

Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction)

Specification

NVQ/competence-based qualifications

First registration June 2013

Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction) (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction) specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	5
Guided learning definition updated	10
QCF references removed from unit titles and unit levels in all units	13-229

Earlier issue(s) show(s) previous changes.

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

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

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

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

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

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

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

Qualification title covered by this specification

This specification provides the information you need to offer the Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing Painting and Decorating (Construction):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction)	600/9097/2	10/05/13

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

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

This title replaces the following qualification from June 2013:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction) (QCF)	600/2891/9	01/09/11	30/04/13

Key features of the Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing - Painting and Decorating (Construction)

This qualification:

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

The Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction) has been approved as a component for the ConstructionSkills Advanced Apprenticeship in Construction Building.

What is the purpose of this qualification?

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

Who is this qualification for?

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

Pearson's policy is that the qualification should:

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

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

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

What is the potential job role for those working towards this qualification?

- Decorator

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

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

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing - Painting and Decorating (Construction)?

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

The Total Qualification Time (TQT) for this qualification is 1230.

The Guided Learning Hours for this qualification are 412.

To achieve this qualification, learners must complete a minimum of 123 credits, including 92 mandatory credits from Group A and a further 31 credits from the optional units in Group B.

Qualification structure

Pearson Edexcel Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction)					
Unit no.	Unit reference number	A - Mandatory units	Credit	Level	GLH
1	A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	10	3	33
2	M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	8	5	27
3	R/503/2924	Confirming the Occupational Method of Work in the Workplace	11	3	37
4	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
5	R/503/9680	Preparing Surfaces for Painting/Decorating in the Workplace	27	2	90
6	F/503/9688	Applying Paint Systems to Complex Surfaces by Brush in the Workplace	26	3	87
7	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7

B – Optional units. Learners must complete one unit from B1 and one unit from B2, a minimum of 31 credits.					
		B1 – Optional units			
8	D/503/9696	Hanging Standard Paper Wallcoverings in the Workplace	26	3	87
9	Y/503/9700	Hanging Wide-width Vinyls in the Workplace	20	3	67
		B2 – Optional units			
10	D/503/9732	Applying Coatings by the Airless Spray Method in the Workplace	17	3	57
11	H/503/9733	Applying Coatings by the Air Spray Method in the Workplace	27	3	90
12	K/503/9734	Producing and Applying Complex Stencil Designs in the Workplace	21	3	70
13	F/503/9738	Hanging Wallcoverings to Complex Surfaces in the Workplace	32	3	107
14	R/503/9761	Hanging Specialised Paper Wallcoverings in the Workplace	28	4	93
15	D/503/9763	Producing Comb Textured Finishes in the Workplace	16	3	53
16	J/503/9790	Applying Metal Leaf to Surfaces in the Workplace	22	3	73
17	A/503/9804	Installing Coving and Decorative Mouldings in the Workplace	11	2	37
18	Y/503/9809	Applying Coatings to Produce Textured Finishes in the Workplace	14	2	47
19	L/503/9810	Producing Broken Colour Work in the Workplace	12	2	40
20	L/503/9953	Producing Stencil Designs using Pre-cut Stencil Plates in the Workplace	12	2	40
21	D/503/9956	Producing Straight Grained Effects in the Workplace	12	2	40
22	R/504/4197	Producing Quality Replica Grained Finishes in the Workplace	20	4	67
23	K/503/9961	Producing Marbling Effects in the Workplace	12	2	40
24	H/503/9960	Producing Quality Replica Marble Finishes in the Workplace	15	3	50

How is the qualification graded and assessed?

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

To pass a unit a learner must:

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

The qualifications are designed to be assessed:

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

Assessment strategy

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

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

Learners may provide evidence of occupational competence from:

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

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

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

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

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

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learners certificate
Unit reference number:					This is the unit owner's reference number for the specified unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

Unit reference number: A/503/2772

Level: 3

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to develop the skills, knowledge and understanding required to confirm competence in confirming work activities and resources for an occupational work area in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Identify work activities, assess required resources and plan the sequence of work	<p>1.1 Identify work activities, assess required resources and plan the sequence of work</p> <p>1.2 Identify work activities and formulate a plan for their own sequence of work</p> <p>1.3 Explain the types of work relative to the occupational area and how to identify different work activities</p> <p>1.4 Explain methods of assessing the resources needed from a range of available information</p> <p>1.5 Explain the required information and the different methods used to prepare a work programme relative to the occupational area</p>			
2	Obtain clarification and advice where the resources required are not available	<p>2.1 Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available</p> <p>2.2 Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Evaluate the work activities and the requirements of any significant external factors against the project requirements	<p>3.1 Assess progress of work against project requirements, taking into account external factors relating to:</p> <ul style="list-style-type: none"> – other occupations and/or customers – resources – weather conditions – health and safety requirements <p>3.2 Explain different methods of evaluating work activities against the following project requirements:</p> <ul style="list-style-type: none"> – contract conditions – contract programme – health and safety requirements of operatives <p>3.3 Evaluate the requirements of significant external factors that could affect the progress of work, in relation to:</p> <ul style="list-style-type: none"> – other related programmes – special working conditions – weather conditions – other occupations/people – resources – health and safety requirements 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Identify work activities which influence each other and make the best use of the resources available	4.1 Determine work activities that have an influence on each other			
		4.2 Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> – occupations and/or customers associated with the work – tools, plant and/or ancillary equipment materials and components 			
		4.3 Explain different methods and sources that can identify which work activities influence each other			
		4.4 Describe how to determine the sequence of work activities and how long each work activity will take			
		4.5 Describe what zero and low carbon requirements are			
		4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Identify changed circumstances that require alterations to the work programme and justify them to decision makers	5.1 Evaluate project progress against the work programme to identify any changed circumstances 5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme 5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements 5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme 5.5 Explain the methods used to justify to decision makers the effects resulting from alterations to the work programme			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit reference number:	M/503/2915
Level:	5
Credit value:	8
Guided learning hours:	27

