Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction)

Specification

NVQ/competence-based qualifications

First registration June 2013

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

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Summary of Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) Issue 2 changes

Summary of changes made between previous issue 1 and this current 2 issue	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations, e.g. Assessment Guidance in an Annexe	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	7
Guided learning definition updated	12
QCF references removed from unit titles and unit levels in all units	16-124

Earlier issue(s) show(s) previous changes.
If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification titles covered by this specification

This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction):

Qualification titles	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction)	600/9096/0	10/05/13

You should use the QNs when you seek public funding for your learners. Each unit in a qualification will also have a unit reference number, which is stated in each unit.

The qualification titles and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This title replace the following qualifications:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF)	600/4133/X	01/12/11	31/05/13

Key features of the Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction)

This qualifications is:

- nationally recognised
- based on the ConstructionSkills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by ConstructionSkills.

The Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) has been approved as components for the ConstructionSkills Apprenticeship framework.

What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and the built environment sector working across a broad range of areas. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

Who are this qualification for?

This qualification is for learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access them
- be offered to learners who have been recruited with integrity by the centre.

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction industry as defined by ConstructionSkills, the Sector Skills Council. As such, they contribute to the development of skilled labour in the sector. The qualifications may contribute towards the competence element of an Apprenticeship.

What are the potential job roles for those working towards this qualification?

- Bricklayer
- Construction Operative

What progression opportunities are available to learners who achieve this qualification?

This qualification allows learners to demonstrate competence in mastic asphalting at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) ?

Individual units can be found in the *Units* section.

The Total Qualification Time (TQT) for this qualification is 730.

The Guided Learning Hours for this qualification are 244.

To achieve this qualification, learners must complete 73 credits. Learners must complete all five mandatory units from Group A and a minimum of 14 credits from Group B.

Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction)					
Unit no.	**Unit reference number**	**A - Mandatory units**	**Credit**	**Level**	**GLH**
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
2	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
3	A/503/9463	Erecting Masonry Structures in the Workplace	27	2	90
4	Y/503/9471	Setting Out Masonry Structures in the Workplace	22	2	73
5	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
Unit no.	**Unit reference number**	**B – Optional units**	**Credit**	**Level**	**GLH**
6	T/503/9476	Erecting Masonry Cladding in the Workplace	24	2	80
7	H/503/9490	Erecting Thin Joint Masonry Structures in the Workplace	23	2	77
8	H/503/9506	Placing and Finishing Non-Specialist Concrete in the Workplace	21	2	70
9	K/503/9538	Maintaining Slate and Tile Roofing in the Workplace	14	2	47
10	L/503/9550	Repairing and Maintaining Masonry Structures in the Workplace	22	3	73
11	R/600/7693	Producing Internal Solid Plastering Finishes in the Workplace	22	2	73
12	D/600/7695	Producing External Solid Render Finishes in the Workplace	22	2	73
13	A/503/9544	Installing Drainage in the Workplace	19	2	63

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. To achieve a pass for the full qualification, a learner must achieve all the required units within the specified qualification structure.

To pass a unit a learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe C*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- the requirements for assessment in the workplace and the circumstances where simulation is permitted
- the criteria for defining a realistic working environment, where it is permitted
- the roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Learners may provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable and valid evidence for assessment, internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard specified by the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to cross-reference their evidence to the relevant assessment criteria.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on our website: qualifications.pearson.com. Alternatively, centres can develop their own recording documents.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson accredited qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete a centre recognition and approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel Online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. If centres do not comply with the agreement, Pearson will act to protect the integrity of the awarding of qualifications. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

