

# Additional Tutor Support Materials

## BTEC Firsts

Edexcel BTEC level 2 Extended Certificate in Construction (QCF)

Edexcel BTEC level 2 Diploma in Construction (QCF)

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

*References to third party material made in this document are made in good faith. Edexcel 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.)*

Authorised by Roger Beard  
Prepared by John Crew

Publications Code BF025432

All the material in this publication is copyright  
© Edexcel Limited 2010

# Contents

---

Introduction	1
Some suggested delivery models	3
Assignment 1: Integrative Aspects of the Construction Industry	6
Assignment 2: Exploring and Performing Carpentry and Joinery Operations	14
Assignment 3: Exploring and Performing Brickwork and Blockwork Operations	28
Assignment 4: Exploring and Performing Painting and Decorating Operations	42
Assignment 5: Exploring Health, Safety and Welfare in Construction	58
Further guidance	67
Annexe A – Assignments and tracking templates	68



# Introduction

---

## **Purpose of these tutor support materials**

These support materials support delivery of the Edexcel BTEC Level 2 Extended Certificate in Construction (QCF) and the BTEC Level 2 Diploma in Construction (QCF). They should be read in conjunction with the published specification (Publications Code BF021862) which includes the units for the qualifications. The units give the content that must be covered and the grading criteria against which learners must be assessed.

All the units, include an *Essential guidance for tutors* section. This brings together the unit's introduction, learning outcomes, content and assessment and grading grid, and gives an overview of how the unit can be delivered and assessed.

These support materials are designed to supplement the guidance given in the specification. The materials integrate a number of assessment and grading criteria into one assignment for the following groups of units:

### **Assignment 1: Integrative Aspects of the Construction Industry**

Unit 1: Structure of the Construction Industry

Unit 2: Exploring Health, Safety and Welfare in Construction

Unit 3: Sustainability in the Construction Industry

### **Assignment 2: Exploring and Performing Carpentry and Joinery Operations**

Unit 8: Exploring Carpentry and Joinery

Unit 9: Performing Joinery Operations

Unit 10: Performing Carpentry Operations

### **Assignment 3: Exploring and Performing Brickwork and Blockwork Operations**

Unit 11: Exploring Trowel Occupations

Unit 12: Performing Blockwork Operations

Unit 13: Performing Brickwork Operations

### **Assignment 4: Exploring and Performing Painting and Decorating Operations**

Unit 14: Exploring Painting and Decorating

Unit 15: Performing Paperhanging Operations

Unit 16: Performing Decorating Operations

### **Assignment 5: Exploring Health, Safety and Welfare in Construction**

This is a separate assignment for the criteria of unit 2: Exploring Health, Safety and Welfare in Construction that are not covered in assignment 1.

These materials include links between the units and shows the tasks that could be used to enable learners to gather evidence to meet the assessment and grading criteria. This allows tutors to track and gather evidence for the criteria from all the units in each group in one assignment.

All assignments, **including those from this document**, need to be subjected to the centre's normal quality assurance procedures.

These tutor support materials are not prescriptive. Tutors may feel that a unit can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within their centre or after taking learners into consideration, learning styles and prior learning.

These support materials give tutors guidance and ideas so that they can develop their own plans and ideas to engage their learners.

For further information please call BTEC and NVQ Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com/btec](http://www.edexcel.com/btec)).



## Some suggested delivery models

The following tables show exemplar delivery models to illustrate how centres could deliver the Extended Certificate and Diploma.

A suggested model for the Extended Certificate followed by model for a Diploma.

Year 1 Extended Certificate			QCF credits
Term 1	Term 2	Term 3	
Unit 1: Structure of the Construction Industry	Unit 2: Exploring Health, Safety and Welfare in Construction	Unit 5: Construction Processes and Operations for Low-Rise Domestic Buildings	15
Choose <b>three</b> craft units from: Carpentry and Joinery (Units 8, 9 and 10) Trowel Operations (Units 11, 12 and 13) Painting and Decorating (Units 14, 15 and 16).			15
<b>Total</b>			<b>30</b>

Year 2 Diploma			QCF credits
Term 1	Term 2	Term 3	
Unit 3: Sustainability in the Construction Industry.	Unit 3: Sustainability in the Construction Industry.	Unit 3: Sustainability in the Construction Industry.	5
Unit 7: Construction Drawing Techniques.	Unit 7: Construction Drawing Techniques	Unit 6: Construction Methods and Techniques for Low-Rise Domestic Buildings.	10
	Unit 6: Methods and Techniques for Low-Rise Domestic Buildings.		
Choose <b>three</b> craft units from: Carpentry and Joinery (Units 8, 9 and 10) Trowel Operations (Units 11, 12 and 13) Painting and Decorating (Units 14, 15 and 16).			15
<b>Total</b>			<b>30</b>

One practical unit could be replaced with Unit 4: Use of Science and Maths in Construction.

A suggested model for learners taking a two-year Diploma course.

