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| --- | --- | --- |
| |  | | --- | | Setting up your template | | |
| Develop an occupation proposal   Yes  No | |
| Develop an occupational standard or EPA   Yes  No | |
| Was your agreed occupation proposal submitted on the pre March 2018 template   Yes  No | |
| |  | | --- | | OCCUPATIONAL STANDARD  FOR AN APPRENTICESHIP  Completing the template This template should be completed by the Trailblazer Group with support from its Relationship Manager. Please do not attempt to do so before you are familiar with the [occupational standard guidance](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-and-writing-an-apprenticeship-occupational-standard/)  You will be able to amend and save (Save/submit  button on the Save/submit page) your draft as you develop your occupational standard.  Although the questions in the template should read in a logical order, we recognise that you may wish to move back and forth through the template as you develop your draft.  This is possible by clicking on any of the bars above as long as you have inputted your email address on the “this submission” page and the “**Check my form**” button below is switched to “No”.  Once you switch it to “Yes” (which we recommend you do just before final submission – see Save/submit) it will flag any questions/boxes that still need completing and will not allow you to move to the next section until you have completed them.  When creating drafts to circulate, please ensure each field relevant to your occupational standard is complete, even if this is with temporary placeholder text. This will ensure that no required questions are missing in your draft when you circulate it. However, any placeholder text will need to be replaced with finalised text prior to final submission to the Institute.  The data collected at this stage via the template is a mixture of information that will appear in the final standard (Occupational profile, KSBs, duration, level, and any qualifications, professional recognition and entry requirements) and supporting evidence to help the Institute review your draft (detail of Route, off-the-job training requirements, initial thinking on assessment methods, justification for inclusion of any qualifications, evidence of any professional body alignment and evidence of consultation). | | |
| Check my form   Yes  No | |
| |  | | --- | | Sharing your draft or submitting the final draft to the Institute Whenever you are ready to take either of these actions, please follow the instructions on the Save/submit page | | |
| |  | | --- | | Advance information to give your [Relationship Manager](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/forming-a-trailblazer-group#trailblazer-groups-and-the-institute-working-together-) In addition to the information required in this template, if you have not already done so you should provide the following information to your Relationship Manager (RM), or update previously provided information if needed:  Name of Trailblazer Group and, if a new group:   * Details of Chair (Name, employer, main business activity, employer size - see size definitions in third bullet below telephone, email) and confirmation that the individual meets the[eligibility criteria](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/forming-a-trailblazer-group/#trailblazer-group-requirements) for a trailblazer Chair. Note that the Chair must be the public contact for the Trailblazer on the Institute's website.   + Details of any facilitator (Name, employer, telephone, email)   + Details of employers on group (representative, employer, main business activity, employer size: micro (<10), small (10-49), medium (50-249) or large (>249), telephone, email)   + Details of any non-employer members (including professional bodies where alignment to professional recognition is intended - representative, employer, telephone, email) * Title of occupation(s) covered by the proposal * Demand for occupation (i.e. number of people undertaking the occupation in England) and estimated annual starts on the occupational standard * Whether an existing framework covers the same occupation as the proposed standard * Target timeline for when you want the apprenticeship standard to be approved for delivery by   Your RM will load this information into the Institute’s MI system and update it as you move through the process | | |
| |  | | --- | | About this submission | | |
| Unique occupational standard reference number:  ST0388  Your Relationship Manager will provide you with this number which will be remain the same through the development process and beyond. | |
| Trailblazer Group Reference Number  TB0231 | |
| Title of Occupation:  Interior Systems | |
| |  | | --- | | Insert [occupation title](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/resources/titles-guide/) (e.g. Arborist, Baker, Dental Nurse, Teacher…) | | |
| Your name  Helen Yeulet | Your email  helen.yeulet@thefis.org |
| |  | | --- | | *This should be the person within the Trailblazer who will populate the template. Any drafts/confirmation of the submission will be sent to this contact.* | | |
| Name of Trailblazer Group  Interior Systems | |
| Your Relationship Manager  Jill Nicholls | |
| Does this standard have core and options?   Yes  No | |