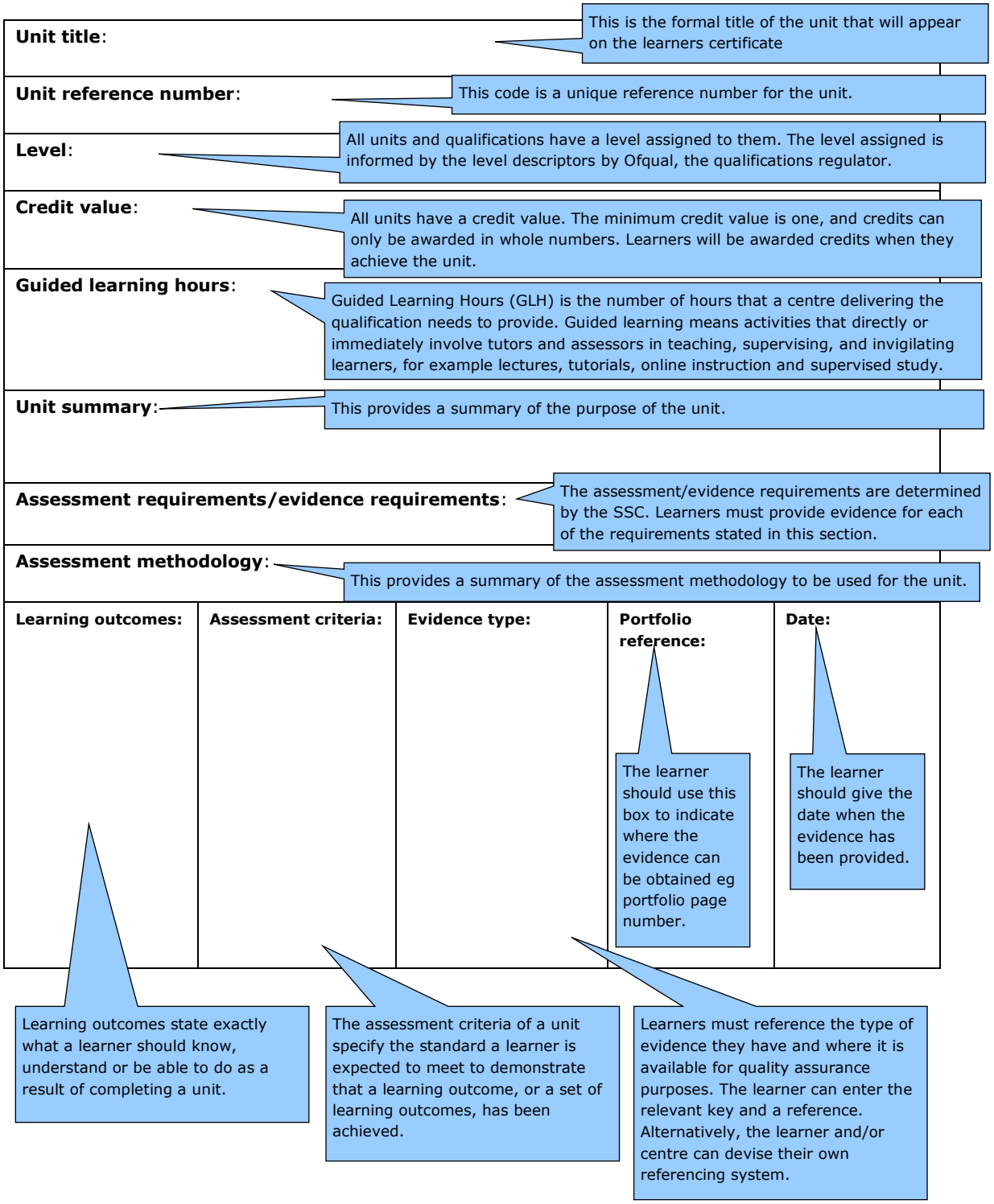
Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the delivery of a qualification must take health and safety requirements into account.

Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Centres must meet any specific resource requirements given in *Annexe C: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.