<b>Year 1 Diploma</b>			<b>QCF credits</b>
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	
Mini project (Assignment 1 covering Units 1 and 3)	Mini project (Assignment 1 covering Units 1 and 3)	Balance of Units 1 and 3.	10
Choose <b>three</b> craft units from one of the following occupational areas: Carpentry and Joinery (Units 8, 9 and 10) Trowel Operations (Units 11, 12 and 13) Painting and Decorating (Units 14, 15 and 16).			15
Unit 2: Exploring Health, Safety and Welfare in Construction  Run in conjunction with practical units.	Unit 2: Exploring Health, Safety and Welfare in Construction  Run in conjunction with practical units.	Unit 2: Exploring Health, Safety and Welfare in Construction  Run in conjunction with practical units.	5
<b>Total</b>			<b>30</b>

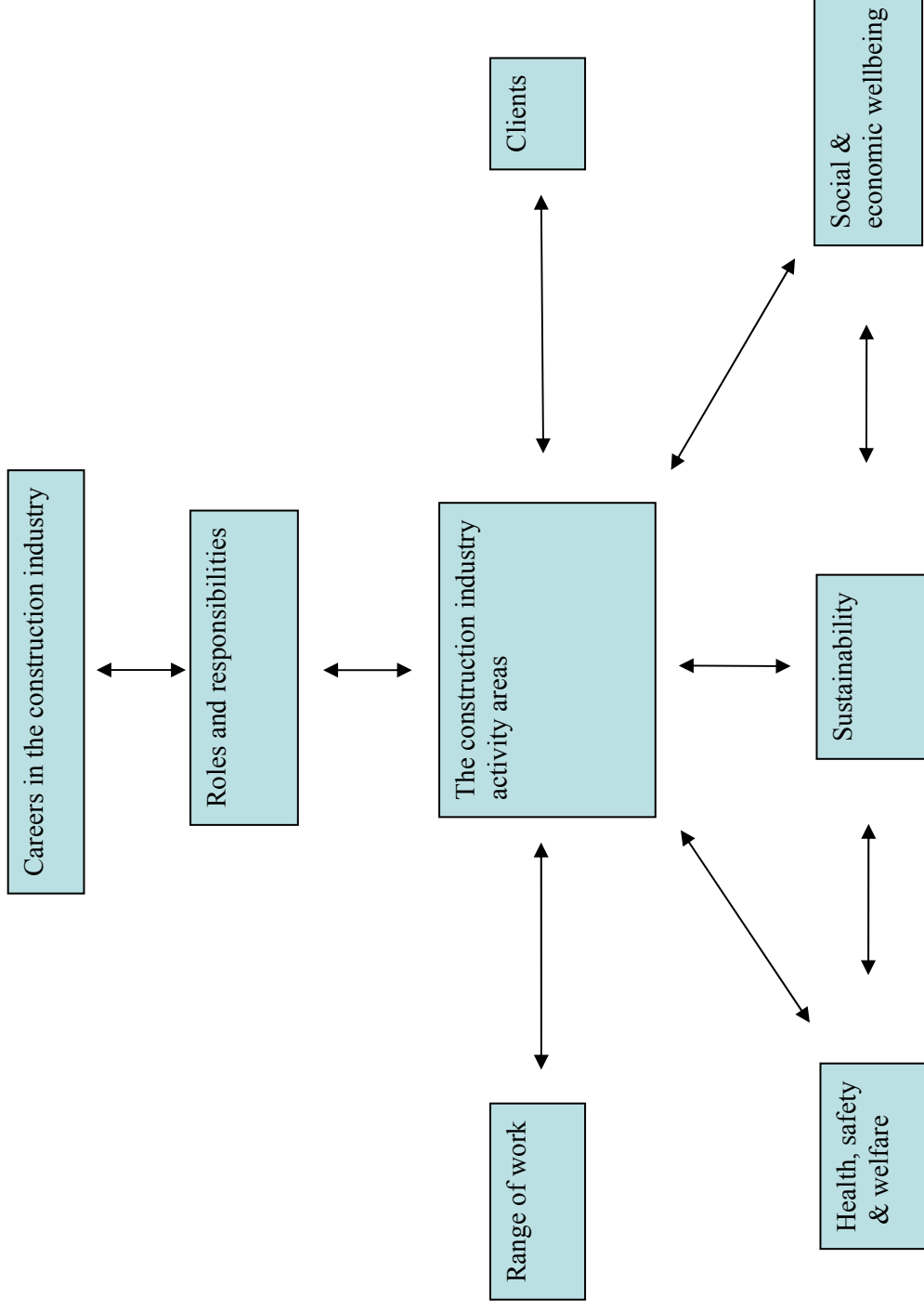
<b>Year 2 Diploma</b>			<b>QCF Credits</b>
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	
Unit 4: Use of Science and Maths in Construction	Unit 5: Construction Processes and Operations for Low-Rise Domestic Buildings		10
Unit 7: Construction Drawing Techniques		Unit 6: Construction Methods and Techniques for Low-Rise Domestic Buildings	10
Choose <b>two</b> craft units from: Carpentry and Joinery (Units 8, 9 and 10) Trowel Operations (Units 11, 12 and 13) Painting and Decorating (Units 14, 15 and 16)			10
<b>Total</b>			<b>30</b>

Centres could replace any of Units 4, 5, 6 or 7 with an extra craft unit.

