

Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) (QCF)

Specification

NVQ qualification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are summarised on the next page and are also sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: qualifications.pearson.com

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Changes to Issue 1

This specification has been updated to Issue 2. As a result of an identified error, the qualification structure on pages 7-9 has been corrected as follows:

The text in Optional unit Group A now reads "Learners must achieve **ONE** unit", and in Optional units Group B now reads "Learners must achieve **TWO** units".

The credit values given in each optional unit group description should be minimum, and the text has been amended to reflect this.

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing 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 can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs 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.

There are three sizes of NVQs in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) (QCF)
QCF Qualification Number (QN)	601/4297/2
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	13/08/2014
Operational start date	01/09/2014
Approved age ranges	<p>England:</p> <p>16-18</p> <p>19+</p> <p>Wales/Northern Ireland:</p> <p>14-19 and 19+</p> <p>Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.</p>
Credit value	62
Assessment	Portfolio of Evidence (internal assessment).
Guided learning hours	223-223
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) (QCF)
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>).
Funding	<p>Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.</p> <p>Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.</p> <p>Further information and guidance is available on the website: www.gov.uk</p>

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website at: www.edexcel.com

3 Qualification rationale

Qualification objectives

The Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) (QCF) is for learners who work in, or who want to work in the construction and the built environment sector.

It gives learners the opportunity to:

- develop and demonstrate competence in construction, such as building maintenance and repairing and refurbishing property.
- develop technical skills and knowledge and understanding related to the specified job roles in construction and the built environment.
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF) which has expired. CITB, the Sector Skills Council (SSC) for Construction, in consultation with the industry, have changed the National Occupational Standards (NOS) so it is important that Pearson updates qualifications accordingly to ensure knowledge and skills continue to be relevant for learners and meet the requirements of the job role.

Apprenticeships

ConstructionSkills include the Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) (QCF) as the competencies component for the Intermediate Apprenticeship in Construction Building.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) (QCF) 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, including qualifications in senior crafts. There are opportunities to progress to other Pearson qualifications if the learner's job role and responsibilities develop accordingly. These Pearson qualifications include the Level 3 NVQ Diploma in Construction Contracting Operations (QCF), the Level 3 NVQ Diploma in Built Environment Design (QCF), the Level 3 NVQ Diploma in Occupational Work Supervision (Construction) and the Level 4 NVQ Diploma in Construction Site Supervision (Construction) (QCF).

Industry support and recognition

This qualification is supported by ConstructionSkills, the Skills Council for construction and the built environment.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Building Maintenance Multi-trade Repair and Refurbishment Operations, which were set and designed by ConstructionSkills.

4 Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded. The learner must achieve each of the mandatory credits, to a value of 15, plus an additional 47 credits. For the additional 47 credits, a minimum of 8 credits must come from Optional Group A with a further 39 credits from TWO other Optional Pathway Groups.

Minimum number of credits that must be achieved	62
Minimum number of credits that must be achieved at Level 2 or above	58
Number of mandatory credits that must be achieved	15
Number of optional credits that must be achieved	47

Unit	Unit reference number	Mandatory units Credit value 15	Level	Credit	Guided learning hours
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
2	J/503/1169	Conforming to Productive Working Practices in the Workplace	2	3	10
3	F/503/1171	Moving, Handling and Storing Resources in the Workplace	2	5	17
4	J/601/1210	Deliver Reliable Customer Service	2	5	33
Unit	Unit reference number	Optional units Group A Minimum credit value 8 Learners must achieve ONE unit	Level	Credit	Guided learning hours
5	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
6	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	2	10	33
7	M/505/0217	Clearing the Site and Handing Over on Completion in the Workplace	2	12	40

Unit	Unit reference number	Optional units Group B – Maintenance Carpentry and Joinery Minimum credit value 30 Learners must achieve TWO units	Level	Credit	Guided learning hours
8	T/503/2642	Maintaining Non-structural Carpentry Work in the Workplace	2	14	47
9	J/506/4978	Maintaining Non-structural or Structural Components in the Workplace	3	29	97
10	R/505/0274	Repairing, Replacing and Renewing Gates, Posts and Fencing in the Workplace	2	16	53
Unit	Unit reference number	Optional units Group C – Maintenance Painting and Decorating Minimum credit value 29 Learners must achieve TWO units	Level	Credit	Guided learning hours
11	H/503/9683	Applying Paint Systems by Brush and Roller in the Workplace	2	22	73
12	D/503/9696	Hanging Standard Paper Wallcoverings in the Workplace	3	26	87
13	Y/505/1832	Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace	2	7	23
Unit	Unit reference number	Optional units Group D – Maintenance Tiling Minimum credit value 20 Learners must achieve TWO units	Level	Credit	Guided learning hours
13	Y/505/1832	Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace	2	7	23
14	L/503/2548	Tiling Wall and Floor Surfaces in the Workplace	2	13	43
15	K/505/1835	Removing and Renewing Floor Screeds in the Workplace	2	18	60

Unit	Unit reference number	Optional units Group E – Maintenance Plastering Minimum credit value 30 Learners must achieve TWO units	Level	Credit	Guided learning hours
16	H/600/7679	Preparing Background Surfaces for Plasterwork in the Workplace	1	12	40
17	A/600/7686	Applying Finishing Plaster to Background Surface in the Workplace	2	18	60
Unit	Unit reference number	Optional units Group F – Maintenance Roofing Minimum credit value 30 Learners must achieve TWO units	Level	Credit	Guided learning hours
18	K/503/9538	Maintaining Slate and Tile Roofing in the Workplace	2	14	47
19	Y/600/7050	Repairing Roof Sheeting and Cladding Systems in the Workplace	2	20	67
20	Y/506/2622	Repairing Membrane Roofing Systems in the Workplace	2	16	53
21	D/600/7177	Removing and Repairing Eaves and Verge Finishings in the Workplace	2	16	53
Unit	Unit reference number	Optional units Group G – Maintenance Trowel Operations Minimum credit value 19 Learners must achieve ONE unit	Level	Credit	Guided learning hours
22	L/503/9550	Repairing and Maintaining Masonry Structures in the Workplace	3	22	73
23	M/503/3126	Repairing Basic Stonemasonry Structures in the Workplace	2	19	63

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website: www.edexcel.com/policies

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support include:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery include:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftsmanship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe B* for mapping of PLTS to the units in this specification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement include:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer 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 human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8: Assessment*.

8 Assessment

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy*, available on our website at: www.edexcel.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website at: www.edexcel.com/policies

Internal assessment

The units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes 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

Learners can 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 programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: www.edexcel.com/policies

- a combination of these.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10: Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- 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 the unit permits simulation (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: www.edexcel.com. Please see *Section 12: Further information and useful publications* for details.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website at: www.edexcel.com/policies

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy*, which is available on our website at: www.edexcel.com/policies. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website at: www.edexcel.com/policies

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website at: www.edexcel.com/policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement. Further information on credit transfer can be found in the document *Credit accumulation and transfer policy (England)*, which is available on our website at: www.edexcel.com/policies

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

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

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook*, the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at www.pearsonwbl.edexcel.com

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for competency-based qualifications.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

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

Unit reference number: A/503/1170

QCF 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.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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

Workplace evidence of skills cannot be simulated.

