



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction) - Traditional Wood Occupations

Qualification No: 601/1447/2

Operational Start Date

1 December 2013

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2.1 – March 2019

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres which wish to offer the NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations.

The qualification is relevant to organisations within the heritage construction craft sector.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.



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1. NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations

The NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations is designed to provide theoretical knowledge for learners who wish to work in the heritage craft sector (traditional wood occupations) and achieve a Level 3 NVQ Diploma in Heritage Skills (Construction). Learners will gain knowledge of:

- safe working practices in construction
- construction technology
- project methodology
- working on conservation and restoration projects
- conservation, restoration and repair of historic and contemporary timber based fixtures and fittings
- maintenance, restoration and conservation of time components
- setting out complex joinery products
- setting out and erection of complex timber structural components

This qualification is suitable for learners **aged 16 years or over**. The qualification will provide learners with an opportunity to gain the knowledge required to work in the heritage craft sector (traditional wood occupations).

The qualification links to the National Occupational Standards for Heritage Skills (Construction) developed by CSkills.

1.1. Entry Requirements

Learners are required to have:

16 - 19 year olds: NVQ Level 2 in Construction Craft and interview to determine suitability.

19 - 24 year olds: 5 years construction experience OR NV Level 2 in Construction Craft and an interview to determine suitability.

24+: 5 years construction experience and appropriate references and an interview to determine suitability.

2. Qualification Details

2.1. Qualification Structure

The NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction) Traditional Wood Occupations is a 55 credit qualification with a Total Qualification Time (TQT) of 550, including 550 Guided Learning Hours (GLH).

Learners **must** achieve all 55 credits from the 8 mandatory units listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Know how to Carry Out Safe Working Practices in Construction	1	4	Mandatory	Y/501/7454
Knowledge of Construction Technology	3	10	Mandatory	F/504/3322
Knowledge of Project Methodology	3	2	Mandatory	J/504/3323
Knowledge of Working on Conservation and Restoration Projects	3	10	Mandatory	L/504/3324
Know how to Conserve, Restore and Repair Historic and Contemporary Timber Based Fixtures and Fittings	3	8	Mandatory	A/504/3321
Know how to Maintain, Restore and Conserve Timber Components for Contemporary and Historical Structures	3	8	Mandatory	M/504/3395
Know how to Set Out Complex Joinery Products	3	5	Mandatory	Y/504/3326
Know how to Set Out and Erect Complex Timber Structural Components	3	8	Mandatory	L/504/3338

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):

- learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
- includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

3. Centre Information

3.1. Offering the qualification

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations, please contact: business-enquiries@nocn.org.uk.

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account and Sector Manager.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

External Verification

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2. Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

Tutor/Assessor

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies:

- Be technically competent in heritage skills construction (traditional wood occupations) and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An occupational knowledge of heritage skills construction (traditional wood occupations). The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.
- Hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training to a minimum Level 3 standard within 12 months of taking up the tutor role.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

NOCN expects that an Internal Verifier is able to demonstrate the following competencies:

They should:

- Be technically competent in heritage skills construction (traditional wood occupations) and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An occupational knowledge of heritage skills construction (traditional wood occupations). The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.



NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.



4. Unit Information

The NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations consists of 8 mandatory units.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows.

4.1 Units

Unit Title:	Know how to Carry Out Safe Working Practices in Construction
Unit Level:	One
Unit Credit Value:	4
GLH:	40
Ofqual Unit Reference Number:	Y/501/7454