Centres will need to consider carefully the space they have for delivery of the practical units. Centres could buy in services from a college or combine facilities across centres for delivery. Remember that each 5-credit unit is 30 guided learning hours.



# Assignment 1: Integrative Aspects of the Construction Industry



Integrative theme for Units 1, 2 & 3 – Health, Safety, Welfare and Sustainability in the Construction Industry

# Assignment 1: Integrative Aspects of the Construction Industry

---

<b>College/school</b>		<b>Department of:</b>	
<b>Course title: BTEC Level 2 Extended Certificate/Diploma in Construction</b>			
<b>Tutor name:</b>			
<b>Assignment title:</b>	<b>Integrative Aspects of the Construction Industry</b>	<b>Reference:</b>	
<b>Learner name:</b>			
<b>Start date:</b>		<b>Stage 1 deadline:</b>	
<b>Stage 2 deadline:</b>		<b>Completion deadline:</b>	
Unit 1: Structure of the Construction Industry; Unit 2: Exploring Health, Safety and Welfare in Construction; Unit 3: Sustainability in the Construction Industry			
<b>Scenario</b>			
Working for the local/regional planning office you have been asked to investigate certain aspects (such as sustainability and the roles and responsibilities of personnel working on new construction projects) of a new construction project and produce a report to present to the local/regional authority.			
<b>Assessment evidence:</b>			
<b>Unit</b>	<b>Assessment and grading criteria</b>		
	<b>The assessment and grading criteria this assignment relates to:</b>		
<b>1</b>	P1; P2; P3; P4; P5; P6; M3		
<b>2</b>	P2		
<b>3</b>	P1; P2; P3; P4; P5; P6; M2; D2		
<b>Summary assessor's feedback</b>			
<b>Internal verifier's comment</b>			
<b>Learner's authentication signature</b>			

## **Information and resources required**

The following integrative assignment demonstrates one way of integrating a number of assessment and grading criteria from Units 1, 2 and 3. It also shows links between the units and how can be used to enable learners to gather evidence to meet the assessment and grading criteria.

This would enable a tutor to track and gather evidence for the specified criteria from all three units in one assignment.

This integrative assignment assesses the following assessment and grading criteria:

Unit 1: Structure of the Construction Industry: P1, P2, P3, P4, P5, P6, M3

Unit 2: Exploring Health, Safety and Welfare in Construction: P2

Unit 3: Sustainability in the Construction Industry: P1, P2, P3, P4, P5, P6, M2, D2

Before you start this integrative assignment/mini-project you will need to do the following.

1. Investigate construction work taking place in the local/regional area and select a new building that you know is going to be started locally/regionally to where your school or college. Find out as much as you can about it.
2. Log onto your local authority's planning website and download all of the documents about the building.
3. Arrange a site visit with your tutor so you can learn more about the operation and running of the construction project.

### **Task 1**

Investigate the different types of construction work taking place in your local/ regional area to select a project you want to investigate.

Using the information you have gathered 'describe the range of construction work undertaken and compare the different types of client that use the construction industry'. Clients must include private, public and commercial organisations.

**(U1 P1, P2)**

## **Task 2**

Identify the personnel who are working on your project for the:

- design, and
- construction phases.

Include operatives, craftpersons, technical, supervisory, managerial and professional personnel.

**(U1 P4)**

Describe their roles and responsibilities on your project including the roles of at least two persons having key responsibilities for health, safety and welfare on the construction site.

**(U1 P5 U2 P2)**

**Task 3**

Identify the qualifications, training and development needed to support three careers of operatives and craftspersons in the construction industry.

**(U1 P6)**

Explain how operatives and craftspersons can develop their careers and progress to a technical or professional role.

Tip: If you get the chance to visit the site ask these questions.

**(U1 M3)**

#### **Task 4**

Your project will have some sustainability built into its design and construction.

Explain what is meant by 'sustainability'.

**(U3 P1)**

Looking at the project you have selected, explain why sustainability is relevant.

**(U3 P2)**

#### **Task 5**

There are many different benefits for the built environment locally and nationally.

Taking a close look at your project identify and then describe:

1. the local social benefits **(U1 P3)**
2. the local economic benefits **(U1 P3)**
3. the built environment issues, and social and economic issues affecting the development of a sustainable built environment **(U3 P3 P4)**
4. the local sustainable benefits **(U3 P5 P6)**

Now apply the four descriptions above to the National Benefits for the UK.

There is space of the next page for you to give your answers.

**Task 6**

Compare the local and national benefits of sustainable construction in social and economic terms.

**(U3 M2)**

Justify the sustainable construction method employed on your project in terms of how effective it is and what it costs.