Update by CITB, July 2014: for assessment criteria 2.3 and 2.4, it may not be possible or necessary for the learner to list the top ten HSE safety risks, or the top five common health risks, to meet the learning outcome. Learners are allowed to meet this learning outcome by listing the current common safety and health risks.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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: <ul style="list-style-type: none"> ● collective protective measures ● personal protective equipment (PPE) ● respiratory protective equipment (RPE) ● local exhaust ventilation (LEV) 			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	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				
		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				
		2.1	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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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 				
5	Comply with and support all organisational security arrangements and approved procedures	4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace				
		5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> ● 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 2: **Conforming to Productive Working Practices in the Workplace**

Unit reference number: J/503/1169

QCF 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.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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 others' work requirements			
				• allocating appropriate work to employees			
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 3: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

QCF 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.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 4: Deliver Reliable Customer Service

Unit reference number: J/601/1210

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall ConstructionSkills' assessment requirements/strategy for Construction and the Built Environment (please see *Annexe A*).

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Prepare to deal with customers	1.1	Keep their knowledge of their organisation's services or products up-to-date				
		1.2	Ensure that the area they work in is tidy, safe and organised efficiently				
		1.3	Prepare and arrange everything they need to deal with customers before their shift or period of work commences				
2	Give consistent service to customers	2.1	Make realistic customer service promises to customers				
		2.2	Ensure that their promises balance the needs of their customers and their organisation				
		2.3	Keep their promises to customers				
		2.4	Inform their customers if they cannot keep their promises due to unforeseen circumstances				
		2.5	Recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements				
		2.6	Keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Check customer service delivery	3.1	Check that the service they have given meets their customers' needs and expectations				
		3.2	Identify when they could have given better service to customers and how their service could have been improved				
		3.3	Share information with colleagues and service partners to maintain and improve their standards of service delivery				
4	Know how to deliver reliable customer service	4.1	Describe their organisation's services or products				
		4.2	Explain their organisation's procedures and systems for delivering customer service				
		4.3	Describe methods or systems for measuring an organisation's effectiveness in delivering customer service				
		4.4	Explain their organisation's procedures and systems for checking service delivery				
		4.5	Explain their organisation's requirements for health and safety in their area of work				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Erecting and Dismantling Access/Working Platforms in the Workplace

Unit reference number: D/600/8281

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling access/working platforms in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- building maintenance (carpentry)
- building maintenance (painting and decorating)
- building maintenance (tiling)
- building maintenance (plastering)
- building maintenance (roofing)
- building maintenance (trowel occupations).

Plus two or more of the following:

- ladders/crawler boards
- step ladders/platform steps
- proprietary towers
- trestle platforms
- mobile scaffold towers
- proprietary staging/podiums.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms	1.1	Interpret and extract information from specifications, method statements, risk assessments 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: <ul style="list-style-type: none"> specifications, current legislation, method statements, risk assessments and manufacturers' information 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling 				
	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 erecting and dismantling access/working platforms	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms				
	3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, 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
<p>4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms</p>	4.1	<p>Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> ● ladders/crawler boards ● stepladders/platform steps ● trestles ● proprietary staging/podiums ● proprietary towers ● mobile scaffold towers ● protection equipment and notices ● tools and ancillary equipment 			
	4.2	<p>Select resources associated with own work in relation to materials, components, tools and equipment</p>			
	4.3	<p>State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p>			
	4.4	<p>Outline potential hazards associated with the resources and method of work</p>			
	4.5	<p>Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms	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 erecting and dismantling access/working platforms	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: <ul style="list-style-type: none"> 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 and dismantle access/working platforms to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> ● moving, positioning/erecting, securing, checking, dismantling and removing 			
	7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> ● ladders/crawler boards ● stepladders/platform steps ● proprietary towers ● trestle platforms ● mobile scaffold towers ● proprietary staging/podiums 			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.3	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● provide protection to the work area ● establish a base for equipment ● erect proprietary access equipment to manufacturer's instructions suitable for the work ● erect non-proprietary access equipment suitable for the work ● place protective screens and notices ● check/monitor equipment during the period of use ● dismantle and store access equipment ● use tools and equipment ● work at height 			
	7.4	Safely use and store materials, hand tools and ancillary equipment			
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms			
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 6: Establishing Work Area Protection and Safety in the Workplace

Unit reference number: T/503/9560

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing work area protection and safety in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Plus two of the following endorsements:

- maintenance carpentry
- maintenance painting and decorating
- maintenance tiling
- maintenance plastering
- maintenance roofing
- maintenance trowel occupations.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when establishing protection and safety work area	1.1	Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections 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: <ul style="list-style-type: none"> drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety</p>	2.1	<p>Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> 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	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>				
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when establishing work area protection and safety	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 establishing work area protection and safety			
		3.2	Comply with information relating to specific risks to health when establishing work area protection and safety			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 establish work area protection and safety	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: <ul style="list-style-type: none"> • safety and security barriers • protection and safety notices • temporary structures • signs and lighting • 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 and area associated with the method/procedure to establish work area protection and safety				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety	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 establishing work area protection and safety	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: <ul style="list-style-type: none"> 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 establish work area protection and safety to the required specification	7.1	Demonstrate the following work skills when establishing work area protection and safety: <ul style="list-style-type: none"> ● measuring, setting out, positioning, assembling, constructing, securing and dismantling 				
	7.2	Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following: <ul style="list-style-type: none"> ● protection and safety notices ● safety lighting 				
	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment				
	7.4	Safely store the materials, tools and equipment used when establishing work area protection and safety				

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: <ul style="list-style-type: none"> • plan for the protection and the safety of the work and surrounding environment • install, check and maintain the protection and safety equipment • dismantle and remove protection and safety equipment • install safety notices • install lighting systems • 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 establishing work area protection and safety			
	7.7	Describe how to maintain the tools and equipment used when establishing work area protection and safety			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Clearing the Site and Handing Over on Completion in the Workplace

Unit reference number: M/505/0217

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in clearing the site and handing over on completion in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when clearing the site and handing over on completion	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments and manufacturers' information 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when clearing the site and handing over on completion	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, 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 clearing the site and handing over on completion	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when clearing the site and handing over on completion				
		3.2	Comply with information relating to specific risks to health when clearing the site and handing over on completion				
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to clearing the site and handing over on completion, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 clear the site and hand over on completion	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: <ul style="list-style-type: none"> • fittings and fixings • hand and/or portable 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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when clearing the site and handing over on completion	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 clearing the site and handing over on completion	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: <ul style="list-style-type: none"> 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 clear the site and hand over on completion to the required specification	7.1	Demonstrate the following work skills when clearing the site and handing over on completion: <ul style="list-style-type: none"> ● finishing, positioning, dismantling, clearing, cleaning, tidying and securing 			
	7.2	Complete the task and hand the site over, in accordance to given working instructions, ensuring the following: <ul style="list-style-type: none"> ● excess materials are removed ● the quality of the finished task matches the given specification ● the client, customer or their representative is provided with relevant information and advice ● the clients, customer or their representative accepts the condition of the completed task and site ● records, reports and documentation are completed and registered 			
	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
	7.4	Safely store the materials, tools and equipment used when clearing the site and handing over on completion			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5</p> <p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● identify required finish quality ● remove and dispose of hazardous waste and non-hazardous waste ● identify information that will be required by the client, customer or their representative ● remove excess materials ● clean and clear the task and surrounding area ● secure site or work area ● recognise and determine when specific skills and knowledge are required and report accordingly 			
	<p>7.6</p> <p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● make recommendations for specialist intervention ● work on buildings of historical significance ● complete records, reports and documentation, work sheets, guarantees, warranties, customer service information ● register documentation ● use hand tools, portable power tools and equipment ● 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 clearing the site and handing over on completion			
	7.8	Describe how to maintain the tools and equipment used when clearing the site and handing over on completion			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 8: Maintaining Non-structural Carpentry Work in the Workplace