Units

Unit 1: Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

Level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Comply with all workplace health, safety and welfare legislation requirements	1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area 1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements 1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment 1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area 1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work			
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures 2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities 2.3 List the current Health and Safety Executive top ten safety risks 2.4 List the current Health and Safety Executive top five health risks 2.5 State how changing circumstances within the workplace could cause hazards 2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices 3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare 3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures 3.4 Safely store health and safety control equipment in accordance with given instructions 3.5 Dispose of waste and/or consumable items in accordance with legislation 3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback 3.7 State the appropriate types of fire extinguishers relevant to the work 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare 4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace 4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with and support all organisational security arrangements and approved procedures	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

Level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving, handling and storing resources in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Comply with given information when moving, handling and/or storing resources	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation 1.2 Interpret the given information relating to the use and storage of lifting aids and equipment 1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted 1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.5 Describe how to obtain information relating to using and storing lifting aids and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making the reports 2.4 State the appropriate types of fire extinguishers relevant to the work 2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when moving, handling and/or storing resources	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources 3.2 Use lifting aids safely as appropriate to the work 3.3 Protect the environment in accordance with safe working practices as appropriate to the work 3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: – lifting and handling aids – container(s) – fixing, holding and securing systems 4.3 Describe how the resources should be handled and how any problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Dispose of waste and packaging in accordance with legislation			
		5.3	Maintain a clean work space when moving, handling or storing resources			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when moving, handling and/or storing resources	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques 7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources 7.4 Describe the needs of other occupations when moving, handling and/or storing resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Erecting Masonry Structures in the Workplace

Unit reference number: A/503/9463

Level: 2

Credit value: 27

Guided learning hours: 90

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting masonry structures in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- brick and blockwork
- local material.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting masonry structures	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, risk assessments, method statements, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when erecting masonry structures	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when erecting masonry structures	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting masonry structures 3.2 Comply with information relating to specific risks to health when erecting masonry structures 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect masonry structures	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – bricks, blocks, mortars, frames, insulation, damp-proof barriers, lintels, fixings, ties – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect masonry structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting masonry structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting masonry structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect masonry structures to the required specification	7.1 Demonstrate the following work skills when erecting masonry structures: – measuring, marking out, laying, positioning and securing 7.2 Erect masonry in brick and block and/or local materials to given working instructions for the following: – cavity wall structures – blockwork structures – solid wall structures – door and window openings – joint finishes 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when erecting masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – erect cavity walling and solid walling using brick and block and local materials – erect walling of the local style – lay blocks (traditional and thin joint) – determine brick and block bonds – form joint finishes – form openings for doors and windows – prop and support structures – complete and remove temporary works 7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – position insulation materials – position damp-proof barriers, cavity trays and weep holes – position wall ties – mix mortar – use hand tools, power tools and equipment – work with plant and machinery – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when erecting masonry structures 7.8 Describe how to maintain the tools and equipment used when erecting masonry structures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 4: Setting Out Masonry Structures in the Workplace

Unit reference number: Y/503/9471

Level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in setting out masonry structures in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- brick
- block
- local material.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when setting out masonry structures	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, risk assessments, method statements, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when setting out masonry structures	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when setting out masonry structures	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when setting out masonry structures 3.2 Comply with information relating to specific risks to health when setting out masonry structures 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to set out masonry structures	4.1 Select resources associated with own work in relation to hand tools, materials, components and fixings, and setting out equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – levels, lines, profiles, tape measures, pegs, squares and fixings – hand tools and setting out equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate distances, length, levels and diagonals, quantity and area associated with the method/procedure to set out masonry structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when setting out masonry structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when setting out masonry structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to set out masonry structures to the required specification	7.1 Demonstrate the following work skills when setting out masonry structures: – measuring, marking out, levelling, plumbing, positioning and securing 7.2 Set out regular shaped structures to given working instructions in one of the following: – brick – block – local materials 7.3 Safely use materials, hand tools and setting out equipment 7.4 Safely store the materials, tools and equipment used when setting out masonry structures 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out brick, traditional and thin joint blocks and structures of local materials on level and sloping ground – construct corner profiles – plumb from ranging lines – transfer levels (spirit level, straight-edge, water levels and laser level) – use hand tools and setting out equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when setting out masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 Describe how to maintain the tools and equipment used when setting out masonry structures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 5: Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive working practices in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Communicate with others to establish productive work practices	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively 1.2 Describe the different methods of communicating with line management, colleagues and customers 1.3 Describe how to use different methods of communication to ensure that the work carried out is productive			
2 Follow organisational procedures to plan the sequence of work	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work 2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively 2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain relevant records in accordance with the organisational procedures	3.1 Complete relevant documentation according to the occupation as required by the organisation 3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards – worksheets – material/resource lists – time sheets 3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain good working relationships when conforming to productive working practices	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships 4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others 4.3 Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations 4.4 Describe why it is important to work effectively with line management, colleagues and customers 4.5 Describe how working relationships could have an effect on productive working 4.6 Describe how to apply principles of equality and diversity when communicating and working with others			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Erecting Masonry Cladding in the Workplace