**(U3 D2)**

# Integrative aspects of the construction industry - learner tracking document

	Unit 1							Unit 2		Unit 3								
Learner name	P1	P2	P3	P4	P5	P6	M3		P2		P1	P2	P3	P4	P5	P6	M2	D2





## Assignment 2: Exploring and Performing Carpentry and Joinery Operations

---

<b>College/school</b>		<b>Department of:</b>	
<b>Course title: BTEC Level 2 Extended Certificate/Diploma in Construction</b>			
<b>Tutor name:</b>			
<b>Assignment title:</b>	<b>Exploring and Performing Carpentry and Joinery Operations</b>	<b>Reference:</b>	
<b>Learner name:</b>			
<b>Start date:</b>		<b>Stage 1 deadline:</b>	
<b>Stage 2 deadline:</b>		<b>Completion deadline:</b>	
Unit 8: Exploring Carpentry and Joinery; Unit 9: Performing Joinery Operations; Unit 10: Performing Carpentry Operations			
<b>Scenario</b>			
Working for a construction company, you have been asked to carry out carpentry and joinery operations.			
<b>Assessment evidence:</b>			
<b>Unit</b>	<b>Assessment and grading criteria</b>		
	<b>The assessment and grading criteria this assignment relates to:</b>		
<b>8</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>9</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>10</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>Summary assessor's feedback</b>			
<b>Internal verifier's comment</b>			
<b>Learner's authentication signature</b>			

### **Task 1**

Your tutor will brief you on the carpentry and joinery items that you will be asked to produce, they are:

1. setting out rods
2. a simple timber frame with a range of joints
3. a panel door or a casement window
4. the hanging of a door using ironmongery.

### **Tool identification sheet**

These photographs show the carpentry and joinery tools available at your centre.

(Tutor to insert photographs of a range of carpentry and joinery tools used in the workshop.)


Use the tool identification sheet on the previous page to:

1. identify the tools required to complete each task in the table below
2. select the correct tools for each task.

Put the names of tools that are required for each task in the table below.

Task	Tools required
Setting out rods	
A simple timber frame with a range of joints	
A panel door or a casement window	
The hanging of a door using ironmongery	

**(U8 U9 U10 P1 P2)**

Justify your selection of tools and materials stating how they minimise health, safety and welfare risks.

**(U8 U9 U10 M1)**

## Task 2

You now need to complete a list of materials that you will require in order to carry out the following tasks:

1. make a simple timber frame with a range of joints
2. make a panel door or casement window
3. hang a door using ironmongery.

You will need to complete a simple requisition order and hand it to your tutor to order the materials for your task

Use the material identification sheet on the next page to:

1. identify the materials required to complete each task
2. select the materials required for each task.

Write these in a requisition order for each carpentry and joinery product you have to make.

**(U8 U9 U10 P3 P4)**

### Requisition order

<b>Requisition order for (name):</b>		
<b>Task:</b>		
Identified material	Description	Size required

### Material identification sheet

These photographs show the materials available from your centre.

(Tutor to insert photographs of materials.)




### **Task 3**

For each of the carpentry and joinery tasks shown in the table on the next page, complete the relevant columns to:

1. identify the PPE you will require
2. identify the safe working practices that you will use
3. explain why you choose the PPE and the safe working practice for that task.

**(U8 U9 U10 P5 P6)**

Carpentry/joinery task	Identified PPE to be used in manufacture	Safe working practice	Explain why you chose this PPE and safe working practice
			PPE
			SWP
			PPE
			SWP
			PPE
			SWP

(U8 U9 U10 P5 P6)

### **Task 3 (continued)**

Justify your selection of appropriate PPE and safe working practices by stating how they minimise health, safety and welfare risks.

**(U8 U9 U10 M2)**

### **Task 4**

Produce setting out rods and use them to mark out work for the following:

1. a simple timber frame with a range of joints
2. a panel door or a casement window.

**(U8 U9 U10 P7)**

### **Task 5**

Set out and cut the following joints in timber. You must pick at least **two** from list A and **two** from list B.

#### Joints list A

1. housing
2. through/corner halving
3. tee halving
4. through corner bridle
5. through/haunched mortice and tenon
6. dovetail.

#### Joints list B

1. corner/tee halving
2. through housing
3. dovetail halving
4. wedged mortice and tenon
5. double/twin mortice and tenon – wedged.

**(U8 U9 U10 P8)**

### **Task 6**

Produce a small-scale timber frame using a range of joints.

Specification:

Frame is to be 450 mm long by 400 mm wide and contain a centre rail at the midpoint.

**(U8 P9)**

### **Task 7**

Use a range of joints to produce a small-scale panelled door 500 mm wide x 500 mm tall or use a range of joints to produce a small casement window 450 mm wide x 500 mm tall.

**(U9 P9)**

### **Task 8**

Use a range of joints to perform carpentry tasks for the following:

1. hanging a small door within a frame using hinges
2. cutting and fixing a simple mortice lock
3. cutting and fitting a night latch lock
4. fixing picture rail mouldings, skirting boards, dado rails and architraves.

**(U10 P9)**

Produce finished work to tasks 6, 7 and 8 to within 3 mm tolerance and square.

Record this on a marking sheet and ask your tutor to witness the checking of the dimensions.

**(U8 U9 U10 M3)**

Produce finished work to tasks 6, 7 and 8 to within 3 mm tolerance and square.

Record this on a marking sheet and ask your tutor to witness the checking of the dimensions.