Unit reference number: T/503/2642

QCF 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 non-structural carpentry work in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining non-structural carpentry work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, 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 non-structural carpentry work	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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				
	2.4	State the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Maintain safe working practices when maintaining non-structural carpentry work	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural carpentry work				
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> ● collective protective measures ● personal protective equipment (PPE) ● respiratory protective equipment (RPE) ● local exhaust ventilation (LEV) 				
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions				
		3.4	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 maintain non-structural carpentry work	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: <ul style="list-style-type: none"> timber, manufactured sheet material, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants, guttering, downpipe, fixings and associated ancillary items 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 method of work				
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural carpentry work				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work	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 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 non-structural carpentry work	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: <ul style="list-style-type: none"> 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 maintaining non-structural carpentry work to the required specification	7.1	Demonstrate the following work skills when maintaining non-structural carpentry work: <ul style="list-style-type: none"> ● measuring, marking out, splicing, fitting, finishing, positioning and securing 				
	7.2	Repair and/or replace four of the following to given working instructions: <ul style="list-style-type: none"> ● frames ● mouldings ● doors ● windows (including replacement glazing) ● door and/or window ironmongery ● verge and/or eaves ● guttering and downpipes ● sash cords 				
	7.3	Prime the repair to the work to given working instructions				
	7.4	Safely use and handle materials				
	7.5	Safely use hand tools, portable power tools and ancillary equipment				
	7.6	Safely store the materials, tools and equipment used when maintaining non-structural carpentry work				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.7	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● splice and replace frames and mouldings ● repair and replace doors and windows ● repair and replace ironmongery ● repair or replace guttering, downpipes ● replace sash cords ● replace architraves, skirting, dado rails and picture rails ● form joints associated with repairs ● use hand tools, power tools and equipment ● work at height ● use access equipment 			
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work			
	7.9	Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work			
	7.10	Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 9: Maintaining Non-structural or Structural Components in the Workplace

Unit reference number: J/506/4978

QCF level: 3

Credit value: 29

Guided learning hours: 97

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining non-structural or structural components in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining non-structural or structural components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information				
		1.2	Comply with information and/or instructions derived from risk assessments and method statement				
		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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings 				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when maintaining non-structural or structural components</p>	2.1	<p>Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
	2.2	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>			
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>			
	2.4	<p>Describe the types of fire extinguishers available when maintaining non-structural or structural components and describe how and when they are used</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Maintain safe working practices when maintaining non-structural or structural components	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural or structural components				
		3.2	Demonstrate compliance with given information and relevant legislation when maintaining non-structural or structural components in relation to: <ul style="list-style-type: none"> • safe use of access equipment/working platforms • safe handling of materials • safe use and storage of materials, tools and equipment 				
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural or structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 non-structural or structural components	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: <ul style="list-style-type: none"> timber, manufactured sheet material, metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants, fixings, guttering, ironmongery, downpipes and associated ancillary items 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 method of work				
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural or structural components				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining non-structural or structural components	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 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 non-structural or structural components	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: <ul style="list-style-type: none"> 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
<p>7 Comply with the given contract information to maintain non-structural or structural components to the required specification</p>	7.1	<p>Demonstrate the following work skills when maintaining non-structural or structural components:</p> <ul style="list-style-type: none"> ● measuring, marking out, fitting, splicing, finishing, positioning and securing 				
	7.2	<p>Use and maintain hand tools, portable power tools and ancillary equipment</p>				
	7.3	<p>Repair five of the following components to given working instructions:</p> <ul style="list-style-type: none"> ● frames (to include priming the repair) ● mouldings (to include priming the repair) ● floor joist covering (or flat roof) ● door and/or window ironmongery ● guttering and downpipes ● sash cords ● replacement glazing ● structural joists (including support) ● structural rafters (including support) ● fascias, soffits and barge boards 				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● replace and splice door and window frames, mouldings and structural timbers, replace sash cords, re-glaze, re-lay brick/blockwork, make good paintwork, plasterwork, brickwork, wall tiling ● identify load bearing points ● prop and support existing structures ● replace frames and mouldings ● repair or replace door and window ironmongery ● repair and/or replace guttering and downpipes ● repair and/or replace fascias, soffits and barge boards ● form joints associated with repairs ● use hand tools, portable power tools and equipment ● work at height ● use access equipment 			
	<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural or structural components</p>			
	<p>7.6 Describe the methods of sharpening the hand tools used when maintaining non-structural or structural components</p>			
	<p>7.7 Describe how to maintain the tools and equipment used when maintaining non-structural or structural components</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 10: **Repairing, Replacing and Renewing Gates, Posts and Fencing in the Workplace**

Unit reference number: R/505/0274

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing, replacing and renewing gates, posts and fencing in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing, replacing and renewing gates, posts and fencing	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments and manufacturers' information 				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when repairing, replacing and renewing gates, posts and fencing	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, 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, replacing and renewing gates, posts and fencing	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when repairing, replacing and renewing, gates, posts and fencing			
	3.2	Comply with information relating to specific risks to health when repairing, replacing and renewing, gates, posts and fencing			
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing, replacing and renewing, gates, posts and fencing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> ● 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, replace and renew gates, posts and fencing	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: <ul style="list-style-type: none"> • gates • posts • fencing • furnishings and fixings • protective finishes • hand and/or portable 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, replace and renew fencing, gates and posts				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing, replacing and renewing, gates, posts and fencing	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, replacing and renewing, gates, posts and fencing	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: <ul style="list-style-type: none"> 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, replace and renew gates, posts and fencing to the required specification	7.1	Demonstrate the following work skills when repairing, replacing and renewing, gates, posts and fencing: <ul style="list-style-type: none"> ● measuring, marking out, cutting, levelling, plumbing, fitting, finishing, positioning and securing 				
	7.2	Prepare for and repair, replace and renew fencing components or make bespoke items to given working instructions relating to the following: <ul style="list-style-type: none"> ● gates ● posts ● fencing ● furnishings and fixings ● protective finishes 				
	7.3	Reinstate ground to given working instructions				
	7.4	Safely use materials, hand tools, portable power tools and ancillary equipment				
	7.5	Safely store the materials, tools and equipment used when repairing, replacing and renewing, gates, posts and fencing				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● match components and fittings ● checks required prior to excavation ● excavate posts holes ● level, gradient and plumb ● repair replace and renew fencing components, posts, gates and panels, of different materials: timber, metal plastic and composite materials ● repair, replace and renew furnishings and fixings ● make bespoke items and features ● ensure components are plumb and level 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7</p> <p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● reinstate ground to match existing: turf, tarmac, paving, hard landscaping materials ● apply protective finishings ● complete preventative maintenance ● recognise and determine when specific skills and knowledge are required and report accordingly ● complete and maintain records ● work on buildings of historical significance ● use hand tools, portable power tools and equipment ● work at height ● use access equipment 			
	<p>7.8</p> <p>Describe the needs of other occupations and how to effectively communicate within a team when repairing, replacing and renewing, gates, posts and fencing</p>			
	<p>7.9</p> <p>Describe how to maintain the tools and equipment used when repairing, replacing and renewing, gates, posts and fencing</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 11: Applying Paint Systems by Brush and Roller in the Workplace

Unit reference number: H/503/9683

QCF 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 applying paint systems by brush and roller in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Plus at least one of the following endorsements:

- decorative finishing
- industrial painting.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying paint systems by brush and/or roller	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements 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: <ul style="list-style-type: none"> • specifications, current legislation, risk assessments, method statements and manufacturers' information 				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling 				
		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 applying paint systems by brush and/or roller	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 applying paint systems by brush and/or roller			
	3.2	Comply with information relating to specific risks to health when applying paint systems by brush and/or roller			
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> ● 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 apply paint systems by brush and/or roller	4.1	Select resources associated with own work in relation to materials, tools and equipment				
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • water-borne and solvent-borne coatings • primers, intermediate coatings (undercoats) and finishes (single pack coatings) • single-product systems (e.g. emulsions, varnishes) • solvents/thinners • knotting, proprietary sealers • brushes, rollers and other associated equipment • protective sheeting and masking materials • access equipment • hand tools and associated 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 of materials required associated with the method/procedure to paint by brush and roller				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller	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 applying paint systems by brush and/or roller	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: <ul style="list-style-type: none"> 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 apply paint systems by brush and/or roller to the required specification	7.1	Demonstrate the following work skills when applying paint systems by brush and/or roller: <ul style="list-style-type: none"> • mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in 				
		7.2	Apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: <ul style="list-style-type: none"> • linear/trim/narrow-runs and broad areas by brush and/or roller 				
		7.3	Safely use materials, tools and associated equipment				
		7.4	Safely store the materials, tools and equipment used when applying paint systems by brush and/or roller				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • establish access requirements • check suitability of previously prepared surfaces • prepare and apply water-borne and solvent-borne coatings by brush and roller • prepare coatings with activators • coat broad areas, linear/trim/narrow runs • test wet and dry film thickness • identify how atmospheric conditions affect coatings and their application process • identify the working life of prepared materials • use access equipment • use brushes, rollers and associated tools and equipment 			
	<p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying paint systems by brush and roller</p>			
	<p>7.7 Describe how to maintain brushes, rollers and the associated tools and equipment used when applying paint systems by brush and/or roller</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 12: Hanging Standard Paper Wallcoverings in the Workplace

Unit reference number: D/503/9696

QCF level: 3

Credit value: 26

Guided learning hours: 87

Unit summary

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

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when hanging standard paper wallcoverings	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements 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: <ul style="list-style-type: none"> • specifications, current legislation, risk assessments, method statements and manufacturers' information 				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when hanging standard paper wallcoverings	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling 				
		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 hanging standard paper wallcoverings	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 hanging standard paper wallcoverings			
		3.2	Comply with information relating to specific risks to health when hanging standard paper wallcoverings			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging standard paper wallcoverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 hang standard paper wallcoverings	4.1	Select resources associated with own work in relation to materials, tools and equipment					
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> ● surface preparation materials ● pastes and adhesives ● wallpapers ● protective sheeting ● rubbish containers/bags ● access equipment ● hand tools and associated 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 of materials required associated with the method/procedure to hang standard paper wallcoverings					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings	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	Describe how to keep the paper and adjacent surfaces clean				
		5.4	Dispose of waste in accordance with current legislation				
		5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions				
		5.6	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 hanging standard paper wallcoverings	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: <ul style="list-style-type: none"> 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 hang standard paper wallcoverings to the required specification	7.1	Demonstrate the following work skills when hanging standard paper wallcoverings: <ul style="list-style-type: none"> ● shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, and cleaning-off 				
	7.2	Establish start and finish point and hang standard papers of substantial length to the given working instructions to the following areas: <ul style="list-style-type: none"> ● ceilings with any type of paper ● walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers 				
	7.3	Safely use materials, hand tools and associated equipment				
	7.4	Safely store the materials, tools and equipment used when hanging standard paper wallcoverings				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • establish access requirements • check suitability of surface to receive wallpaper • prepare and apply pastes and adhesives • prepare and hang paper to ceilings • prepare and hang foundation paper, textured/relief and patterned finishing papers • work to reveals and internal and external angles • work around electrical fittings and pipework • keep paper and adjacent surfaces clean • use access equipment • use tools and associated equipment 			
	<p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when hanging standard paper wallcoverings</p>			
	<p>7.7 Describe how to maintain the tools and equipment used when hanging standard paper wallcoverings</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 13: Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace

Unit reference number: Y/505/1832

QCF level: 2

Credit value: 7

Guided learning hours: 23

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing background surfaces for tiling or painting/decorating in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

Must be assessed in a work environment, in accordance with:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance), and against one of the following endorsements:

- painting and decorating
- tiling
- plastering
- panelling.

The unit should also be assessed against five of the following endorsements:

- previously plastered, tiled, panelled or painted/decorated surfaces
- brick
- block
- concrete
- render or plaster
- manufactured board
- wood
- metal.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when preparing background surfaces for plastering, tiling, panelling or painting/decorating</p>	2.1	<p>Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 				
	2.2	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>				
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
<p>3 Maintain safe and healthy working practices when preparing background surfaces for plastering, tiling, panelling or painting/decorating</p>	3.1	<p>Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when preparing background surfaces for plastering, tiling, panelling or painting/decorating</p>			
	3.2	<p>Comply with information relating to specific risks to health when preparing background surfaces for plastering, tiling, panelling or painting/decorating</p>			
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing background surfaces for plastering, tiling, panelling or painting/decorating, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> ● collective protective measures ● personal protective equipment (PPE) ● respiratory protective equipment (RPE) ● local exhaust ventilation (LEV) 			
	3.4	<p>Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p>			
	3.5	<p>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</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to prepare background surfaces for plastering, tiling, panelling or painting/decorating	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: <ul style="list-style-type: none"> solvents and cleaning agents stripping materials and equipment fillers and bonding agents primers, surface treatment materials and waterproofing agents sand, cement, lime and plaster renders mesh, trims and fixings hand and/or portable 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 preparing background surfaces for plastering, tiling, panelling or painting/decorating				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing background surfaces for plastering, tiling, panelling or painting/decorating	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 preparing background surfaces for plastering, tiling, panelling or painting/decorating	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: <ul style="list-style-type: none"> 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
<p>7 Comply with the given contract information to prepare background surfaces for plastering, tiling, panelling or painting/decorating to the required specification</p>	7.1	<p>Demonstrate the following work skills when preparing background surfaces for plastering, tiling, panelling or painting/decorating:</p> <ul style="list-style-type: none"> ● measuring, marking out, washing, stripping/scraping, abrading/keying, hacking, cutting out, removing, mixing, filling, levelling/flattening, brushing down and priming 			
	7.2	<p>Prepare new or existing background surfaces for plastering and/or tiling and/or panelling and/or painting/decorating to given working instructions for five of the following:</p> <ul style="list-style-type: none"> ● previously plastered, tiled, panelled or painted/decorated surfaces ● brick ● block ● concrete ● render or plaster ● manufactured board ● wood ● metal 			
	7.3	<p>Safely use materials, hand tools, portable power tools and ancillary equipment</p>			
	7.4	<p>Safely store the materials, tools and equipment used when preparing background surfaces for plastering, tiling, panelling or painting/decorating</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5</p> <p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● prepare previously plastered, tiled, panelled or painted/decorated surfaces ● remove surface contamination ● prepare brick, block, concrete and boarding for plastering ● prepare brick, block, concrete, wood, metal, render or and plaster for tiling ● prepare brick, block, concrete, wood, metal, render or and plaster for painting/decorating ● prepare brick, block, concrete, wood, metal, render and plaster for panelling ● prepare manufactured board ● mix and apply plaster, sand, cement and lime renders 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • apply primers • fill, level and abrade surfaces • apply preparatory treatments • use waterproof membranes • fix proprietary mesh and trims • apply movement joints • recognise and determine when specific skills and knowledge are required and report accordingly • complete and maintain records • work on buildings of historical significance • use hand tools, portable power tools and equipment • work at height • use access equipment 			
	<p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing background surfaces for plastering, tiling, panelling or painting/decorating</p>			
	<p>7.8 Describe how to maintain the tools and equipment used when preparing background surfaces for plastering, tiling, panelling or painting/decorating</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 14: Tiling Wall and Floor Surfaces in the Workplace