| |  | | --- | | [This approach](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-apprenticeship-occupation-proposal/#developing-the-occupational-profile-) may be appropriate where there are related occupations that share a core with options that all genuinely exist in the labour market. In such cases, the core should be as large as it can be and individual options must each meet the requirements for an occupation and not be too narrow. An apprentice will typically be required to acquire competence in the core and one of the options. You will have some core duties common to all options and some duties specific to each option. Clicking “yes” above will allow you to add options later in the template. | | |
| Is this a resubmission?   Yes  No | |
| |  | | --- | | Occupational Profile - occupation summary | | |
| Occupational profile  |  |  | | --- | --- | | |  | | --- | | If your standard is agreed for development, the published version will need to contain an [occupational profile](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-apprenticeship-occupation-proposal/#developing-the-occupational-profile-). This consists of a summary of the occupation and a list of the duties that the individual will need to be able to do. This needs to cover the nature of the occupation and how it fits within the sector(s), and you will build on this on the next page when you define the duties of the occupation. Typically, the occupation summary developed on this page should be between 250 and 350 words long, with a response to each individual statement  being two to three sentences.  This information must relate to what an individual who is fully competent in the occupation needs to be able to do.  Whilst the profile you developed in your proposal (based on our old template) will be a good starting point for this, we are now prescribing more clearly what information the occupation summary within the profile should contain and this information can be articulated by completing the following statements:   * This occupation is found in…*[Insert sectors where the occupation is typically found]* * The broad purpose of the occupation is...*[Provide brief details of what an employee in this occupation does without going into the level of detail covered by the duties on the next page]* * In their daily work, an employee in this occupation interacts with…*[Provide brief details of types of organisations and internal/external functions that the employee would need to interact with to successfully get their job done. Also include detail of the typical environment(s) in which the occupation is found (e.g. office-based, outside in all weathers etc.)]* * An employee in this occupation will be responsible for…[Provide brief details of the level of responsibility/autonomy that the individual will have including what resources they may manage, who they would report to and the extent to which they are supervised or acting alone (which is a key factor in determining the level of the occupation). Also include any factors that may lead to this varying (e.g. size of organisation).]   Please include relevant information relating to the options in your completion of the individual statements.  Please also list any job titles typically held by individuals undertaking this occupation.  As job titles for the same occupation often vary between sectors, sub-sectors and sizes of employer, this is your opportunity to list all the relevant ones | | | This occupation is found in the Construction industry which employs 2.5 million people across the UK and is a driving force behind the UK economy being 8% of the Gross Domestic Product (GDP). The Interior Systems sector alone has over 35,000 operatives working on extremely diverse projects in hotels, schools, airports, football stadiums, hospitals, shopping centres. However other projects may mean working on security controlled installations such as Military Bases which may never be seen or used by the public. Interior Systems operatives have also played a major part in the construction on iconic structures which are known throughout the world and include Canary Wharf, the Olympic Stadium, Battersea Power Station and the Shard. An operative in Interior Systems will be involved in the construction of buildings and the environment in which we all live, work and play.  The broad purpose of the occupation is ....................................... .  In their daily work, an employee in this occupation interacts with other colleagues, other trades, site supervisor, site manager, end users, main contractors and suppliers.  An employee in this occupation will be responsible for installing varying interior systems that will include drylining, partitions or ceilings.The work would usually be during normal weekday hours but unsocial hours will also be necessary. The work may be physically demanding, including lifting and fixing systems into place. Work could be at height from a platform or mobile scaffold and operatives will need to follow strict safe working practices at all times in whichever occupational area they choose. | | Typical job titles  Typical job titles include Dryliner, Modular Demountable Partition Installer, Operable Partitioner Installer, Glass Partitioning/Internal Screening Installer, Suspended Ceiling Fixer, Interior Systems Operative | | |
