	**Scope** **Teaching will cover:** Incorporating sustainability measures into construction projects: • methods – sustainable insulation, energy efficient appliances, efficient sanitary ware/ water harvesting etc. • products - sustainable insulation - sheep's wool, hemp etc. energy efficient appliances – low energy bulbs, light sensors etc, water efficiency – water butts, push button taps etc. What is meant by the term energy efficiency Energy efficiency and building practices • relationship and incorporation into construction projects • energy efficiency meaning and related terminology (including u-values, thermal bridging, airtightness, renewables) relating to building practices • how energy efficiency is incorporated into construction projects - insulation, airtightness, efficient M and E systems, renewable energy use, sustainable materials and construction techniques Current standards • passive – including renewable sources of energy such as the sun and wind to provide household heating, cooling, ventilation and lighting • Net Zero-Energy Buildings (NZEB) – including how buildings can achieve very high energy performance Building components used in low energy buildings • solar panels • insulation • double/triple glazing • rubber seals/draught exclusion • wind power • light sensors/low energy bulbs • natural water supply/water pump

	• burning natural/local supply of timber (possibly with back boiler heating radiators) • natural ventilation (instead of air conditioning) • recycling of resources • timber frame housing (easiest to heat) • rainwater harvesting

Title	Practical Woodworking Project
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF544
Unit Reference No	T/618/8724
Learn Direct Code	TE1
Unit purpose and aim(s): This unit will enable the learner to be able to undertake a woodworking project demonstrating appropriate industry skills and knowledge.	

Learning Outcomes	Assessment Criteria
1. Be able to develop a woodworking project design.	1.1. Develop a woodworking project design to include: a) man-made and natural materials b) material and fixing schedule c) material list d) quotations for costing e) assembly plan
2. Be able to prepare for a woodworking project.	2.1. Identify required tools and information from appropriate sources to enable correct and safe installation for the project identified in AC 1.1.
3. Be able to install joist floor and covering.	3.1. Select the appropriate tools and equipment to install joist floor and covering. 3.2. Install joist floor and appropriate covering correctly and safely.
4. Be able to assemble stud work and door lining.	4.1. Select the appropriate tools and equipment to assemble stud work and door lining. 4.2. Assemble stud work and door lining to given specification correctly and safely.
5. Be able to hang doors and install ironmongery.	5.1. Select the appropriate tools and equipment to hang a door. 5.2. Select appropriate ironmongery and tools and equipment for installation. 5.3. Hang a door and install selected ironmongery correctly and safely.
6. Be able to install mouldings.	6.1. Install mouldings to specification using battery operated nailer and relevant adhesives correctly and safely.
7. Be able to assess completed woodworking project.	7.1. Assess own completed woodworking project identifying possible areas for improvement.

Delivery Guidance
This unit must be delivered last and will simulate an 'on the job' activity. Learners will be given an opportunity to research the appropriate materials, tools and layouts and will be submitted through a pre-assessment report.
Assessment Guidance **NOS** **COSVR06L – Install side hung doors Legacy** **COSVR80 – Run in-situ mouldings**
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Practical demonstration/observation	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Practical Woodworking Project
1. Be able to develop a woodworking project design.	**Scope** **Teaching will cover:** Development of a woodworking project design including: • man-made and natural materials • material and fixing schedule • material list • quotations for costing • assembly plan
2. Be able to prepare for a woodworking project.	**Scope** **Teaching will cover:** • resource list • required tools • work programme • risk assessment • information sources ○ various sources including websites etc. • correct and safe installation for the project identified in AC 1.1
3. Be able to install joist floor and covering.	**Scope** **Teaching will cover:** Select the appropriate tools and equipment to install joist floor and covering • C/R CBF538 – 2.1f Install joist floor and appropriate covering correctly and safely • C/R CBF538 – 2.1f
4. Be able to assemble stud work and door lining.	**Scope** **Teaching will cover:** Select the appropriate tools and equipment to assemble stud work and door lining • C/R CBF538 – 2.1a&b Assemble stud work and door lining to given specification correctly and safely • C/R CBF538 – 2.1a&b
5. Be able to hang doors and install ironmongery.	**Scope** **Teaching will cover:** Select the appropriate tools and equipment to hang a door • C/R CBF538 – 3.1a Select appropriate ironmongery and tools and equipment for installation • C/R CBF538 – 3.1a Hang a door and install selected ironmongery correctly and safely • C/R CBF538 – 3.1a

6. Be able to install mouldings.	**Scope** **Teaching will cover:** Install mouldings to specification using battery operated nail gun and relevant adhesives correctly and safely • C/R CBF538 – 3.1b
7. Be able to assess completed woodworking project.	**Scope** **Teaching will cover:** • Self-assessment – areas for improvement o determine what went well o determine what went not so well o determine what could have been done differently o consider all aspects including time, wastage, budget etc.

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Verifier to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Verifier prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Verification

The role of the Internal Verifier is to ensure appropriate internal quality assurance processes are carried out. The Internal Verifier must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Verifier must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Verifiers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Verifiers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on internal verification practice, please see the 'OCN NI Centre Handbook'. Internal Verification Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and internal verification team needs to keep effective records.