This unit has 10 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the health and safety regulations, roles and responsibilities.	1.1. Identify key health and safety legislation relevant to and used in a construction environment. 1.2. State the key employer responsibilities under the Health and Safety at Work Act (HASWA). 1.3. State the key employee responsibilities under the Health and Safety at Work Act (HASWA). 1.4. State the roles and responsibilities of the Health and Safety Executive (HSE). 1.5. Identify other sources of relevant health and safety information. 1.6. State when legislation would require health and safety executive (HSE) to be informed. 1.7. State why there is a requirement for enforcing stringent guidance in health and safety. 1.8. State the importance of holding on-site safety inductions and toolbox talks.
2. Know about signs and safety notices.	2.1. List the different signs and safety notices used in the workplace.
3. Know the accident and emergency procedures and how to report them.	3.1. State the major types of emergencies that could occur in the workplace. 3.2. State the key legislation used for reporting accidents. 3.3. State the different types of injuries, diseases and occurrences in the workplace and the relevant current legislation. 3.4. State the main types of records used in the event of an accident or an emergency. 3.5. State why it is important to report accidents or near misses. 3.6. State the difference between major and minor injuries and the meaning of a near miss. 3.7. List the key accident trends within the United Kingdom construction industry. 3.8. State the effects that common types of accidents and injuries could have on the employer.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.9. List the authorised person who could be involved in dealing with accident and emergency situations.</p> <p>3.10. List the basic requirements of a complete first aid kit.</p> <p>3.11. State the actions to be taken on discovering an accident.</p>
4. Know how to identify hazards on construction sites.	<p>4.1. State the importance of good housekeeping.</p> <p>4.2. State the purpose of risk assessments and method statements.</p> <p>4.3. List the major types of hazards in the workplace.</p> <p>4.4. State the importance of the correct storage of combustibles and chemicals on site.</p>
5. Know about health and hygiene in a construction environment.	<p>5.1. List the requirements for welfare facilities in a construction environment.</p> <p>5.2. State the health effects of noise and the appropriate precautions that can be taken.</p> <p>5.3. Identify the various substances hazardous to health under the Control of Substances Hazardous to Health (COSHH) and the appropriate precautions.</p> <p>5.4. State the importance of personal hygiene.</p> <p>5.5. State the types of hazards linked with drugs and alcohol.</p> <p>5.6. List the possible consequences of health risks in the workplace.</p>
6. Know how to handle materials and equipment safely.	<p>6.1. State the procedures for safe lifting in accordance with guidance and legislation.</p> <p>6.2. State the importance of using site safety equipment when handling materials and equipment.</p> <p>6.3. Identify the key legislation relating to the safe handling of materials and equipment.</p> <p>6.4. State the importance of waste control procedures in the workplace.</p>
7. Know about basic working platforms.	<p>7.1. State the safe method of use and appropriate parts of working platforms.</p> <p>7.2. State good practice methods in the use of working platforms.</p> <p>7.3. Identify the dangers of working at height when using basic working platforms.</p>
8. Know how to work with electricity in a construction environment.	<p>8.1. State the precautions to be taken to avoid risks to themselves and others when working with electricity.</p> <p>8.2. State the dangers and effects of those dangers associated with the use of electricity.</p> <p>8.3. State the different voltages that could be used in the workplace.</p> <p>8.4. State why there is a need for cables and wiring to be colour coded.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	8.5. State the requirements for working safely with differing electrical voltages. 8.6. State the methods and importance of storing electrical equipment correctly.
9. Know how to use personal protective equipment (PPE) correctly.	9.1. State the different types of personal protective equipment (PPE) used in the workplace. 9.2. State why it is important to store and maintain personal protective equipment (PPE) correctly. 9.3. State the importance of personal protective equipment (PPE) and why it is important to use it. 9.4. State the legislation governing personal protective equipment (PPE). 9.5. List the possible consequences of not using the correct personal protective equipment (PPE).
10. Know the fire and emergency procedures.	10.1. List the three elements essential to creating a fire. 10.2. State the ways in which a fire could spread and identify methods of fire prevention. 10.3. State the actions to be taken on discovering a fire. 10.4. State the correct fire evacuation procedures. 10.5. State the different types of fire extinguishers and their correct uses.

Specific Assessment Requirements

This unit will be achieved in accordance with the additional guidance requirements as set out by the Awarding Organisation.

Unit Title:	Knowledge of Construction Technology
Unit Level:	Three
Unit Credit Value:	10
GLH:	100
Ofqual Unit Reference Number:	F/504/3322