| |  | | --- | | Core duties and KSBs   **Instructions:**  An occupational profile should typically contain the 10-20 duties that make up the occupation. These should be the duties that a*fully competent employee should be able to undertake when working in the occupation.*Further guidance is available [here.](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-apprenticeship-occupation-proposal/#developing-the-occupational-profile-)  With our new template, these will normally be developed at the proposal stage and pre-populated into the occupational standard section of the template.  However, as you completed that stage of the process on our old template, you will need to create the duties here based on information you provided in your proposal.  You will then need to identify the [knowledge, skills and behaviours](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-and-writing-an-apprenticeship-occupational-standard/#knowledge-skills-and-behaviours) (KSBs) required for competence in each duty along with initial information about the off the job training related to these.  There will be repetition as you work through the duties where some KSBs are required in relation to more than one duty. However, please record such repetition as it will be helpful information for training providers and as it is really important to go through this process comprehensively for each duty. A simple way of addressing such repetition is to codify each knowledge, skill and behaviour (e.g. K1, K2, S1, S2 etc) and, where one is required in relation to multiple duties, simply cite the code after the knowledge, skill or behaviour as been referenced once in full. | | |
| {if (!Form.StandardAgreed and !Form.SkipStandardStage and Form.DevelopmentStageStandardEPA) or (Form.ProposalStage)}   |  | | --- | | Off the job training |   { end if } | |
| |  | | --- | | At this stage you will also need to decide whether you wish to provide information about the typical off the job training requirements relating to the apprenticeship standard as follows:  If you are content with the initial funding band already allocated to this apprenticeship standard, please tick the first button below, as you do not normally need to provide any further information relating to off-the-job training.  If you do not believe the initial funding band allocation is appropriate, you can provide us with evidence to inform the final funding band recommendation. You do this by submitting training provider and EPAO quotes alongside your EPA plan. To acquire these quotes you will need to send apprenticeship training delivery quote forms, pre-populated with the typical off-the-job training requirements, to providers to complete. You have the following two options as to how and when to do this:   * Provide the information relating to typical off-the-job training requirements within this template below and an auto-populated apprenticeship training delivery quote form for you to forward to providers will be sent to you when you submit your draft standard (tick the 2nd option below for this) * Input the information relating to typical off-the-job training requirements directly into the apprenticeship [training delivery quote form](https://www.instituteforapprenticeships.org/media/1730/apprenticeship-training-delivery-quote-2018-2-revised-10042018.xlsx) at a later date (tick the 3rd option below for this) prior to sending it on to providers to complete. If you choose this option, you will not need to provide the information relating to off-the-job training now, but you will still need to ensure that you populate the apprenticeship training delivery quote form in good time to ensure you can acquire the quotes before you submit your EPA plan | | |
| Please choose   Content with initial funding band allocation  Do not believe the initial funding band is appropriate and wish to address the additional off-the-job training questions now in order to generate a populated apprenticeship training delivery quote form to send to providers  Do not believe that the initial funding band allocation is appropriate but will complete the apprenticeship apprenticeship training delivery quote at a later date | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Duty 1  |  | | --- | | In this occupation a fully competent employee can:  Interpret drawings to ensure work is completed to specification | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Work is delivered in line with specification | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - General principles of building design and regulation particularly in relation to interface with internal construction. Including:  o how fire spreads through a building and how to impede it and protect the structure,  o noise nuisance, noise transfer, noise reverberation and to reduce it with improved acoustics  o vibration and how to reduce it  o the need for air and water barriers (Vapour Control Layer’s (VCL) and Damp Proof Membrane’s (DPM)) to seal a building, how these work, materials used and where they are found ) | | | Knowledge 2  |  | | --- | | K2 - The different methods to install dry lining systems to metal and stud partitions framed wall linings, framed and frameless beam and column encasements | | | Knowledge 3  |  | | --- | | K3 – The importance of health and safety, how to work safely, including working at height and use of access equipment (e.g scissor lifts, Mobile towers). The appropriate additional Personal Protective Equipment (PPE) which may be required for various tasks eg cutting metal, drilling, shot-firing | | | Knowledge 4  |  | | --- | | K4 – The purpose and importance of risk assessments, method statements and Control Of Substances Hazardous to Health (COSHH) assessments. | | | Knowledge 5  |  | | --- | | K5 - How