Unit reference number: T/503/9476

Level: 2

Credit value: 24

Guided learning hours: 80

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting masonry cladding in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- brick and block
- local material.

Plus against one of the following:

- timber frame structures
- concrete structures
- steel structures
- existing structures.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting masonry cladding	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications risk assessments, method statements, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when erecting masonry cladding	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when erecting masonry cladding	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting masonry cladding 3.2 Comply with information relating to specific risks to health when erecting masonry cladding 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting masonry cladding, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect masonry cladding	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – bricks, blocks, mortars, frames, insulation, damp-proof barriers, lintels, fixings and ties – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect masonry cladding			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting masonry cladding	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting masonry cladding	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect masonry cladding to the required specification	7.1 Demonstrate the following work skills when erecting masonry cladding: – measuring, marking out, laying, positioning and securing 7.2 Erect brick and block and/or local material cladding to given working instructions, including the formation of door and window openings and joint finishes, for one of the following structures: – pre-erected timber frame – pre-erected concrete – pre-erected steel – existing 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when erecting masonry cladding			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – erect brick, traditional and thin joint blocks cladding to pre-erected timber frame, concrete, steel and existing structures – clad structures using local materials – lay bricks, blocks (traditional and thin joint) – form joint finishes – form openings for doors and windows – prop and support structures – complete and remove temporary structures – position damp-proof barriers – mix mortar – use hand tools, power tools and equipment – work with plant and machinery – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting masonry cladding 7.7 Describe how to maintain the tools and equipment used when erecting masonry cladding			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 7: Erecting Thin Joint Masonry Structures in the Workplace

Unit reference number: H/503/9490

Level: 2

Credit value: 23

Guided learning hours: 77

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting thin joint masonry structures in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against three of the following endorsements:

- cavity wall structures
- solid wall structures
- form door and window openings
- mix jointing compounds.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting thin joint masonry structures	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when erecting thin joint masonry structures	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when erecting thin joint masonry structures	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting thin joint masonry structures 3.2 Comply with information relating to specific risks to health when erecting thin joint masonry structures 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting thin joint masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect thin joint masonry structures	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – blocks, jointing compounds, frames, insulation, damp-proof barriers, lintels, fixings, ties – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect thin joint masonry structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting thin joint masonry structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting thin joint masonry structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect thin joint masonry structures to the required specification	7.1 Demonstrate the following work skills when erecting thin joint masonry structures: – measuring, marking out, cutting, preparing, laying, positioning and securing 7.2 Erect thin joint masonry block structures to given working instructions for three of the following: – cavity wall structures – solid wall structures – form door and window openings – mix jointing compounds 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when erecting thin joint masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect thin joint masonry structures to the required specification	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – erect cavity walling and solid walling using thin joint blocks – determine thin joint block bonds – level bed (course one) – form openings for doors and windows – position damp-proof barriers – position and fix ties – mix jointing compound – work with plant and machinery – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting thin joint masonry structures 7.7 Describe how to maintain the tools and equipment used when erecting thin joint masonry structures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Placing and Finishing Non-Specialist Concrete in the Workplace