**(U8 U9 U10 D1)**

## **Notes for tutors**

1. To provide a pick sheet for the tool and material identification and, selection task you will need to photograph the common tools and materials that learners will use within your workshop.
2. You will need to complete a feedback sheet with all the grading criteria, indicating whether learners have met or not met each criterion.
3. Edexcel standard observation and witness statements can be used to evidence learners practical outcomes.
4. Clear photographic evidence of learners, assessed joinery and carpentry products needs to be kept.





# Assignment 3: Exploring and Performing Brickwork and Blockwork Operations

---

<b>College/school</b>		<b>Department of:</b>	
<b>Course title: BTEC Level 2 Extended Certificate/Diploma in Construction</b>			
<b>Tutor name:</b>			
<b>Assignment title:</b>	<b>Exploring and Performing Brickwork and Blockwork Operations</b>	<b>Reference:</b>	
<b>Learner name:</b>			
<b>Start date:</b>		<b>Stage 1 deadline:</b>	
<b>Stage 2 deadline:</b>		<b>Completion deadline:</b>	
Unit 11: Exploring trowel occupations; Unit 12: Performing Blockwork Operations; Unit 13: Performing Brickwork Operations			
<b>Scenario</b>			
Working for a construction company, you have been asked to carry out brickwork and blockwork operations			
<b>Assessment evidence:</b>			
<b>Unit</b>	<b>Assessment and grading criteria</b>		
	<b>The assessment and grading criteria this assignment relates to:</b>		
<b>11</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>12</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>13</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>Summary assessor's feedback</b>			
<b>Internal verifier's comment</b>			
<b>Learner's authentication signature</b>			



### **Task 1**

Your tutor will brief you on the brickwork and blockwork items that you will be asked to produce, they are:

1. gauge rods
2. brick walls
3. corners and junctions in blockwork.

### **Tool identification sheet**

These photographs show the brickwork tools available at your centre.

(Tutor to insert photographs of a range of brickwork tools used in the workshop.)


Use the tool identification sheet on the previous page to:

1. identify the tools required to complete each task shown in the table below
2. select the correct tools for each task.

Give the names of the tools required for each task in the table below.

<b>Task</b>	<b>Tools required</b>
Gauge rods	
Simple brick wall	
Blockwork corner	
Blockwork junction	

**(U11 U12 U13 P1 P2)**

Justify your selection of tools and materials stating how they minimise health, safety and welfare risks.

**(U11 U12 U13 M1)**

## Task 2

You now need to give a list of materials that are needed make brickwork and blockwork walls.

1. a straight brick wall 7 stretchers long by 7 courses high
2. corner in blockwork 4 courses high
3. 'T' junction in blockwork 4 courses high.

You will need to complete a simple requisition order and hand it to your tutor to receive the materials for your task

Use the materials identification sheet on the next page to:

1. identify the materials needed to complete each task
2. select the materials required for each task.

Put them in a requisition order for the brickwork and blockwork wall you have to make.

**(U11 U12 U13 P3 P4)**

## Requisition order

<b>Requisition order for (name):</b>		
<b>Task:</b>		
Identified material	Description	Size required

### Material identification sheet

These photographs show the materials available from your centre.

(Tutor to insert photographs of available materials.)


### **Task 3**

For each of the brickwork and blockwork tasks shown in the table on the next page, complete the relevant column to:

1. identify the PPE you need
2. identify the safe working practices you will use
3. explain why you chose the PPE and the safe working practices for that task.

**(U11 U12 U13 P5 P6)**

Brickwork or blockwork wall task	PPE to be used in manufacture	Safe working practice	Explain why you chose this PPE and the safe working practices
			PPE
			SWP
			PPE
			SWP
			PPE
			SWP

(U11 U12 U13 P5 P6)



### **Task 3 (continued)**

Justify your selection of appropriate PPE and safe working practices by stating how they minimises health, safety and welfare risks.

**(M2)**

### **Task 4**

Produce a gauge rod for setting out brickwork and blockwork courses on the piece of softwood planed timber provided by your tutor.

Record this on an observation record with a photograph of your completed gauge rod.

**(U11 P7)**

### **Task 5**

You have been asked to identify the common bonding arrangements for some solid brick and block walls.

Produce sketches of the alternative courses for the following: one brick walls and a block wall 100 mm thick.

#### **Flemish Bond**

Sketch course 1

Sketch course 2

**English Bond**

Sketch course 1

Sketch course 2

**Block wall bond 100 mm thick**

Sketch course 1

Sketch course 2

**(U11 P8)**

### **Task 6**

Set out the following brickwork and blockwork models and record this using an observation record and photographic evidence of your setting out.

1. One brick wall in English Bond 1565 mm long by 7 courses high
2. Half brick corner 7 courses high
3. Block wall corner 4 blocks high
4. Block junction 4 blocks high.

**(U12 U13 P8)**

### **Task 7**

Produce the models identified in task 6 to a specification agreed with your tutor.

Record your achievement using photographs and witness statements.