to calculate quantity, length, area and wastage from sources such as setting out drawings, using BIM, digital working and Computer Aided Drawing (CAD). | | | Knowledge 6  |  | | --- | | K6 - How to identify suitable materials, components, equipment and resources in accordance with project specification (e.g. fire, acoustics, deflection requirements) | | | Knowledge 7  |  | | --- | | K7 - The tools, equipment, plant and machinery appropriate for use in each project type. e.g. scaffold, Mobile Elevated Work Platforms (MEWPs), nail gun, circular saw, lasers | | | Knowledge 8  |  | | --- | | K8 - The industry standards which cover the interior systems sector including BS 5234-1:1992, BS 8000-0:2014, BS 8000-8:1994, BS EN 13964:2014 and FIS Best Practice Guidelines | | | Knowledge 9  |  | | --- | | K9 – How to utilise materials in accordance with manufacturer’s instructions. | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 - Measure and set out from drawings provided and check vertical and horizontal datum. | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 – Safety first approach | | | Behaviour 2  |  | | --- | | B2 - An attention to detail | | | Behaviour 3  |  | | --- | | B3 -Be able to work with others applying the principles of equality and diversity | | | Behaviour 4  |  | | --- | | B4 - Focus on timekeeping and productivity | | | Behaviour 5  |  | | --- | | B5 - Ability to work alone taking responsibility for completing of designated work in agreed schedule | | | Behaviour 6  |  | | --- | | B6 - Working towards high quality of all work completed with an understanding of impact of defects | | | | | | Duty 2  |  | | --- | | In this occupation a fully competent employee can:  Keep work area clean and tidy | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Clean and tidy workspace is evidenced and planned in as standard | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K9 as above | | | Knowledge 2  |  | | --- | | K10 – The importance of clean and tidy environment and the impact on zero/low carbon outcomes in the built environment. | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 | | | Skills 2  |  | | --- | | S2 – Select the appropriate materials, tools and equipment in accordance with the specification requirements and or manufacturer specific instructions. | | | Skills 3  |  | | --- | | S3 - Safely and correctly operate tools and equipment, plant and machinery appropriate for use. (e.g. scaffold, MEWPS, nail gun, circular saw, lasers ) | | | Skills 4  |  | | --- | | S4 - Apply fire and acoustic mastic seals in accordance with specification, designs details and manufacturers recommendations | | | Skills 5  |  | | --- | | S5 – Accurately measure and cut components (e.g. metal sections, plasterboard, insulation, timber and plywood) | | | Skills 6  |  | | --- | | S6 - Appropriately fix all components according to specifications and/or drawings. | | | Skills 7  |  | | --- | | S7– Effectively protect surround surfaces and segregate work areas and cutting areas. | | | Skills 8  |  | | --- | | S8 - Install dry lining systems to metal and stud partitions framed wall linings, framed and frameless beam and column encasements. | | | Skills 9  |  | | --- | | S9 – Clearly communicate with management, customers and colleagues including other trades onsite. | | | Skills 10  |  | | --- | | S10 – Maintain a clean and tidy environment, appropriately disposing of waste according to site procedures. | | | Skills 11  |  | | --- | | S11 – Identify and select appropriate PPE for the task | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1, B2, B5 as above | | | | | | Duty 3  |  | | --- | | In this occupation a fully competent employee can:  Measure and mark out interior systems projects in accordance with industry standards | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Delivered in line with customer and company expectations on time, accurately and with efficient product utilisation in line with industry standards. | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K10 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S9 - S11 | | | Skills 2  |  | | --- | | S12– install pattresses | | | Skills 3  |  | | --- | | S13 – install insulation | | | Skills 4  |  | | --- | | S14 – form service penetrations through partitions | | | Skills 5  |  | | --- | | S15 – install primary channels or main runners to line and level. Cut to length | | | Skills 6  |  | | --- | | S16 – frame and fit access panels | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Duty 4  |  | | --- | | In this occupation a fully competent employee can:  Install metal furring ceilings in accordance with specification & manufactures instructions | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Demonstrate capability within accuracy and in a timely manner | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 – K10 | | | Knowledge 2  |  | | --- | | K11 – The importance of occupational health eg drugs and alcohol, face fit testing, dust, noise, vibration, asbestos | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 – S8 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Duty 5  |  | | --- | | In this occupation a fully competent employee can:  Install plasterboard partitions in accordance with specification & manufactures instructions | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Demonstrate capability within accuracy and in a timely manner | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 – K12 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 – S16 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Duty 6  |  | | --- | | In this occupation a fully competent employee can:  Complete quality assurance checks in accordance with specification to enable handover in line with site procedures | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Deliver in line with customer and site specifications | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K10 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 - S16 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | |
| Option  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Option 1  |  | | --- | | Title of option  Drylining Systems | | Option Duty Section  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Option duty 1  |  | | --- | | In this occupation a fully competent employee can:  Install and repair metal stud partitions according to/in accordance with design details, specification, manufactures recommendations and best practice guidelines | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Evidence the ability to install accurately in line with specifications, manufacturers requirements and FIS best practice guides | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - The different materials and components, to install and finish drylining and plasterboard linings eg panels, plasterboards, metal sections, timber battens, wallboards, thermal boards, glass reinforced gypsum board, fixings and fittings. | | | Knowledge 2  |  | | --- | | K2 - How to identify appropriate equipment and resources to install and finish drylining and plasterboard linings. | | | Knowledge 3  |  | | --- | | K3 - The different methods of installation and removal used in drylining for the various manufacturers eg British Gypsum, Knauf, Siniat. | | | Knowledge 4  |  | | --- | | K4 – The different levels of performance required for drylining and what is required to achieve specified acoustic and fire performance | | | Knowledge 5  |  | | --- | | K5 - The different types of drylining systems eg twin walls, staggered studs, service shaft partitions, curved walls, walls over 3 metres. | | | Knowledge 6  |  | | --- | | K6 – How to fix deflection heads. | | | Knowledge 7  |  | | --- | | K7 – The different methods to install plasterboard linings. | | | Knowledge 8  |  | | --- | | K8 - How to ensure that the existing substrate is suitable for the component being installed and that an appropriate fixing regime is used. | | | Knowledge 9  |  | | --- | | K9 - The methods to form openings and junctions. | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 – install drylining and plasterboard linings eg panels, plasterboards, metal sections, timber battens, wallboards, thermal boards, glass reinforced gypsum board, fixings and fittings. | | | Skills 2  |  | | --- | | S2 – Select the appropriate materials, tools and equipment for installing drylining and plasterboard linings. | | | Skills 3  |  | | --- | | S3 – Install and remove drylining systems according to manufacturers guidelines eg British Gypsum, Knauf, Siniat | | | Skills 4  |  | | --- | | S4 - Form openings and junctions in accordance with drawing specifications | | | Skills 5  |  | | --- | | S5 - Carry out repairs to dry lining and plasterboard walls and ceilings in accordance with design details, specification and manufacturers recommendations | | | Skills 6  |  | | --- | | S6 – Form and Fix standard deflection heads in accordance with manufactures standard details | | | Skills 7  |  | | --- | | S7 – Accurately measure and cut components. | | | Skills 8  |  | | --- | | S8 - Appropriately fix all components according to specification/drawings. | | | Skills 9  |  | | --- | | S9 - Install different types of drylining systems eg Twin walls, Staggered studs, Service shaft partitions, Curved walls, Walls over 3 metres high | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 2  |  | | --- | | In this occupation a fully competent employee can:  2. Install and repair Framed wall linings Eg metal dryliner channels, metal wall furrings, timber battens | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K9 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 - S9 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 3  |  | | --- | | In this occupation a fully competent employee can:  Install and repair Framed and frameless beam and column encasements | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K9 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 - S3, S5, S7, S8, | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 4  |  | | --- | | In this occupation a fully competent employee can:  Install plywood pattresses according to specification & manufactures instructions | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K9 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1, S2, S5, S7 - S9 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 5  |  | | --- | | In this occupation a fully competent employee can:  Form framed and frameless beam and column in accordance with specification & manufactures instructions. | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K9 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 - S3,S5 - S8 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 6  |  | | --- | | In this occupation a fully competent employee can:  Form builders works holes and openings for windows and doors | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K9 