Unit reference number: L/503/2548

QCF level: 2

Credit value: 13

Guided learning hours: 43

Unit summary

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

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when tiling wall and floor surfaces	1.1	Interpret and extract relevant information from drawings specifications, job details, method statements, risk assessments, control of substances hazardous to health (COSHH) assessments and manufacturers' information related to the work to be carried out				
		1.2	Comply with information and/or instructions derived from risk assessments and method statements				
		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: <ul style="list-style-type: none"> drawings, specifications, job details, method statements, risk assessments, COSHH assessments, manufacturers' information and wall and floor tiling recommendations 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when tiling wall and floor surfaces</p>	2.1	<p>Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> in the workplace, 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	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>				
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when tiling wall and floor surfaces	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when tiling wall and floor surfaces			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tiling wall and floor surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	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 tile wall and floor surfaces	4.1	Select resources associated with own work in relation to materials, components, accessories, tools and equipment				
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> wall and floor tiles, grout, adhesives, accessories hand and/or powered tools and associated 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 method of work				
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to tile wall and floor surfaces				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when tiling wall and floor surfaces	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 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 tiling wall and floor surfaces	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: <ul style="list-style-type: none"> 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 tile wall and floor surfaces to the required specification	7.1	Demonstrate the following work skills when tiling wall and floor surfaces: <ul style="list-style-type: none"> measuring, setting out, cutting, removing, applying, positioning, securing and finishing 				
		7.2	Fix tiles to vertical, horizontal and inclined surfaces to given working instructions for: <ul style="list-style-type: none"> wall and floor surfaces reveals, cills and soffits (door and/or windows) floor drainage and outlets fixture of appropriate accessories 				
		7.3	Safely use materials, hand tools, portable power tools and associated equipment				
		7.4	Safely store the materials, tools and equipment used when tiling wall and floor surfaces				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.5	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● fix and finish wall and floor tiles to regular and irregular vertical, horizontal and inclined surfaces, including staircase and landing (new and repair work) ● remove existing tiles and prepare background ● form reveals, cills and soffits (door and window openings) ● form internal and external angles ● fix channels/form drainage and outlets ● use appropriate accessories ● use hand tools, power tools and associated equipment ● work at height ● use access equipment 			
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when tiling wall and floor surfaces			
	7.7	Describe how to maintain the tools and equipment used when tiling wall and floor surfaces			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 15: Removing and Renewing Floor Screeds in the Workplace

Unit reference number: K/505/1835

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

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

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when removing and renewing floor screeds	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments and manufacturers' information 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when removing and renewing floor screeds</p>	2.1	<p>Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 				
	2.2	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>				
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when removing and renewing floor screeds	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when removing and renewing floor screeds				
		3.2	Comply with information relating to specific risks to health when removing and renewing floor screeds				
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to removing and renewing floor screeds, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 remove and renew floor screeds	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: <ul style="list-style-type: none"> • floor screeds • bonding agents • damp-proofing materials • insulation materials • fittings and fixings • hand and/or portable 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 remove and renew floor screeds				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when removing and renewing floor screeds	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 removing and renewing floor screeds	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: <ul style="list-style-type: none"> 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 remove and renew floor screeds to the required specification	7.1	Demonstrate the following work skills removing and renewing floor screeds: <ul style="list-style-type: none"> ● measuring, marking out, cutting, keying, mixing, applying, levelling and finishing 				
	7.2	Prepare floor screeds to given working instructions				
	7.3	Remove and renew floor screeds to given working instructions				
	7.4	Safely use materials, hand tools, portable power tools and ancillary equipment				
	7.5	Safely store the materials, tools and equipment used when removing and renewing floor screeds				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6</p> <p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● cut out and remove defective screeds ● protect damp-proofing, insulation and services (gas, electric, water) ● replace damp-proofing and insulation ● prepare background surfaces ● determine level and gradient ● select and prepare materials ● apply bonding agents ● place, rule off and trowel screeds to float finish ● match new screed to existing ● recognise and determine when specific skills and knowledge are required and report accordingly ● complete and maintain records ● work on buildings of historical significance ● use hand tools, portable power tools and equipment ● 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 removing and renewing floor screeds			
	7.8	Describe how to maintain the tools and equipment used when removing and renewing floor screeds			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Preparing Background Surfaces for Plasterwork in the Workplace

Unit reference number: H/600/7679

QCF level: 1

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing background surfaces for plasterwork in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 preparing background surfaces for plasterwork to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance), and against one of the following endorsements:

- solid
- fibrous.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Know how to comply with relevant legislation and official guidance when preparing background surfaces for plasterwork	1.1	Describe the different types of instruction used with the method/procedure to prepare background surfaces for plasterwork				
		1.2	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 				
		1.3	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative				
		1.4	State what the accident reporting procedures are and who is responsible for making reports				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Maintain safe working practices when preparing background surfaces for plasterwork	2.1	Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when preparing background surfaces for plasterwork				
		2.2	Explain why and when personal protective equipment (PPE) should be used, relating to preparing background surfaces for plasterwork, and the types, purpose and limitations of each type				
		2.3	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				
		3.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> hand and/or powered tools and equipment 				
		3.2	Select resources associated with own work in relation to tools and equipment				
3	Select the required quantity and quality of resources for the methods of work to prepare background surfaces for plasterwork	3.3	State how the resources should be used correctly				
		3.4	Outline potential hazards associated with the resources and method of work				
		3.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare background surfaces for plasterwork				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Minimise the risk of damage to the work and surrounding area when preparing background surfaces for plasterwork	4.1	Protect the work and its surrounding area from damage				
		4.2	Minimise damage and maintain a clean work space				
		4.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions				
		4.4	Dispose of waste in accordance with legislation				
		4.5	State why the disposal of waste should be carried out in relation to the work				
5	Complete the work within the allocated time when preparing background surfaces for plasterwork	5.1	Demonstrate completion of the work within the allocated time				
		5.2	State the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Comply with the given contract information to prepare background surfaces for plasterwork to the required specification	6.1	Demonstrate the following work skills when preparing background surfaces for plasterwork: <ul style="list-style-type: none"> measuring, marking out, cutting, keying and brushing 				
		6.2	Prepare brick, stone and/or block backgrounds to receive solid and/or fibrous plaster to contractor's working instructions, relating to: <ul style="list-style-type: none"> removing loose or semi-loose material removing obstructions 				
		6.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> prepare solid plaster backgrounds and/or fibrous plaster backgrounds to receive plasterwork method of calculating area of background to be prepared work at height use hand tools, power tools and equipment 				
		6.4	Safely use and store hand tools, portable power tools and ancillary equipment				
		6.5	State the needs of other occupations and how to communicate within a team when preparing background surfaces for plasterwork				
		6.6	Describe how to maintain the tools and equipment used when preparing background surfaces for plasterwork				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 17: Applying Finishing Plaster to Background Surfaces in the Workplace

Unit reference number: A/600/7686

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying finishing plaster to background surfaces in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 applying finishing plaster to background surfaces to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying finishing plaster to background surfaces	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: <ul style="list-style-type: none"> 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 applying finishing plaster to background surfaces	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 applying finishing plaster to background surfaces	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 applying finishing plaster to background surfaces				
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to applying finishing plaster to background surfaces, 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 apply finishing plaster to background surfaces	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • plasters • hand tools and equipment 				
		4.2	Select resources associated with own work in relation to materials, components, fixings, 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 apply finishing plaster to background surfaces				
5	Minimise the risk of damage to the work and surrounding area when applying finishing plaster to background surfaces	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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when applying finishing plaster to background surfaces	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 agreed starting and finishing times				
7	Comply with the given contract information to apply finishing plaster to background surfaces to the required specification	7.1	Demonstrate the following work skills when applying finishing plaster to background surfaces: <ul style="list-style-type: none"> • applying and finishing 				
		7.2	Prepare and apply finishing plasters to prepared backgrounds to contractor's working instructions				
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • apply finishing plasters to vertical and horizontal surfaces in new situations • mix plasters • prepare backgrounds • work at height • use hand tools and equipment 				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4	Safely use and store hand tools and ancillary equipment		
	7.5	State the needs of other occupations and how to communicate within a team when applying finishing plaster to background surfaces		
	7.6	Describe how to maintain the tools and equipment used when applying finishing plaster to background surfaces		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Maintaining Slate and Tile Roofing in the Workplace