Unit reference number: H/503/9506

Level: 2

Credit value: 21

Guided learning hours: 70

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in placing and finishing non-specialist concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against three of the following endorsements:

- concrete slabs/bases
- form slab edging
- position reinforcement
- form surface finish.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when placing and finishing non-specialist concrete	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when placing and finishing non-specialist concrete	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when placing and finishing non-specialist concrete	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when placing and finishing non-specialist concrete 3.2 Comply with information relating to specific risks to health when placing and finishing non-specialist concrete 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to placing and finishing non-specialist concrete, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to place and finish non-specialist concrete	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – concrete, fabric reinforcement, timber, plywood, proprietary slab edgings and fixings – hand tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to place and finish non-specialist concrete			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when placing and finishing non-specialist concrete	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when placing and finishing non-specialist concrete	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to place and finish non-specialist concrete to the required specification	7.1 Demonstrate the following work skills when placing and finishing non-specialist concrete: – measuring, marking out, laying, compacting, finishing, positioning and securing 7.2 Lay and finish concrete to given working instructions for three of the following: – concrete slabs/bases (footing, oversites or paths) – form slab edging – position reinforcement – form surface finish (tamped, floated, brushed and trowelled) 7.3 Safely use materials, hand tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when placing and finishing non-specialist concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – transport, lay, compact, cure and protect concrete with tamped, floated, brushed and trowelled finishes – place fabric reinforcement – concrete mix ratios (volume and gauge boxes) – place concrete into formwork and shuttering – form slab edging – work with plant and machinery – use hand tools and ancillary equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when placing and finishing non-specialist concrete 7.7 Describe how to maintain the tools and equipment used when placing and finishing non-specialist concrete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 9: Maintaining Slate and Tile Roofing in the Workplace

Unit reference number: K/503/9538

Level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining slate and tile roofing in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against four of the following endorsements:

- slate roofs
- tiled roofs
- flashings
- roof ventilation
- rainwater goods.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when maintaining slate and tile roofing	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when maintaining slate and tile roofing	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when maintaining slate and tile roofing 3.2 Comply with information relating to specific risks to health when maintaining slate and tile roofing 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining slate and tile roofing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to maintain slate and tile roofing	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – slates, tiles, battens, underlays, sand, cement, limes, vents, lead, additives, guttering, downpipes and fixings – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain slate and tile roofing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining slate and tile roofing	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when maintaining slate and tile roofing	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to maintain slate and tile roofing to the required specification	7.1 Demonstrate the following work skills when maintaining slate and tile roofing: – measuring, marking out, removing, fitting, positioning and securing 7.2 Repair specified roof areas to given working instructions for four of the following: – slate roofs (local material and style) – tiled roofs (local material and style) – flashings – roof ventilation – rainwater goods 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when maintaining slate and tile roofing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – remove existing battens, underlays, slates and tiles – replace new battens and underlays – remove, replace and treat lead work/flashings (patianation oil) – re-point – position and secure roof ventilation – remove and replace guttering and downpipes – mix mortar – work with plant and machinery – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining slate and tile roofing 7.7 Describe how to maintain the tools and equipment used when maintaining slate and tile roofing			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10: Repairing and Maintaining Masonry Structures in the Workplace

Unit reference number: L/503/9550

Level: 3

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing and maintaining masonry structures in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- brick
- block
- local style.