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 - S9, | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 7  |  | | --- | | In this occupation a fully competent employee can:  Form junctions, abutments and angles according to specification & manufactures instructions | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Delivered accurately and in line with customer expectations | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K9 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 - S9 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 8  |  | | --- | | In this occupation a fully competent employee can:  Recycle waste to contribute to zero/low carbon outcomes in the built environment | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  Appropriate usage and disposal of all materials onsite | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | | | Option 2  |  | | --- | | Title of option  Suspended Ceiling and Partitioning Systems | | Option Duty Section  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Option duty 1  |  | | --- | | In this occupation a fully competent employee can:  Install and relocate modular demountable partition systems in accordance with manufacturers guidelines and specification | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 – The different materials and methods of installation, dis-assembly and removal used in demountable partitions components for the various partition (e.g. glass and blinds) and ceiling (e.g. Tee grid, Mineral and metal concealed grid, Mineral and metal plank, Acoustic rafts, Vertical baffles) manufacturers eg Komfort, Sektor, Ocula, SAS, OWA, Armstrong. | | | Knowledge 2  |  | | --- | | K2 – The various finishes that can be applied to partitions, the methods of applying finishes and the differing methods for different manufacturers. | | | Knowledge 3  |  | | --- | | K3 – The different types of glass used in demountable systems. The dangers of glass and how to safely handle glass panels. | | | Knowledge 4  |  | | --- | | K4 – The different types of blind used, the methods of operation, remove, repair and maintain and how to adjust them. | | | Knowledge 5  |  | | --- | | K5 – The different types, weights, finishes, performance and seals for various doors and how to adjust doors and door furniture. | | | Knowledge 6  |  | | --- | | K6 – The different performances required for demountable partitions and ceilings and what is required to achieve the specified acoustic and fire performance. | | | Knowledge 7  |  | | --- | | K7 – The range of perimeter trims and transition trims | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | SI – Cut and fix tracks at appropriate centres according to Specification & manufactures instructions | | | Skills 2  |  | | --- | | S2 – Apply wall coverings according to Specification & manufactures instructions | | | Skills 3  |  | | --- | | S3 – Install door and window frames in accordance with drawings. | | | Skills 4  |  | | --- | | S4 – Fit cover trims and skirtings in accordance with Specification & manufactures instructions | | | Skills 5  |  | | --- | | S5 – Install glazing, blinds and manifestations to meet customer requirements | | | Skills 6  |  | | --- | | S6 – Hang door leaf complete with ironmongery including cutting and fitting of door furniture (eg hinges, levers, locks, closers and signage). | | | Skills 7  |  | | --- | | S8 – Cut and fix hangers in accordance with specification, manufacturers recommendations and FIS best practice guidlines | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | | | Option duty 2  |  | | --- | | In this occupation a fully competent employee can:  Fit doors, fix trims/mouldings, form junctions and install glass panels and blinds. | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 - K7 as above | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 - S6; S8 as above | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 3  |  | | --- | | In this occupation a fully competent employee can:  3. Fit integral glass, trim and mouldings, doorsets and ironmongery. | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  | | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K1 – K7 | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S1 – S6; S8 | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | Option duty 4  |  | | --- | | In this occupation a fully competent employee can:  4. Install suspended ceiling systems eg  o Proprietary suspended ceilings and carry out repairs  o Concealed and exposed mineral and/or metal grid ceilings  o Metal and/or mineral plank ceilings  o Rafts and/or acoustic baffle sections | | |  | | --- | | *This must be drafted as a 'doing' statement* | | | Criteria for measuring performance:  |  | | --- | | For this duty, list the important performance considerations for employers in terms of how the work is to be done and to what standards  In line with specifications with a focus on speed, accuracy and productivity | | |  | | --- | | *Criteria for measuring performance will vary depending on the nature of the duty but may typically focus on issues such as speed, accuracy; efficiency, cost and compliance.  