Unit reference number: K/503/9538

QCF 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.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance), and against four of the following endorsements:

- slate roofs (local material and style)
- tiled roofs (local material and style)
- flashings
- roof ventilation
- rainwater goods.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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				
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: <ul style="list-style-type: none"> collective protective measures personal protective equipment (PPE) respiratory protective equipment (RPE) local exhaust ventilation (LEV) 				

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> ● measuring, marking out, removing, fitting, positioning and securing 			
	7.2	Repair specified roof areas to given working instructions for four of the following: <ul style="list-style-type: none"> ● 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
	<p>7.5</p> <p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • 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 			
	<p>7.6</p> <p>Describe the needs of other occupations and how to effectively communicate within a team when maintaining slate and tile roofing</p>			
	<p>7.7</p> <p>Describe how to maintain the tools and equipment used when maintaining slate and tile roofing</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 19: **Repairing Roof Sheeting and Cladding Systems in the Workplace**

Unit reference number: Y/600/7050

QCF level: 2

Credit value: 20

Guided learning hours: 67

Unit summary

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

Unit 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 in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 repairing roof sheeting and cladding systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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 information from drawings, specifications, schedules and manufacturers' information				
		1.2	Comply with information and/or instructions derived from risk assessments and/or 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: <ul style="list-style-type: none"> drawings, specifications, schedules, manufacturers' information, regulations governing buildings, oral/written procedures for dealing with damaged or incorrect materials and/or resources and site induction 				

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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting and with mechanical access equipment 				
		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 and healthy working practices when maintaining slate and tile roofing	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing roof sheeting and cladding systems				
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to repairing roof sheeting and cladding systems, 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, falls, rescue procedures 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	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> mechanical fixings and fasteners, flashings, fittings, insulation, sealers and fillers, metal and translucent sheets, composite panels, fibre cement systems, condensation and vapour control, related materials and components hand and/or powered tools and equipment 				
		4.2	Select resources associated with own work in relation to materials, components, fixings, 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 repair roof sheeting and cladding systems				

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				
		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 maintaining slate and tile roofing	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: <ul style="list-style-type: none"> 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 repairing roof sheeting and cladding systems: <ul style="list-style-type: none"> ● removing, replacing, renewing and making good 				
	7.2	Identify and repair defects in roof sheeting and cladding to contractor's working instructions for: <ul style="list-style-type: none"> ● roof leaks/condensation ● damaged sheets and components ● minor surface coating defects ● damaged or missing flashings 				
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> ● identify defects ● remove or recover defective materials ● carry out repairs to sheet components ● repair coating defects ● prevent water leaks and condensation ● check quality and suitability of work on completion or at the end of the day ● use hand tools, power tools and equipment ● work at height ● use of access 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 repairing roof sheeting and cladding systems			
	7.6	Describe how and when to maintain the tools and equipment used when repairing roof sheeting and cladding systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: **Repairing Membrane Roofing Systems in the Workplace**

Unit reference number: Y/506/2622

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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

Unit 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 in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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:

- reinforced bitumen membrane roofing
- single-ply membrane roofing
- liquid applied membrane roofing.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing membrane roofing systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and oral/written instructions				
		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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data, oral/written procedures and current regulations 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when repairing membrane roofing systems</p>	2.1	<p>Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:</p> <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 				
	2.2	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>				
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>				
	2.4	<p>Describe the types of fire extinguishers available when repairing membrane roofing systems and describe how and when they are used</p>				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when repairing membrane roofing systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing membrane roofing systems				
	3.2	Demonstrate compliance with given information and relevant legislation when repairing membrane roofing systems in relation to: <ul style="list-style-type: none"> ● safe use of access equipment ● safe use and handling of materials, tools and equipment ● safe storage and distribution of materials, tools and equipment ● specific risks to health 				
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used relating to repairing membrane roofing systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> ● 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 working 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 activities				

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 membrane roofing systems	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: <ul style="list-style-type: none"> • relevant membrane system materials, upstands, pipes, vents, rainwater outlets and associated materials, components, fixings and fittings • access equipment • hand and/or power 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 membrane roofing systems				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repair membrane roofing systems	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 membrane roofing systems	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: <ul style="list-style-type: none"> 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 membrane roofing systems to the required specification	7.1	Demonstrate the following work skills when repairing membrane roofing systems: <ul style="list-style-type: none"> ● removing, measuring, marking out, cutting, fitting, applying, positioning and securing 			
	7.2	Use and maintain hand tools, power tools and ancillary equipment			
	7.3	Repair reinforced bitumen and/or single ply and/or liquid applied membrane roofing systems to given working instructions relating to one of the following: <ul style="list-style-type: none"> ● damaged membrane ● edges and upstands ● penetrations, pipes and vents ● perimeters, rainwater outlets 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● identify and evaluate defects in the membrane and inspect condition of sub-strata ● record and report findings ● take account of the local environment ● remove debris and blockages ● repair damaged reinforced bitumen membrane system, single ply membrane system or liquid membrane system ● carry out appropriate repair to edges, upstands, penetrations, pipes, vents, perimeters and rainwater outlets ● repair/replace damaged insulation/decking ● repair/replace damaged associated materials and components ● work at height ● use access equipment 			
	<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when repairing membrane roofing systems</p>			
	<p>7.6 Describe how to maintain the tools and equipment used when repairing membrane roofing systems</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 21: Removing and Repairing Eaves and Verge Finishings in the Workplace

Unit reference number: D/600/7177

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in removing and repairing eaves and verge finishings in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 removing and repairing eaves and verge finishings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when removing and repairing eaves and verge finishings	1.1	Interpret and extract information from drawings, scales, 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: <ul style="list-style-type: none"> drawings, scales, 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 removing and repairing eaves and verge finishings	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting near telephone lines and overhead power supplies 				
		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 removing and repairing eaves and verge finishings	3.1	Use personal protective equipment (PPE), access equipment and handle asbestos cement materials (as applicable) safely to carry out the activity, in accordance with legislation and organisational requirements when removing and repairing eaves and verge finishings				
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to removing and repairing eaves and verge finishings, 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
<p>4 Select the required quantity and quality of resources for the methods of work to remove and repair eaves and verge finishings</p>	4.1	<p>Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> ● timber, tiles and slates, sarking, fixings, fittings, sand and cement ● hand and/or powered tools and equipment 				
	4.2	<p>Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p>				
	4.3	<p>State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p>				
	4.4	<p>Outline potential hazards associated with the resources and method of work, with particular emphasis on asbestos cement materials</p>				
	4.5	<p>Describe how to calculate quantity, length, area and wastage associated with the method/procedure to remove and repair eaves and verge finishings</p>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when removing and repairing eaves and verge finishings	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 removing and repairing eaves and verge finishings	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: <ul style="list-style-type: none"> 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 remove and repair eaves and verge finishings to the required specification	7.1	Demonstrate the following work skills when removing and repairing eaves and verge finishings: <ul style="list-style-type: none"> measuring, marking out, removing, replacing, fitting, positioning and securing 				
		7.2	Remove to contractor's working instructions: <ul style="list-style-type: none"> gutters and pipework, fascias, bargeboards, soffits tiles/slates, battens, sarking 				
		7.3	Repair/replace to contractor's working instructions: <ul style="list-style-type: none"> rafters and/or joist feet tile battens, sarking, tiles and slates application of appropriate timber preservative roof pointing to verges 				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.4	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • remove existing gutters, fascias, snow guards, leaf traps, bargeboards, soffits, tiles and slates, asbestos cement materials • repair feet of existing rafters and/or joists • replace sarking and battens • locate and remove telephone lines and overhead power supplies in accordance with organisational policy • assess expansion and contraction across products • assess compatibility across manufacturer's products • use hand tools, power tools and equipment • use access equipment 			
	7.5	Safely use and store hand tools, portable power tools and ancillary equipment			
	7.6	State the needs of other occupations and how to communicate within a team when removing and repairing eaves and verge finishings			
	7.7	Describe how to maintain the tools and equipment used when removing and repairing eaves and verge finishings			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 22: Repairing and Maintaining Masonry Structures in the Workplace