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to apply energy efficient and sustainable methods and materials in construction work.	1.1. Analyse different energy efficiency methods used to construct domestic dwellings pre and post 1919. 1.2. Describe the meaning and purpose of green building methods.
2. Know how to produce, check and interpret drawn information.	2.1. Explain how to produce drawings using isometric and orthographic projection. 2.2. Explain how to produce true shape and sizes to scale with the aid of geometry. 2.3. State how to check specifications and alterations to working drawings. 2.4. Identify how to interpret drawings for others.
3. Know how to estimate quantities and price work.	3.1. Describe how to calculate the cost of a given job, calculating quantities and waste percentages. 3.2. Describe how to estimate overheads and profit for a given job. 3.3. Explain the differences in estimating for new work and conservation and restoration work.
4. Know about contemporary and historic building components and methods of construction.	4.1. Explain the importance of accurate setting out of foundations in domestic and commercial dwellings including excavation, profiles, surveying, strip, deep strip, pile and beam, soils and site conditions, and reinforced wide strip. 4.2. Describe the different methods of construction used to insulate against heat loss and gain in domestic and commercial dwellings. 4.3. Describe different types of floor construction, including raft, stone, precast beam, concrete slab, suspended timber floors. 4.4. Describe the different types of floor components in contemporary domestic and commercial buildings and historic domestic and industrial buildings. 4.5. Identify the different types of roofing components including: (a) batten, (b) ridge,

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> (c) fascia, (d) crucks, (e) rafters, (f) soffit, (g) vents, (h) slate, (i) tile, (j) flashings/valleys, (k) gutting, (l) energy conservation methods in roof structures. <p>4.6. Identify the types of materials used in external walling, including solid, cavity and traditional timber frame.</p> <p>4.7. State the reasons for using different materials in external walling.</p> <p>4.8. Compare insulation properties between cavity and solid wall constructions.</p> <p>4.9. Identify the types of energy saving materials used in the construction of internal walling, including fair faced blockwork, timber stud, dry lining and plastered solid walls.</p> <p>4.10. State the reasons for using energy saving materials in the construction of internal walling.</p> <p>4.11. Assess the different methods used with damp-proof membrane (DPM) and damp-proof course (DPC).</p> <p>4.12. Explain the purpose of classifying loadbearing and non-loadbearing internal walling.</p> <p>4.13. Analyse the effects of poor energy efficiency of contemporary and historic domestic and commercial dwellings.</p>
	<p>4.14. Identify a range of different types of structures, including solid walls, cavity, timber frame, modern insulation, energy efficient and sustainable materials.</p> <p>4.15. Compare different structures used in domestic and commercial dwellings.</p>
<p>5. Know about sustainable materials in construction.</p>	<p>5.1. Identify sustainable methods and materials in construction work.</p> <p>5.2. Investigate different methods of work and sustainable materials, including softwood, hardwood, concrete, common brick, facing brick, engineering brick, aggregates, glass fibre quilt, mineral wool, natural wool, plasterboard, natural material fillers, clay, plaster, concrete block, thermal block, metals and glass used in the construction of domestic and commercial buildings.</p> <p>5.3. Describe how to analyse different types of materials used in the construction of domestic and commercial dwellings both post and pre 1919.</p> <p>5.4. Identify where different materials that come from sustainable sources are used in domestic and commercial dwellings.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>5.5. Describe the uses of sustainable materials, including softwood, hardwood, and common brick, facing brick, aggregates, glass fibre quilt, mineral wool, plasterboard, plaster, lime, metals and glass for use in modern construction of domestic and commercial buildings.</p> <p>5.6. Identify building materials affected by deterioration over long and short periods.</p> <p>5.7. Identify how to safely store and protect building materials for contemporary and historic domestic and commercial buildings.</p>
6. Know how to interpret building regulations.	<p>6.1. Explain the purpose and use of building regulations.</p> <p>6.2. Explain the relevance of building regulations to historic buildings.</p>

Unit Title:	Knowledge of Project Methodology
Unit Level:	Three
Unit Credit Value:	2
GLH:	20
Ofqual Unit Reference Number:	J/504/3323

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to assess available project data accurately to determine the occupational method of work.	1.1. Explain the factors that determine project data and how that data can be summarised. 1.2. Explain the different methods of assessing available project data and interpreting work methods.
2. Know how to obtain further information from alternative sources in cases where the available project data is insufficient.	2.1. Explain different techniques and methods of obtaining additional information from alternative sources.
3. Know how to identify work methods that make best use of resources and meet project, statutory and contractual requirements.	3.1. Identify work methods that make best use of resources and meet project, statutory and contractual requirements. 3.2. Explain the different means of identifying work methods against project and technical criteria.
4. Know how to confirm and communicate the selected work method to relevant personnel.	4.1. Describe the different techniques and means of communicating work methods to others. 4.2. Explain the factors that allow confirmation of work methods.