Examples include: “delivered in line with c*ustomer expectations/specifications”; “delivered in line with agreed timescale/cost/industry standard”; [instructions/advice] “communicated clearly and succinctly”; “in compliance with xyz procedures/guidance/legislation”. | | | | |  | | --- | | KSBs | | | |  | | --- | | Knowledge | | | |  | | --- | | This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. | | | KSBs  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Knowledge  |  |  | | --- | --- | | Knowledge 1  |  | | --- | | K8 –Hanger systems and how the types and centres differ across systems, loading and whether there is a need for a subgrid. | | | Knowledge 2  |  | | --- | | K9 – The appropriate use of pattresses, loading specifications and limitations of the ceiling systems. | | | Knowledge 3  |  | | --- | | K10 – The importance of setting out and suspension of acoustic rafts and baffles. | | | | |  | | --- | | Skills | | | |  | | --- | | Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. Duties may be sufficient to identify the practical application of knowledge. Skills may be added as necessary to facilitate assessment of particular aspects of the duty. | | | Skills  |  |  | | --- | --- | | Skills 1  |  | | --- | | S7 – Install ceiling perimeter trim to level. Ensure trims are cut to length and form internal and external corner mitres. | | | Skills 2  |  | | --- | | S9 – Install subgrid eg hangers and heavy gauge channel to bridge services, heavy gauge channel between roof purlins | | | Skills 3  |  | | --- | | S10 – Fix secondary grid / cross tees ensuring grid is square and following manufacturers recommended installation | | | Skills 4  |  | | --- | | S11 – Cut and install service tiles and pattresses eg form square and circular service cut outs through mineral tiles with plywood pattress or metal tiles and insulation pad | | | Skills 5  |  | | --- | | S12 – Complete tiling including  o perimeter tile cuts to mineral and metal tile  o tegular tile edges to mineral tile  o perimeter wedges for cut metal tiles  o tile clips to back of mineral ceiling tiles  o insulation pads to back of metal ceiling | | | Skills 6  |  | | --- | | S13 – Remove sections of ceiling and replace damaged grid & tile | | | | |  | | --- | | Behaviours | | | |  | | --- | | Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. | | | Behaviours  |  |  | | --- | --- | | Behaviour 1  |  | | --- | | B1 - B6 | | | | | | | | |
| |  | | --- | | Additional information | | |
| Proposed Route  Construction | |
| |  | | --- | | Your apprenticeship standard will belong to a particular [sectoral route](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-apprenticeship-occupation-proposal/#additional-information-required-in-the-template). | | |
| Typical duration of apprenticeship (months):  24 | |
| |  | | --- | | Enter the number of months you believe a new entrant apprentice will typically require to become competent in the occupation prior to taking the end-point assessment. This should be a specific number of months but we accept that individual apprentices may take more or less time (subject to a minimum of 12 months) than this to become fully competent in practice. | | |
| Proposed occupational Level  2 | |
| |  | | --- | | Guidance on how to determine the occupational level of your standard is[available here](https://www.instituteforapprenticeships.org/media/1575/guidance-on-apprenticeship-standard-levels.pdf) | | |
| Please only use this upload facility for the purpose requested. Any other information uploaded here will not be taken into account when reviewing your submission. | |
| Please select the end-point assessment method/s likely to be used to assess competence against the KSBs as a whole   |  | | --- | |  Observation based | |  Practical demonstration based | |  Test based | |  Project based | |  Presentation based | |  Discussion based | |  | | |
| |  | | --- | | *We understand that your selection of assessment methods may be tentative at this stage and that you will consider this issue in greater depth when you develop your end-point assessment plan.  Nonetheless, it will be helpful for both you and the Institute to consider this issue as you develop your standard. Further guidance on assessment methods is*[*available here*](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-end-point-assessment-plan/#assessment-methods)*, but the following is a brief summary of the assessment method options*   * ***Observation based:*** *the assessor will observe how the apprentice undertakes one or more duties in the workplace.* * ***Practical demonstration based:*** *An assessment of skills (and sometimes knowledge) takes place in a practical skills facility such as a simulated work area in an assessment centre or a skills development facility in a college.* * ***Test based:*** *e.g. multiple-choice, open-answer and scenario/case study based tests (or a combination thereof): taken on paper, pre-loaded onto a computer or as an online series of questions* * ***Project based:*** *a defined piece of work undertaken after the gateway to demonstrate a particular aspect of the occupation – a project could be marked in its own right or used to inform a presentation or interview/discussion. This could be a written-assignment or a practical project, including, in some occupations, production of verifiable and assessable work outputs..* * ***Presentation based****: the apprentice making a presentation to an individual assessor or panel.* * ***Discussion based:*** *could be either an interview (where a series of questions is posed to the apprentice about an aspect of their occupation and how they have demonstrated different competencies) or a professional discussion or viva (which is an in-depth, two-way discussion between an assessor and apprentice to assess theoretical or technical knowledge).This type of assessment also includes questioning and answering (where short, focussed questions are asked in support of another assessment method e.g. observation or presentation).* | | |