Unit reference number: L/503/9550

QCF 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.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance), and against at least one of the following endorsements:

- brick
- block
- local style.
- The unit must also be assessed 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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: <ul style="list-style-type: none"> drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when repairing and maintaining masonry structures</p>	2.1	<p>Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> 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	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>				
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>				

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • 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 			
	<p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining masonry structures</p>			
	<p>7.7 Describe how to maintain the tools and equipment used when repairing and maintaining masonry structures</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 23: **Repairing Basic Stonemasonry Structures in the Workplace**

Unit reference number: M/503/3126

QCF 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 repairing basic stonemasonry structures in the workplace within the relevant sector of industry.

Unit 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 in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and 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 own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing basic stonemasonry structures	1.1	Interpret and extract relevant information from drawings, specifications, schedules and risk assessments				
		1.2	Comply with information and/or instructions derived from risk assessments and method statements				
		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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, technical information and appropriate regulations 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when repairing basic stonemasonry structures	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, 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 working practices when repairing basic stonemasonry structures	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing basic stonemasonry structures				
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing basic stonemasonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 				
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions				
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, occupational 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 basic stonemasonry structures	4.1	Select resources associated with own work in relation to materials, components, appropriate fixings, tools and equipment				
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> natural stones, plain and dressed, fixings, fine aggregates, cement, lime additives, adhesives, dampness barriers, colourings, insulation, props and struts 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 method of work				
		4.6	Describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to repair basic stonemasonry structures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing basic stonemasonry 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 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, technical information, statutory regulations and official guidance				
6	Complete the work within the allocated time when repairing basic stonemasonry structures	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: <ul style="list-style-type: none"> 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 basic stonemasonry structures to the required specification	7.1	Demonstrate the following work skills when repairing basic stonemasonry structures: <ul style="list-style-type: none"> ● measuring, marking out, cutting out, removing, renewing, fixing and finishing 				
	7.2	Repair stonemasonry structures in plain and part dressed stone to given working instructions to: <ul style="list-style-type: none"> ● cavity and solid stone walling ● individual damaged/defective stones ● replicate stones ● clean beds and joints ● match finishes 				
	7.3	Safely use materials, hand tools and/or portable power tools and ancillary equipment				
	7.4	Safely store the materials, tools and equipment used when repairing basic stonemasonry structures				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.5	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> ● repair existing stonemasonry structures in matching materials and finishes ● prop existing structures ● cut out and replace stones ● clean beds and joints ● mix mortars and adhesives ● 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 basic stonemasonry structures			
	7.7	Describe how to maintain the tools and equipment used when repairing basic stonemasonry structures			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

12 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus
- BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning: www.edexcel.com/about-wbl/Pages/Contact-us.aspx
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.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))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website: www.edexcel.com/quals/NVQ-competence-based-qcf/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, www.edexcel.com

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

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

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

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: www.edexcel.com/contactus

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: www.pearsonwbl.edexcel.com/Our-support

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: www.pearsonwbl.edexcel.com/Our-support

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment Strategy – ConstructionSkills

This is the Assessment Strategy for ConstructionSkills, the Sector Skills Council (SSC) for construction and the built environment. The strategy itself contains a number of appendices which are also included.

Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional

Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Introduction

This Assessment Strategy provides principles and guidance to awarding organisations so the assessment of units and qualifications with NVQ in the Qualifications and Credit Framework (QCF) title and SVQs is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, supervisory, technical, managerial and professional NVQ and SVQ units and qualifications. This Assessment Strategy is one of the strands of the ConstructionSkills' Construction Qualification Strategy.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of NVQ and SVQ units and qualifications as required by the qualification regulators' documentation.

This consolidated Assessment Strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

Appendix A provides guidance to help awarding organisations incorporate relevant parts of these principle requirements in their documentation.

Appendix B provides a list of sub appendices relevant to specific NVQ or SVQ qualifications and units, these sub appendices contain additional information for awarding organisations where National Working Groups or Awarding Body Fora have identified the need for specific clarification. Clarification may be about the terminology of the content of the unit (ref. section 2.1), or specific occupational expertise requirements for assessors and verifiers (ref. section 4).

Awarding organisations must make this Strategy and the relevant Appendices available to assessors, verifiers and candidates.

Principles

1. External quality control of assessment

1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector Assessment Strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors and verifiers.

1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.

1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum, of which the qualification regulators are members. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQ or SVQ units and qualifications, including aspects informing incremental change.

1.4 The Forum will, in respect of this strategy:

- build on the good relationships with awarding organisations
- provide opportunities to identify and address particular issues of external quality control
- contribute to improving quality and consistency
- support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
- provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
- discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
- inform the continuous improvement of NOS, and awards derived from them
- identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.

1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.

1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

2 Aspects to be assessed through performance in the workplace

2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant.

ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).

2.2 Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

2.3 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. *Appendix A* suggests standard evidence notes for awarding organisations.

3 How simulated working conditions may be used to assess competence

3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:

- there are hazards
- it is difficult to distinguish individual performance in team situations
- circumstances occur infrequently or long term results are involved
- confidentiality is important
- there are organisational constraints.

3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. *Appendix A* suggests standard evidence notes for awarding organisations.

3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:

- tools, equipment and instruments
- materials
- types of contingencies
- standards and quality specifications
- real timescales
- quantities of work

- physical conditions
- relationships with people
- types of interaction
- communication methods and media
- information and data.

3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.

3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4 Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that assessors:

4.1.1 have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.1.2 have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements

4.1.3 only assess in their acknowledged area of occupational competence

4.1.4 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this Assessment Strategy (this document)

4.1.5 are prepared to participate in training activities for their continued professional development

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

4.2 Awarding organisations must ensure that internal verifiers:

4.2.1 have sufficient, verifiable, relevant up to date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.2.2 have expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the NOS and this Assessment Strategy (this document)

4.2.4 are prepared to participate in training activities for their continued professional development

4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice

or hold one of the following:

- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the reviewed National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of Internal Quality Assurance one of the following qualifications is held:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following:

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

4.3 Awarding organisations must ensure that external verifiers:

4.3.1 have sufficient, verifiable, relevant experience, knowledge and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.3.2 have sufficient expertise so they have an up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the NOS and this Assessment Strategy (this document)

4.3.4 are prepared to participate in training activities for their continued professional development

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment
- SVQ (SCQF level) in the External Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF) in Leading the External Quality Assurance of Assessment

or hold one of the following

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process

Holders of V2/D35 must quality assure to the reviewed National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of External Quality Assurance one of the following qualifications is held at Level 3 and Level 4.