**(U12 U13 P9)**

Produce finished work for task 7 with bricks and blocks in line +/- 3 mm and face plane deviation less than or equal to 3 mm and any corners plumb to within +/- 5 mm per metre height.

Record this on a marking sheet and ask your tutor to witness the checking of the dimensions.

**(U11 U12 U13 M3)**

Produce finished work to task 7 with bricks and blocks in line +/- 3 mm and face plane deviation less than or equal to 3 mm and any corners plumb to within +/- 3 mm per metre height, plus clean face work and no interruption to bed joint continuity.

Record this on a marking sheet and ask your tutor to witness the checking of the dimensions.

**(U11 U12 U13 D1)**

## Notes for Tutors

1. To provide a pick sheet for the tool and materials identification and selection task, you will need to photograph the common tools and materials that learners will use within your workshop.
2. You will need to complete a feedback sheet with all the grading criteria indicating whether learners have met or not met each criterion.
3. Edexcel standard observation and witness statements can be used to evidence learners' practical outcomes.
4. Clear photographic evidence needs to be kept of learners' assessed brickwork and blockwork walls.



# Assignment 4: Exploring and Performing Painting and Decorating Operations

---

<b>College/school</b>		<b>Department of:</b>	
<b>Course title: BTEC Level 2 Extended Certificate/Diploma in Construction</b>			
<b>Tutor name:</b>			
<b>Assignment title:</b>	<b>Exploring and Performing Painting and Decorating Operations</b>	<b>Reference:</b>	
<b>Learner name:</b>			
<b>Start date:</b>		<b>Stage 1 deadline:</b>	
<b>Stage 2 deadline:</b>		<b>Completion deadline:</b>	
Unit 14: Exploring Painting and Decorating; Unit 15: Performing Paperhanging Operations; Unit 16: Performing Decorating Operations			
<b>Scenario</b>			
Working for a construction company, you have been asked to decorate and paint a room in a new building.			
<b>Assessment evidence:</b>			
<b>Unit</b>	<b>Assessment and grading criteria</b>		
	<b>The assessment and grading criteria this assignment relates to:</b>		
<b>14</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>15</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>16</b>	P1; P2; P3; P4; P5; P6; P7; P8; P9; M1; M2; M3; D1		
<b>Summary assessor's feedback</b>			
<b>Internal verifier's comment</b>			
<b>Learner's authentication signature</b>			

## **Task 1**

Your tutor will brief you on the painting and decorating tasks that you will be asked to carry out.

The tasks are:

1. performing painting and decorating activities
2. paperhanging techniques
3. applying textured finishes.

## Tool identification sheet

These photographs show the tools available at your centre.

(Tutor to insert photographs of a range of painting and decorating used in the workshop.)




Use the photographs shown on the previous page to:

1. identify the tools required to complete each task shown in the table below
2. select the correct tools for each task.

Name the tools required for each task in the table below.

Task	Tools required
Preparing walls and applying emulsion paint	
Preparing timber and applying gloss paint	
Paperhanging	
Applying textured finishes	

### Access equipment identification sheet

These photographs show the access equipment available at your centre.

(Tutor to insert photographs of a range of available access equipment)


Use the above access equipment identification table to:

1. identify the access equipment required to complete each task shown in the table on the next page
2. select the correct access equipment for each task.

Give the names of the access equipment required for each task in the table on the next page.

Task	Access equipment required
Preparing walls and applying emulsion paint	
Preparing timber and applying gloss paint	
Paperhanging	
Applying textured finishes	

**(U14 U15 U16 P1 P2)**

## Task 2

You now need to complete a list of materials you need to carry out the following painting and decorating tasks:

1. preparing walls and applying emulsion paint
2. preparing timber and applying gloss paint
3. paperhanging
4. applying textured finishes.

To get the materials you need for your task you need to complete a simple requisition order and hand it to your tutor.

Use the painting and decorating materials identification sheet on the next page to:

1. identify the materials needed to complete each task
2. select the materials needed for each task.

Put them in a requisition order for each of the tasks you have to carry out.

### Requisition order

Requisition order for (name):		
Task:		
Identified material	Description	Size required

## Painting and decorating material identification sheet

These photographs show the materials available from your centre.

(Tutor to insert photographs of available materials.)


**(U14 U15 U16 P3 P4)**

Explain your choice of tools, materials and access equipment saying why they minimise health, safety and welfare risks.

**(U14 U15 U16 M1)**

### **Task 3**

For each of the painting and decorating tasks shown in the table on the next page, complete the relevant columns to

1. identify the PPE you need
2. identify the safe working practices you will use
3. explain why you chose the PPE and safe working practice for that task.

**(U14 U15 U16 P5, P6)**

Painting and decorating task	Identified PPE to be used in task	Safe working practice	Explain why you chose this PPE and safe working practice
Preparing walls and applying emulsion paint			PPE
			SWP
Preparing timber and applying gloss paint			PPE
			SWP
Paperhanging			PPE
			SWP
Applying textured finishes			PPE
			SWP

(U14 U15 U16 P5 P6)



### **Task 3 (continued)**

Justify your selection of appropriate PPE and safe working practices by saying how it minimises health, safety and welfare risks.