Unit Title:	Knowledge of Working on Conservation and Restoration Projects
Unit Level:	Three
Unit Credit Value:	10
GLH:	100
Ofqual Unit Reference Number:	L/504/3324

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Know how to comply with the given contract information to work on conservation and restoration projects to the required specification.</p>	<p>1.1. Explain the required work skills when working on conservation and restoration projects, in the following areas: (a) measuring, (b) marking out, (c) adapting, (d) aligning, (e) applying, (f) making good, (g) maintaining, (h) conserving, (i) restoring or reinstating, (j) finishing, (k) positioning and securing.</p> <p>1.2. Describe specialist heritage and conservation/restoration skills needed to sample, select, prepare, match, maintain or repair in at least one of the following occupational areas, to given working instructions: (a) roofing, (b) lead work, (c) brickwork, (d) earthen structure, (e) stonemasonry, (f) decoration, (g) plastering, (h) wall and floor tiling, (i) carpentry and joinery.</p>
<p>2. Know how to relate work instructions and specifications to current legislation and best practice when working on conservation and restoration projects.</p>	<p>2.1. Describe how to: (a) validate appropriate ways in which the work should be carried out, (b) recognise sensitive areas, (c) maintain heritage and archaeological integrity, (d) maintain the principles of minimum intervention and reversible alterations, (e) stop work at the point when conjecture begins and report findings,</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> (f) record work carried out (written, photographic or digital), (g) recognise and/or report endangered/protected flora and fauna, (h) remove deteriorated and/or inappropriate materials, (i) remove and restore fabric, materials or structural components, (j) repair removed fabric, materials or structural components, (k) replace fabric, materials or structural components. <p>2.2. Identify the procedures required when:</p> <ul style="list-style-type: none"> (a) repairing fabric, materials or structural components <i>in situ</i>, (b) maintaining existing structure, (c) integrating existing and new constructional components or finishes, (d) storing salvageable fabric, materials and structural components, (e) using hand tools, power tools and equipment, (f) working at height, (g) using access equipment.

Unit Title:	Know how to Conserve, Restore and Repair Historic and Contemporary Timber Based Fixtures and Fittings
Unit Level:	Three
Unit Credit Value:	8
GLH:	80
Ofqual Unit Reference Number:	A/504/3321

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to identify specific materials in order to conserve, restore and repair timber based fixtures and fittings.	1.1. Identify appropriate methods of conserving, restoring and repairing timber based fixtures and fittings. 1.2. Explain how to identify the areas of the structure requiring repair and maintenance.
2. Know how to select appropriate materials to conserve, restore and repair timber based fixtures and fittings.	2.1. Describe how to calculate quantities of resources required to carry out the work. 2.2. Explain how to check the quality and identify the appropriateness of materials to meet the requirements of the works. 2.3. Explain how to check that repair and maintenance work has been clearly recorded before work commences. 2.4. Explain how to select appropriate materials.
3. Know how to conserve, restore and repair timber based fixtures and fittings.	3.1. Explain the purpose of a method statement relating to the work required to conserve, restore or repair fixtures and fittings. 3.2. Explain how to prepare a method statement relating to the work required to conserve, restore or repair fixtures and fittings. 3.3. Identify how to select appropriate operational resources. 3.4. Identify how these resources should be used. 3.5. Identify specific hazards associated with the materials or operations. 3.6. Describe how to conserve timber based fixtures and fittings. 3.7. Describe how to maintain timber based fixtures and fittings. 3.8. Describe how to apply appropriate conservation and repair interventions to four of the following products: (a) doors, (b) windows, (c) wall panelling, (d) cabinets, units and fittings, (e) stair rails and balustrades, (f) floor coverings, (g) cladding, (h) moldings.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Know how to ensure that the integrity of the fixtures and fittings are maintained and protected.	4.1. Explain how to identify and match features relating to the quality and authenticity of the product, when conserving, restoring and repairing fixtures and fittings.