Level 3:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Level 4:

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice
- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

4.4 Selection and appointment of assessors and verifiers

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the NVQ/SVQ(s) they will assess/verify to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area:

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

All assessors should have experience as well as, not in lieu of, qualifications.

Where there seem to be gaps in a potentially suitable applicant's experience and knowledge, the applicant should be interviewed. Successful applicants' CVs, profiling, reasons for not needing to interview and interview records should be available for audit.

Appendix B1 - Additional Information to the Consolidated Assessment Strategy from the National Working Group for Controlling Lifting Operations

Part A: Clarification and guidance notes

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the Assessment Strategy principles' requirements in their documentation for the Controlling Lifting Operations units and qualifications with NVQ in the QCF title and SVQs.

Additional requirements for assessors of planning and supervising lifting operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in lifting operations and on each endorsement for which they wish to assess. The awarding body must ensure that all assessors are competent on each endorsement for which they intend to assess.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry require lift planners and supervisors to possess certification from recognised industry approved bodies. The awarding body should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where lifting experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

Part B: Clarification on standards (NOS) content terminology

Various sectors of industry, supported by the Health and Safety Executive, requested national occupational standards for the safety critical occupations of lift planner and lift supervisor. Standards from the suite of National Occupational Standards for Construction Site Supervision and Construction Site Management were identified by the National Working Group (NWG) as conveniently defining the job roles of planner and supervisor.

Certain standards (NOS), however, use terminology particular to, or make reference to, the construction sector, limiting the scope of the standards. Clarification of NOS terminology has been produced (Appendix B1), by the NWG, for awarding organisations, which provides interpretation and meaning of selected words that are used in lifting operations within other industrial sectors. Provision of this clarification further avoids a proliferation of new standards.

Awarding organisations need to ensure that candidates, employers, assessment centres, assessors and those involved in the verification process for this qualification are informed of the clarification of NOS terminology for planning and supervising lifting operations.

Clarification of NOS terminology for controlling lifting operations

'construction operations'	Includes lifting operations within other sectors of industry.
'decision-makers'	This refers to the client, customer or their representative, senior/contracts manager, project team, consultants or in VR 705 the lift planner.
'ensure notice has been given to all the people who will be affected...'	This means as dictated by the lift plan.
'lines', 'levels', 'angles'	This includes load levels, ground levels, lines for placing loads and lifting accessory angles
'near neighbours'	This can include other structures and a workforce in a different part of the project.
'organise and control the site'	The lifting activity and the immediate surrounding area
'position, align and/or level the work'	This refers to items being moved and placed and the equipment used to attach and move the loads.
'produce clear requests for plant, equipment or machinery'	This means those specified by the lift plan.
'place and maintain notices'	This means ensuring that the correct notices (for the lifting activity) are in place prior to the commencement of the lifting activity, and checked throughout the duration of the activity.
'plan how the work will be undertaken'	This means as dictated by the lift plan.
'programmes and schedules'	This refers to either components part of, or the complete lift plan.
'project'	A lifting operation that is taking place within an overall contract, project or work activity.
'project plan'	This refers to either components part of, or the complete lift plan.
'site'	A lifting operation that is taking place within an overall contract, project or work activity.
'site plan'	This refers to either components part of, or the complete lift plan.
'vehicular access'	This can comprise of all forms of transport, including waterborne and airborne craft.

Appendix B2

Additional Information to the Consolidated Assessment Strategy from the Awarding Body Forum for Plant Operations

Clarification and guidance notes

Aspects to be assessed through performance in the workplace

This additional information has been produced to ensure consistency in aspects to be assessed through performance in the workplace as described in paragraph 2.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate the guidance into their assessment methodology for Plant Operations units and qualifications with NVQ in the QCF title and SVQ in the SCQF.

Additional requirements for assessment in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This direct evidence must be met using a combination of the following methods.

- direct observation by the assessor
- witness testimony by an expert witness related to the occupational area
- professional discussion.

Workplace evidence must be supported by the required evidence of knowledge and understanding gained from at least three month's work-based experience.

Occupational expertise requirements for assessors

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the Assessment Strategy principles' requirements in their documentation for Plant Operations units and qualifications with NVQ in the QCF title and SVQs.

Additional requirements for assessors of plant operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in plant operations and on each endorsement for which they wish to assess. The awarding organisation must ensure that all assessors are competent on each endorsement for which they intend to assess in accordance with requirements of the qualification regulators' guidance for England, Northern Ireland, Scotland and Wales.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry require operators of plant and equipment to possess certification from recognised industry approved bodies. The awarding organisation should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where plant operating experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) and describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (N/SVQs) that are competence based qualifications and demand assessment in a workplace environment.

Assessment of N/SVQs through simulation is indicated where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult to assess through normal working practice. This will usually apply as a result of one or more of the following constraints:

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (e.g. electricity and gas sectors, fire service etc.)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (e.g. handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (e.g. in some teamwork contexts)
- activities or situations which are sufficiently rare (e.g. where processes, such as a 'shut-down', may only occur on an annual basis)
- when the collection and/or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality, or would significantly alter the nature of an interaction or relationship (e.g. in some health care settings)
- a requirement to work with new techniques and/or work practices which may not be available in all workplaces.

Where permitted, simulation can take one or a combination of the two following forms:

- the candidate is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
- the candidate is presented with a situation to which they must respond; taking and playing the role they would expect to play in the workplace.

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (N/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

Annexe B: Personal, Learning and Thinking Skills mapping

PLTS	Units	1	2	3	4
		L1	L2	L2	L2
Independent Enquirers					
1	identify questions to answer and problems to resolve				
2	plan and carry out research, appreciating the consequences of decisions				
3	explore issues, events or problems from different perspectives				
4	analyse and evaluate information, judging its relevance and value				
5	consider the influence of circumstances, beliefs and feelings on decisions and events				
6	support conclusions, using reasoned arguments and evidence				
Creative Thinkers					
1	generate ideas and explore possibilities				
2	ask questions to extend their thinking				
3	connect their own and others' ideas and experiences in inventive ways				
4	question their own and others' assumptions				
5	try out alternatives or new solutions and follow ideas through				
6	adapt ideas as circumstances change	●			
Reflective Learners					
1	assess themselves and others, identifying opportunities and achievements				
2	set goals with success criteria for their development and work				
3	review progress, acting on the outcomes				
4	invite feedback and deal positively with praise, setbacks and criticism				
5	evaluate experiences and learning to inform future progress				
6	communicate their learning in relevant ways for different audiences				

Units	1 Lx	2 Lx	3 Lx	4 Lx
PLTS				
Team Workers				
1 collaborate with others to work towards common goals		•		•
2 reach agreements, managing discussions to achieve results	•			•
3 adapt behaviour to suit different roles and situations, including leadership roles		•		
4 show fairness and consideration to others	•	•	•	•
5 take responsibility, showing confidence in themselves and their contribution	•			•
6 provide constructive support and feedback to others	•			
Self-Managers				
1 seek out challenges or new responsibilities and show flexibility when priorities change				
2 work towards goals, showing initiative, commitment and perseverance				
3 organise time and resources, prioritising actions		•	•	
4 anticipate, take and manage risks	•		•	•
5 deal with competing pressures, including personal and work-related demands				
6 respond positively to change, seeking advice and support when needed				
7 manage their emotions, and build and maintain relationships		•		
Effective Participators				
1 discuss issues of concern, seeking resolution where needed				
2 present a persuasive case for action				
3 propose practical ways forward, breaking these down into manageable steps				
4 identify improvements that would benefit others as well as themselves				
5 try to influence others, negotiating and balancing diverse views to reach workable solutions				
6 act as an advocate for views and beliefs that may differ from their own				

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