| |  | | --- | | Qualifications & professional recognition | | |
| |  | | --- | | English and Maths qualifications   **Level 2 apprenticeships**  Apprentices without level 1 English and maths will need to achieve this level and apprentices without level 2 English and maths will need to take the tests for this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship’s English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL. | | |
| |  | | --- | | Other mandatory qualifications | | |
| |  | | --- | | Beyond the above English & and maths qualifications, employers need to be free to determine how their apprentices develop towards full competence and, as anything included in a standard becomes mandatory, we do not want employers constrained by the inclusion of qualifications. However, there are some exceptions to this relating to:   * potentially on a temporary basis, qualifications that accredit occupational competence  (“Type 1”) * off-the-job technical qualifications that provide greater breadth than is likely to be covered in the workplace and/or provide structure for off-the-job training where there is little history of this (“Type 2”)   Qualifications of either type may be mandated where they are either a regulatory or professional body requirement, or meet our “hard sift” criterion. In addition, it may be possible to mandate Type 2 qualifications which do not meet one of the these three criteria by virtue of them providing fuller occupational breadth than will be acquired in the workplace or a structure for off-the-job training where there is little history of this for the occupation.  Further detail of this policy and the supporting evidence required is [available here](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-and-writing-an-apprenticeship-occupational-standard/#qualifications). | | |
| Does the apprenticeship include any mandated qualifications in addition to the above-mentioned English and maths qualifications?   Yes  No | |
| |  | | --- | | Entry requirements   In order to avoid creating barriers to entry, it is not permissible to include entry requirements in an occupational standard unless they are statutory or regulatory requirements. However, some trailblazers have chosen to include wording such as ‘Whilst any entry requirements will be a matter for individual employers, typically an apprentice might be expected to have already achieved x, y, and z on entry | | |
| Are there any statutory/regulatory or other typical entry requirements?   Yes  No | |
| |  | | --- | | Professional recognition The standard must link to professional registration where this exists for the occupation. This means that when someone completes an apprenticeship, they have the evidence proving that they have met the level of competence needed to secure professional registration. It is up to the individual whether they choose to then register. Where relevant, set out here which professional registration the apprenticeship standard is designed to meet and the name of the professional body responsible for maintaining the professional register. Where there is more than one relevant professional body, the Trailblazer should discuss alignment with all such bodies. | | |
| Does this standard align to any professional recognition?   Yes  No | |
| Please specify any professional recognition which you have considered but concluded is not applicable to the occupation.    If there is no feasibly relevant professional recogntion to even consider please put "Not applicable" | |
| |  | | --- | | Consultation   You are required to consult on your draft standard beyond your immediate Trailblazer group membership prior to submission. Guidance on what forms this can take is [available here](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-and-writing-an-apprenticeship-occupational-standard/#developing-an-occupational-standard-and-consulting). Please include a summary of your consultation below. This will need to include details of who you have consulted, how you have consulted them, what the results were and how you have amended your draft as a result. | | |
|  | |
| Please select the relevant option below depending on whether you wish to circulate a draft or submit a final draft to the Institute   Final submission to Institute  Save and generate draft for circulation | |
| |  | | --- | | When you are ready to circulate a draft please press the "Save/Submit" button below. You will then be able to download a copy of your draft on the following page for circulation. You will need to input any revised drafting back into the relevant boxes in the template prior to submission.  The first time you save a draft for circulation you will receive an email containing a link to your apprenticeship builder draft (please check your junk mail if you do not receive this email within 10 mins). This link can be used to continue to revise the draft until you are ready to submit to the Institute. In addition, every time you save a draft for circulation, a Word file for you to download will be available on the confirmation page. If you accidentally close the confirmation page before downloading the Word file, you will be able to access your online draft via the link contained in the email mentioned above. | | |