Unit Title:	Know how to Maintain, Restore and Conserve Timber Components for Contemporary and Historical Structures
Unit Level:	Three
Unit Credit Value:	8
GLH:	80
Ofqual Unit Reference Number:	M/504/3395

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to maintain structural timbers.	1.1. Identify methods to replace damaged and rotten structural timbers, including floor joists, rafters, purlins, ridge board, hip rafters and valley rafters. 1.2. Identify methods to splice new sections into structural timbers, including floor joists, rafters, purlins, ridge board, hip rafters and valley rafters. 1.3. Identify methods to treat new timber, including softwood (redwood, white wood and Douglas fir) and hardwood (oak, ash, beech and mahogany) with preservatives including water- and spirit-based, pressure treatment, injection method and paste. 1.4. Describe how to protect the surrounding areas from damage. 1.5. State how to work safely using access equipment including tower, putlog and independent scaffolds.
2. Know how to maintain doors and windows.	2.1. State how to replace damaged and rotten timber in doors and windows including: (a) softwood i. redwood, ii. white wood, iii. douglas fir, (b) hardwood, i. oak, ii. ash, iii. beech, iv. mahogany. 2.2. State how to manufacture replacement timber sections, including those listed in 2.1. 2.3. State how to splice new sections into doors and windows using hand tools. 2.4. State how to treat new timber with preservatives including water - and - spirit based, and pressure treatment. 2.5. Describe how to protect the surrounding areas from damage.
3. Know how to maintain timber and other finishes.	3.1. State how to remove damaged or rotten mouldings. 3.2. State how to prepare the area for replacement materials.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.3. State how to produce matching moulding and fit to prepared surface.
4. Know how to maintain ironmongery and fittings.	4.1. Identify how to replace door and window ironmongery, including handles, mortice and rim locks, latches, letter plates, hinges, casement stays, box window weights and fasteners.
5. Know how to maintain floor coverings.	5.1. Identify how to remove damaged floor coverings. 5.2. Identify how to replace damaged floor coverings. 5.3. Describe how to work at height safely. 5.4. Describe how to construct inspection traps in floor coverings, including tongue and groove boards.

Unit Title:	Know how to Set Out Complex Joinery Products
Unit Level:	Three
Unit Credit Value:	5
GLH:	50
Ofqual Unit Reference Number:	Y/504/3326

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to set out and produce details and method of work for complex bespoke joinery products.	1.1. Explain how to produce technical data sheets and method of work, as guidance for specified product components. 1.2. Identify the materials and equipment required for all work associated with the setting out process, for two of the following bespoke products: (a) box sliding sash window, (b) six panelled door, (c) wall panelling, (d) stair with turns. 1.3. Explain how to produce setting out details straight and in plan, cutting lists, including marking out scheme, for bespoke joinery products to given specifications for the following: (a) box sliding sash window, (b) six panelled door, (c) wall panelling, (d) stair with turns.
2. Know how to take dimensions from drawings, site and or workplace to set out and manufacture bespoke joinery products.	2.1. Explain how to determine dimensions of the product based on drawings and site measurements. 2.2. Describe how to develop dimensions for fitting of specified products and/ or joining the product components, in line with technical properties of the materials used.
3. Know how to carry out the manufacture of bespoke joinery products to given specifications.	3.1. Describe how to produce joinery products to specification with double and single curved work. 3.2. Describe how to produce joinery products to specification incorporating glass, float, laminated and leaded. 3.3. Describe how to produce a staircase to specification (straight and with turns). 3.4. Describe how to produce a 4 panelled door to specification.
4. Know how to ensure that the integrity and authenticity of the products are maintained and protected.	4.1. Describe how to produce bespoke joinery products for use in conservation, maintenance and repair and to ensure that appropriate processes and procedures are understood and utilised in accordance with specifications and good practice.



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	4.2. Explain how to identify and match features relating to the quality and authenticity of the products to be produced in accordance with their end use and orientation.

Unit Title:	Know how to Set out and Erect Complex Timber Structural Components
Unit Level:	Three
Unit Credit Value:	8
GLH:	80
Ofqual Unit Reference Number:	L/504/3338

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to set out to construct a traditional cut roof with hips and valleys.	1.1. Identify different types of roof construction, including: <ul style="list-style-type: none"> (a) single, (b) double, (c) hipped, (d) gable, (e) lean-to. 1.2. Describe the methods of determining lengths of cuts, including: <ul style="list-style-type: none"> (a) common, (b) jack, (c) cripple, (d) hip and valley rafters, (e) purlins. 1.3. Describe the methods of determining angles of cuts, including: <ul style="list-style-type: none"> (a) common rafter plumb cut, (b) common rafter seat cut, (c) hip plumb cut, (d) seat cut and backing bevel, (e) edge cut cripple rafter, (f) edge cut jack rafter, (g) purlin edge and side cut.
	1.4. Explain how to construct a traditional cut roof including, <ul style="list-style-type: none"> (a) hips, (b) valleys, (c) ridge, (d) gable ladder, (e) soffits, (f) verge, (g) wall plate, (h) straps, (i) cripple rafters, (j) jack rafters, (k) purlins, (l) lay boards, (m) valley rafters,