Plus against three of the following:

- match existing materials
- continue existing bonding
- match existing quality of structure
- form openings
- prop existing walls and floors
- form internal and external angles.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when repairing and maintaining masonry structures	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when repairing and maintaining masonry structures	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when repairing and maintaining masonry structures	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when repairing and maintaining masonry structures 3.2 Comply with information relating to specific risks to health when repairing and maintaining masonry structures 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing and maintaining masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to repair and maintain masonry structures	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – bricks, blocks, natural stones, mortars, sand, lime, additives, frames, insulation, damp-proof barriers, lintels, fixings and ties – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair and maintain masonry structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing and maintaining masonry structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when repairing and maintaining masonry structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to repair and maintain masonry structures to the required specification	7.1 Demonstrate the following work skills when repairing and maintaining masonry structures: – measuring, marking out, removing, laying, positioning and securing 7.2 Repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following: – match existing materials – continue existing bonding – match existing quality of structure – form openings – prop existing walls and floors – form internal and external angles 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when repairing and maintaining masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles – form joint finishes – form openings – prop existing walls and floors – form internal and external angles – dress surfaces – form finishes – mortar mix ratios (volume, gauge boxes and colour) – work with plant and machinery – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining masonry structures 7.7 Describe how to maintain the tools and equipment used when repairing and maintaining masonry structures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11: Producing Internal Solid Plastering Finishes in the Workplace

Unit reference number: R/600/7693

Level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing internal solid plastering finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification Framework title and SVQ.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing internal solid plastering finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.2:

- expanded metal lath (EML) strips

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing internal solid plastering finishes	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			
2 Know how to comply with relevant legislation and official guidance when producing internal solid plastering finishes	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when producing internal solid plastering finishes	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing internal solid plastering finishes 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing internal solid plastering finishes, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to produce internal solid plastering finishes	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – undercoat and finishing plasters, sands, limes, cement and additives – beads and trims, scrim and tapes – manufactured boards and expanded metal lath (EML) – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce internal solid plastering finishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing internal solid plastering finishes	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when producing internal solid plastering finishes	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to produce internal solid plastering finishes to the required specification	7.1 Demonstrate the following work skills when: – measuring, marking out, preparing, mixing, applying and finishing 7.2 Prepare materials and apply internal plasterwork to contractor's working instructions: – one-coat work (finishing plasters) – two-coat work – internal and external angle – reveals, cills and soffits (door and/or windows) – expanded metal lath (EML) strips 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare backgrounds – install expanded metal lath (EML) – apply and finish one- and two-coat plasterwork to internal solid backgrounds, EML and manufactured board walls and ceilings – form internal and external angles, reveals and expansion joints – mix plaster – work at height – use hand tools, power tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when producing internal solid plastering finishes 7.6 Describe how to maintain the tools and equipment used when producing internal solid plastering finishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 12: Producing External Solid Render Finishes in the Workplace

Unit reference number: D/600/7695

Level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing external solid render finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification Framework title and SVQ.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing external solid render finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.2:

- installation of expanded metal lath (EML).

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing external solid render finishes	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing external solid render finishes	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when producing external solid render finishes	3.1	Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing external solid render finishes			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to producing external solid render finishes, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to produce external solid render finishes	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – renders, sands, limes, cement and additives – bellcasts and beads – expanded metal lath (EML) – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce external solid render finishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing external solid render finishes	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when producing external solid render finishes	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to produce external solid render finishes to the required specification	7.1 Demonstrate the following work skills when – measuring, marking out, mixing, applying and finishing 7.2 Prepare materials and apply render to external backgrounds to contractor's working instructions for: – brick and/or block and/or concrete surfaces – bellcasts – internal and external angles – reveals – walls – installation of expanded metal lath (EML) 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare backgrounds – apply and finish multiple coat render to external walls – form internal and external angles, reveals, expansion joints and bellcasts – position and secure expanded metal lath (EML) – mix rendering – work at height – use hand tools, power tools and equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when producing external solid render finishes 7.6 Describe how to maintain the tools and equipment used when producing external solid render finishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 13: Installing Drainage in the Workplace

Unit reference number: A/503/9544

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing drainage in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two of the following endorsements:

- pipework
- inspection chambers
- surface water systems
- foul water systems.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing drainage	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing the installation and construction of drainage systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing drainage	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when installing drainage	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing drainage 3.2 Comply with information relating to specific risks to health when installing drainage 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing drainage, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install drainage	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – pipes, fittings and ancillary components – pre-cast (metal, concrete, clay or plastic) components – bricks, blocks and sandbags – granular materials, aggregates, cement, concrete, mortars and sand – sealant materials (adhesives, compounds, solvents) – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install drainage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing drainage	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing drainage	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install drainage to the required specification	7.1 Demonstrate the following work skills when installing drainage: – measuring, marking out, laying, positioning, fitting, levelling, plumbing, aligning, securing and testing 7.2 Install and test new and/or replacement, foul and/or surface water drainage for two of the following to given working instructions: – pipework (e.g. clay, concrete, metal, or plastic) – inspection chambers (e.g. brick, concrete, metal or plastic) – surface water systems (e.g. cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems) – foul water systems (e.g. cess pools, septic tanks, reed beds, treatment plants) 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when installing drainage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – excavate trenches and provide trench support – confirm ground conditions, site and excavations are suitable for the drainage installation work – prepare bedding for pipework – determine levels and gradients – identify the differences between surface and foul water drainage – lay, position, level, plumb, align, fit, fix and secure new and replacement drainage systems – construct structures of a drainage system (storm alleviation, culverts, inspection chambers, lateral drains, overflows, sumps, filter drains, sustainable urban drainage systems)			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assemble pre-cast components (metal, concrete, clay and plastic) of a drainage system structure (inspection chambers, street iron work) – connect and seal new systems to existing systems – conduct smoke, water, ball and close circuit television tests on drainage systems – work with plant and machinery – use hand tools, power tools and equipment – work at height and below ground level – use access equipment 7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing drainage 7.8 Describe how to maintain the tools and equipment used when installing drainage			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Further information

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

Useful publications

Related information and publications include:

- *Pearson NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- *Centre Handbook for Pearson NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- the current Pearson publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website, qualifications.pearson.com.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards for the qualifications in this specification, please visit: www.ukstandards.co.uk

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via our Customer Services team to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised and approved centre and must have approval for the individual qualifications that it is offering.
- The centre agrees, as part of gaining recognition and centre approval, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson accredited qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised and approved centre and Pearson. Pearson is committed to ensuring that it follows best practice and uses appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucracy on centres, and works to support them in providing robust internal quality-assurance processes.

The learning outcomes and assessment criteria in each unit set out the standard to be achieved by each learner in order to gain each unit and, through satisfying the rules of combination, the whole qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

Pearson quality-assurance processes will involve:

- gaining centre recognition and approval - if a centre is not currently approved to offer Pearson qualifications - and qualification approval through satisfying the Pearson approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
    - of assessment sites
    - and throughput of candidates
    - and turnover of assessors
    - and turnover of internal verifiers.
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

Annexe B: Registration and certification

Registration

Details of the process for registration of learners for the qualification in this specification are provided in the *Pearson Information Manual*, published annually.

Centres must register learners promptly on their chosen qualification and by the registration deadlines given in the *Pearson Information Manual*.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. For details, please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications,* available on our website: qualifications.pearson.com.

Certification

Details of the process for reporting learners' success to Pearson and for claiming certification are given in the *Pearson Information Manual*, published annually.

Certificates are issued weekly according to the schedule of dates published in the *Pearson Information Manual*.

Results should be reported only if the centre has clearance to certificate through reports from Standards Verifiers. Subject to this, results must be reported immediately following programme completion so that certificates can be issued as soon as possible.

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Pearson will maintain the integrity of Pearson NVQs, SVQs and competence qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

Pearson's approach in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

Annexe C: Assessment strategy

The ConstructionSkills Assessment Strategy will be available on the Pearson website, alongside the full specification on the Construction NVQ/Competence page.

October 2017

For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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