**(U14 U15 U16 M2)**

### **Task 4**

For each of the four painting and decorating operations listed in the previous table

1. obtain the manufacturer's instructions for the use of the material
2. read and understand what you have to do in preparing the materials for use
3. give evidence that you have followed these instructions by highlighting the relevant parts and the tutor witnessing your work and recording in an observation record that you have carried out the instructions correctly.

**(U14 U15 U16 P7)**

### **Task 5**

Undertake the following painting and decorating activities using appropriate tools:

1. emulsion a wall panel
2. prime, undercoat and gloss skirting board
3. prepare surfaces and wallpaper wall panel
4. strip wallpaper area, and prepare emulsion surface to receive an Artex™ finish in a textured finish of your choice from swirl, medium stipple, bark or broken leather
5. cut and fix a section of plaster coving into a ceiling corner
6. fix a plaster moulding centre piece.

Record all your achievements on an observation record and ask your tutor to witness each completed task with a signature and date, and any comments.

**(U14 U15 U16 P8)**

### **Task 6**

Demonstrate the safe use of materials when performing painting and decorating tasks.

Record your safe use of materials on an observation record and ask your tutor to witness each completed task with a signature and date, and any comments.

**(U14 U15 U16 P9)**

## **Task 7**

Demonstrate the safe use of low-level access equipment when performing painting and decorating tasks.

Record your safe use of access equipment on an observation record. Ask your tutor to witness each completed task with a signature and date and any comments.

**(U14 U15 U16 P10)**

Produce finished work for task 5 with surfaces abraded without scoring and filled smooth, and finished paintwork bristle free with all cutting-in sharp and neat.

**(U14 M3)**

Record this on a marking sheet and ask your tutor to witness the checking of the dimensions.

Produce finished work with no air bubbles, blisters or wrinkles and no gaps or overlaps greater than 2 mm.

**(U15 M3)**

Produce finished work with neat and consistent textured finishes and covings, and ceiling centre pieces accurately placed to +/- 3 mm.

**(U16 M3)**

Produce finished work to task 5 with surfaces abraded without scoring and filled smooth, finished paintwork bristle free with all cutting-in sharp and neat with no misses or other impairments evident from 1 m.

Record this on a marking sheet and ask your tutor to witness the checking of the dimensions.

**(U14 D1)**

Produce finished work with no air bubbles, blisters or wrinkles and no gaps or overlaps greater than 2 mm, with straight, neat ends with no scissor marks, plumb deviation less than 2mm from vertical and any patterns accurately matched.

**(U15 D1)**

Produce finished work with neat and consistent textured finishes and covings and ceiling centre pieces accurately placed to +/- 3 mm, a high standard textured finish with no misses or other imperfections visible from 1 m and covings and ceiling centre pieces accurately placed to +/- 1 mm.

**(U16 D1)**

## **Notes for tutors**

1. To provide pick sheets for the selection exercises you will need to photograph the common tools, access equipment and materials that learners will use within your workshop.
2. You will need to complete a feedback sheet with all the grading criteria, indicating whether learners have met or not met each criteria.
3. Edexcel standard observation and witness statements can be used to evidence learners' practical outcomes.
4. Clear photographic evidence needs to be kept of learners' assessed painting and decorating tasks.





# Assignment 5: Exploring Health, Safety and Welfare in Construction

---

<b>College/school</b>		<b>Department of:</b>	
<b>Course title: BTEC Level 2 Extended Certificate/Diploma in Construction</b>			
<b>Tutor name:</b>			
<b>Assignment title:</b>	<b>Exploring Health, Safety and Welfare in Construction</b>	<b>Reference:</b>	
<b>Learner name:</b>			
<b>Start date:</b>		<b>Stage 1 deadline:</b>	
<b>Stage 2 deadline:</b>		<b>Completion deadline:</b>	
Unit 2: Exploring Health, Safety and Welfare in Construction			
<b>Scenario</b>			
As an Apprentice on a construction site, you need to find out about relevant health, safety and welfare issues.			
<b>Assessment evidence:</b>			
<b>Unit</b>	<b>Assessment and grading criteria</b>		
	<b>The assessment and grading criteria this assignment relates to:</b>		
<b>U2</b>	P1; P2; P3; P4; P5; M1; M2; D1; D2		
<b>Summary assessor's feedback</b>			
<b>Internal verifier's comment</b>			
<b>Learner's authentication signature</b>			

### **Task 1**

You will have undertaken some of the practical units in a simulated construction site environment or workshop.

Use the knowledge and understanding you have got from this to outline five key methods used to ensure that good standards of health and safety are maintained on a construction site.

Method 1

Method 2

Method 3

Method 4

Method 5

**(U2 P1)**



**Task 2**

Identify the roles and responsibilities of three of the following relevant personnel:

1. site managers
2. supervisors
3. clients
4. principal contractors
5. contractors
6. employees.

<b>Personnel</b>	<b>Role</b>	<b>Responsibilities</b>

**(U2 P2)**

### **Task 3**

Complete the simple risk assessment form on the next page for one of the practical tasks that you carry out.

Give the name of practical task that you carried out in the space below.