- The programme must have an assessment and internal verification plan. When producing a plan, they should consider:
    - the time required for training and standardisation activities
    - the time available to undertake teaching and carry out assessment,
    - consider when learners may complete assessments and when quality assurance will take place
    - the completion dates for different assessment tasks
    - the date by which the assignment needs to be internally verified
    - sampling strategies
    - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
    - how resubmission opportunities can be scheduled

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Verification Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the conditions of recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 90 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through OCN NI

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level OCN NI Level 2 Diploma in Woodworking Skills
Qualification Number: 603/7904/2

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Assemble	To put together various components or parts to create a complete and functional item or piece of equipment.	The learner will be expected to understand and prepare components, follow instructions, use tools correctly, check quality, and solve problems to assemble parts into a complete and functional item. The learner addresses any issues or obstacles that arise during assembly. This involves identifying problems, finding solutions, and making adjustments as needed.
Assess	The ability to locate, retrieve, and use information, items or equipment efficiently and accurately to perform tasks or solve problems.	The learner will be expected to identify information, items, or equipment needed requiring a clear understanding of the task or problem at hand, allowing them to determine the relevant resources required. The learner will be expected then to locate and obtain the necessary resources. This involves navigating various systems or environments, such as databases, physical storage, or digital platforms. After retrieval, the learner must effectively use the acquired information, items, or equipment to perform the given task or solve the problem.
Carry out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves

		planning, organising, and executing tasks in a streamlined manner.
Clean	To remove dirt, impurities, or unwanted elements from something to make it neat, orderly, or free from contamination.	The learner will be expected to respond by describing the actions they took to remove dirt, clutter, or unwanted elements in a way that meets the required standards. The response should be clear, specific, and linked to the purpose or outcome of the cleaning task.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more	The learner will be expected to demonstrate how to use the features of a cloud-based system process and/or tool to train and validate a
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Develop	The process of creating, improving or expanding something over time.	The learner will be expected to create, enhance or expand something. This may involve creating new ideas, projects or solutions. Improving existing skill, knowledge or products. Expanding upon current understand or capabilities to achieve great depth or breath.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance

		clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Install	To set up, configure, and establish an item, activity, or process to ensure it functions correctly and meets required standards.	The learner will be expected to comprehend the installation instructions and specifications. This involves reading and interpreting manuals, guidelines, or blueprints to understand the requirements and steps for installation. The learner prepares the environment and resources for installation. This includes gathering necessary tools and equipment, ensuring the workspace is ready, and verifying that all components are available. The learner performs the installation accurately and systematically. The learner verifies the installation to ensure it functions correctly and meets required standards. This involves testing the installation, checking for errors, and making any necessary adjustments. The learner documents the installation process and outcomes.
Interpret	To analyse, explain, and make sense of information to enhance understanding and inform decisions or actions.	The learner will be expected to comprehend the information being interpreted. This involves understanding the content, context, and relevance of the information. The learner analyzes the information to identify key points, patterns, and relationships. This involves breaking down complex information into manageable parts and examining it critically. The learner explains the information in a clear and coherent manner. This involves communicating the meaning, implications, and significance of the information to others. The learner places the information within the appropriate context. This involves understanding how the information relates to broader concepts, situations, or fields of study. The learner applies the interpreted information to inform

		decisions, actions, or further understanding. This involves using the insights gained from interpretation to solve problems, make informed choices, or deepen knowledge.
Maintain	To keep information, items, or equipment in good condition, ensuring they remain functional, accurate, and up-to-date over time.	The learner will be expected to conduct routine checks and inspections to identify any signs of wear, damage, or inaccuracies. The learner takes preventive actions to avoid potential issues. This includes cleaning, calibrating, updating, or servicing the items, equipment or information as appropriate regularly to ensure they remain in optimal condition. The learner addresses any issues promptly by performing necessary repairs or updates. The learner keeps accurate records of maintenance activities. This includes documenting inspections, repairs, updates, and any changes made to the information, items, or equipment. The learner follows established guidelines, standards, or procedures for maintenance.
Outline	To give general idea and overview without going into detail.	The learner will be expected to review a topic or concept and provide a brief summary that highlights the main points or key elements, without delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Record	To capture, document, or write down	The learner should focus on how they captured or documented

	information, observations, or data in a structured and accurate way for future reference or analysis.	information accurately and appropriately. The response should show that they understood what needed to be recorded, how they did it, and why it was important.
Report	To provide a comprehensive and structured account of research, observations, or findings.	The learner should have the ability to collect relevant data, observations, or findings related to the topic in question. The information should be organized logically, using the appropriate format, to ensure clarity and accuracy in communication of the facts.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.
Store	A space where items are kept or retained until needed, in a structured, secure and accessible way for future use.	The learner will be expected to demonstrate knowledge of storage methods. They should have the ability to describe or show how specific items (e.g. data, materials, tools) are stored safely and correctly. Explain or perform the process of storing something according to guidelines or best practices.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.

Use	Operate a system or process showing skills and knowledge in more than one area and/or contexts and generally carried out on at least three occasions.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.