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> (n) fascias, (o) bargeboards. <p>1.5. Describe how to calculate the lengths of cut required when constructing a traditional roof with hips and valleys according to specification.</p> <p>1.6. Explain how to erect and fix a contemporary trussed rafter roof, with wind braces, soffits, ladders and eave detail.</p>
<p>2. Know how to set out and construct a dormer window and other openings in a traditional cut roof.</p>	<p>2.1. Explain how to construct openings in roofs to specification, including:</p> <ul style="list-style-type: none"> (a) roof lights, (b) dormers, (c) chimney stack, (d) loft hatch.
<p>3. Know how to set out and construct a structural timber floor with coverings.</p>	<p>3.1. Identify different types of timber floor construction, including:</p> <ul style="list-style-type: none"> (a) single, (b) double, (c) sprung floors. <p>3.2. Identify different floor coverings, including:</p> <ul style="list-style-type: none"> (a) tongue and grooved boards, (b) loose tongue boards, (c) parquet and tile. <p>3.3. Describe how to calculate timbers for structural bearing and size.</p> <p>3.4. Identify the materials to be used and prepare cutting list.</p> <p>3.5. Describe how to:</p> <ul style="list-style-type: none"> (a) set out the floor using appropriate levels, (b) cut and fit timbers beams joists and coverings to specification, (c) trim floor to receive staircase.
<p>4. Know how to set out and construct a timber framed wall.</p>	<p>4.1. Describe different types of timber framed walls both new and historic, internal and external, load bearing and non-load bearing.</p> <p>4.2. Explain how to set out a traditional timber framed structural wall to specification.</p> <p>4.3. Identify different wall coverings and infills.</p> <p>4.4. Explain how to finish a timber framed wall using at least 2 of the following methods:</p> <ul style="list-style-type: none"> (a) wattle and daub, (b) lath and plaster, (c) panelled finish, (d) brick infill.

4. Assessment and Evidence

The NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations is an internally assessed qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a traditional wood occupations job role.

The centre must ensure that the assessment activities are:

Valid The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

Sufficient The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

Reliable Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

Authentic Evidence presented must be the learner's own work.

4.1. Fair and Equitable Assessment

Assessment within the NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

4.2. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

4.3. Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

4.4. Functional Skills

Functional Skills form a vital part of the Apprenticeship Framework to which this qualification is linked. The learning required for the NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations could contribute towards the learning required for Functional Skills.

- English skills can be practised through statements, descriptions and explanations associated with the skills and knowledge identified in each unit as well as through interactions with colleagues.
- ICT skills can be developed when storing and referencing work, word-processing, using spreadsheets etc. and research.
- Mathematics skills can be developed during practical exercises such as calculation of area, measuring and weighting or working out costs.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: www.nocn.org.uk

4.5. Assessment and Evidence for the units

Centres can use a variety of assessment activities to capture evidence of learners' understanding. Activities may include:

- Case Studies

- Oral Question and Answer
- Report
- Practice file
- Reflective Log or Diary
- Written Question and Answer/Test/Exam

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

Appendix 1 - Resource suggestions

Acts of Parliament	eg Health and Safety at Work Act 1974
Visits to appropriate venues	eg National Trust properties
Expert speakers	eg Safety Officers

Note: *this is not an exhaustive list*

Appendix 2 - Assessment Documentation

1. Learner Evidence Record Unit 1

NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations

Unit Title: Know how to Carry Out Safe Working Practices in Construction

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1.				
1.2.				
1.3.				

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

Evidence Record cont....

NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations

Unit Title: Know how to Carry Out Safe Working Practices in Construction

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
2.1.				
2.2.				
2.3.				

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

2. Learner Evidence Record Unit 2

NOCN Level 3 Diploma in Underpinning Knowledge for Heritage Skills (Construction): Traditional Wood Occupations

Unit Title: Knowledge in Construction Technology

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1.				
1.2.				
1.3.				

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

Appendix 3 – Feedback Sheet

Feedback Sheet

Tutor/Assessor Comments:

Learner comments:

Tutor/assessor sign:	Date:
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Learner sign:	Date:
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