<b>Location:</b>	<b>Date:</b>	<b>Name:</b>	
<b>Hazard identified</b>	<b>Potential risk</b>	<b>Person affected</b>	<b>Control measures required</b>

(U2 P3 P4)

#### **Task 4**

Explain how the control measures that you have identified are used in two areas of the risk assessment process.

**(U2 P5)**

#### **Task 5**

You are working on a local construction site and there have been several near misses where a really bad accident could have resulted.

Explain how each of the following factors affect hazards and risks on construction sites, giving an example of each:

1. human
2. workplace.

**(U2 M1)**

**Task 6**

Relate the findings of the risk assessments to the recommended control measures.

**(U2 M2)**

**Task 7**

Analyse how changes in work methods affect hazards and risks on construction sites.

**(U2 D1)**

Evaluate the impact of the risk assessment on employees, visitors to sites and the public.

**(U2 D2)**



## Further guidance

---

The Senior Standards Verifier for Construction website can be accessed at [www.cbeq.co.uk](http://www.cbeq.co.uk)

The website includes:

- online, direct, one- to-one point of contact
- help with lead verifier roles and the new quality process
- help with internal verification of assignment briefs
- sample assignments
- post-internal verification
- centre visits
- delivery materials, Powerpoints slides, handouts, an interactive smart board
- resources, eg books.

# Annexe A – Assignments and tracking templates

## Assignment front sheet

Learner name		Assessor name	
Date issued	Completion date	Submitted on	
Qualification		Unit number and title	

Assignment title	
<p>In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.</p>	

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task no.	Evidence

<b>Learner declaration</b>
<p>I certify that the work submitted for this assignment is my own and that research sources are fully acknowledged.</p> <p>Learner signature: _____ Date: _____</p>



## Assignment brief

Qualification	
Unit number and title	
Start date	
Deadline	
Assessor name	

Assignment title	
The purpose of this assignment is to:	
Scenario	
Task 1	
Task 2	
Task 3	
Sources of information	

This brief has been verified as being fit for purpose	
Assessor	
Signature	Date
Internal verifier	
Signature	Date

## Internal verification of assignment brief

Qualification	
Unit number and title	
Assignment title	
Assessor name	

Internal verifier checklist	Y/N*	Comments
Are accurate programme details shown?	Y/N*	
Are accurate unit details shown?	Y/N*	
Are clear deadlines for assessment given?	Y/N*	
Is this assignment for whole or part of a unit?	W/P	
Are the grading and assessment criteria to be addressed listed?	Y/N*	
Does each task show which criteria are being addressed?	Y/N*	
Are these criteria actually addressed by the tasks?	Y/N*	
Is it clear what evidence the learner needs to generate?	Y/N*	
Are the activities appropriate?	Y/N*	
Is there a scenario or vocational context?	Y/N*	
Are the language and presentation appropriate?	Y/N*	
Is the timescale for the assignment appropriate?	Y/N*	
Overall, is the assignment fit for purpose?	Y/N*	

\* If 'No' is recorded and the internal verifier recommends remedial action before the brief is issued, the assessor and the internal verifier should confirm that the action has been undertaken.

Internal verifier		
Signature		Date

Action required:

Action taken:

Assessor

Signature

Date

Internal verifier

Signature

Date

**Assessor's comments**

Qualification		Assessor name	
Unit number and title		Learner name	
Assignment title			

Grading criteria	Achieved?

Learner feedback

Assessor feedback

Action plan

Assessor signature		Date	
Internal verifier			
Learner signature		Date	

## Internal verification of assessment decisions

Qualification			
Unit number and title			
Assignment title			
Assessor name			
Learner name			
Which criteria has the assessor awarded?	Pass	Merit	Distinction
Do the criteria awarded match those targeted by the assignment brief?	Y/N Details		
Has the work been assessed accurately?	Y/N Details		
Is the feedback to the learner: <ul style="list-style-type: none"> <li>• constructive?</li> <li>• linked to relevant assessment and grading criteria?</li> <li>• identifying opportunities for improved performance?</li> </ul>	Y/N Details		
Does the grading decision need amending?	Y/N Details		
Remedial action taken			
Confirm action completed			
Assessor name			
Assessor signature			Date

Internal verifier name			
Internal verifier signature		Date	

## Observation record

Learner name	
Qualification	
Unit number and title	
Assignment	

Description of activity undertaken (please be as specific as possible)

Assessment and grading criteria

How the activity meets the requirements of the assessment and grading criteria



Internal verifier name			
Internal verifier signature		Date	

Assessor signature		Date	
--------------------	--	------	--

Assessor name	
---------------	--

## Witness statement

Learner name	
Qualification	
Unit number and title	
Assignment	

Description of activity undertaken (please be as specific as possible)

Assessment and grading criteria

How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place

Witness name		Job role	
Witness signature		Date	

Assessor name

Assessor signature  Date

Publications Code BF025432 December 2010

For more information on Edexcel and BTEC qualifications please  
visit our website: [www.edexcel.com](http://www.edexcel.com)

Edexcel Limited. Registered in England and Wales No. 4496750  
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07