The aim of this unit is to develop the skills, knowledge and understanding required to confirm competence in developing and maintaining good occupational working relationships in the workplace within the relevant sector of industry.

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

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

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

Workplace evidence of skills cannot be simulated.

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Develop, maintain and encourage working relationships to promote good will and trust	1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved			
		1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others			
		1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people			
		1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency	<p>2.1 Communicate the following work activity information to relevant people following organisational procedures:</p> <ul style="list-style-type: none"> – appropriate timescales – health and safety requirements – co-ordination of work procedures <p>2.2 Explain the different methods and techniques used to inform relevant people about work activities</p> <p>2.3 Explain the effects of not informing relevant people with the expected level of urgency</p> <p>2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive:</p> <ul style="list-style-type: none"> – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome			
		3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments			
		3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> – progress – results – achievements – occupational problems – occupational opportunities – health and safety requirements – co-ordinated work 			
4	Clarify proposals with relevant people and discuss alternative suggestions	4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved			
		4.2 Explain the methods of clarifying alternative proposals with relevant people			
		4.3 Explain the methods of suggesting alternative proposals			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect	5.1 Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work 5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Confirming the Occupational Method of Work in the Workplace

Unit reference number: R/503/2924

Level: 3

Credit value: 11

Guided learning hours: 37

Unit summary

The aim of this unit is to develop the skills, knowledge and understanding required for confirming the occupational method of work in the workplace, within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Assess available project data accurately to determine the occupational method of work</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work</p> <p>1.2 Explain how to summarise the following project data:</p> <ul style="list-style-type: none"> - required quantities - specifications - detailed drawings - health and safety requirements - timescales - scope of works <p>1.3 Explain the different methods of assessing available project data</p> <p>1.4 Explain how to use project data to interpret the work method, in relation to:</p> <ul style="list-style-type: none"> - standard work procedures - sequence of work - organisation of resources (people, equipment, materials) - work techniques - working conditions (health, safety and welfare) - risk assessment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Obtain additional information from alternative sources in cases where the available project data is insufficient	2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out 2.2 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> – customers or representatives – suppliers – regulatory authorities – manufacturer’s literature 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Identify work methods that will make best use of resources and meet project, statutory and contractual requirements	<p>3.1 Examine potential work methods to carry out the occupational work activity</p> <p>3.2 Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria</p> <p>3.3 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to:</p> <ul style="list-style-type: none"> - health and safety welfare (principles of protection) - fire protection - access and egress - equipment availability - availability of competent workforce - pollution risk - waste and disposal - zero and low carbon outcomes - weather conditions 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:</p> <ul style="list-style-type: none"> - conforming to statutory requirements - customer and user needs - contract requirements in terms of time, quantity and quality - environmental considerations <p>3.5 Explain how different methods of work can achieve zero/low carbon outcomes</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Confirm and communicate the selected work method to relevant personnel	4.1	Confirm the selected occupational work method that meets project, statutory and contractual requirements		
		4.2	Communicate appropriately to relevant people the selected occupational work method		
		4.3	Describe the different techniques and methods of confirming and communicating work methods to relevant people		
		4.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 4: Erecting and Dismantling Access/Working Platforms in the Workplace

Unit reference number: D/600/8281

Level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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 following endorsements:

- own occupational area of work

Plus two or more of the following:

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms	<p>1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – specifications, current legislation, method statements, risk assessments and manufacturers' information 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms	<p>2.1 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 areas, with tools and equipment, with movement/storage of materials and by manual handling <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State 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 erecting and dismantling access/working platforms	<p>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</p> <p>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</p> <p>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</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 erect and dismantle access/working platforms	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <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 Select resources associated with own work in relation to materials, components, 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 of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms			

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	<p>7.1 Demonstrate the following work skills when erecting and dismantling access/working platforms:</p> <ul style="list-style-type: none"> – moving, positioning/erecting, securing, checking, dismantling and removing <p>7.2 Erect, dismantle and store two of the following access equipment to given access regulations:</p> <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
	<p>7.3 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 <p>7.4 Safely use and store materials, hand tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms</p> <p>7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5:

Preparing Surfaces for Painting/Decorating in the Workplace

Unit reference number: R/503/9680

Level: 2

Credit value: 27

Guided learning hours: 90

Unit summary

The aim of this unit is for learners to gain the skills, knowledge and understanding required for preparing surfaces for painting/decorating in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 except for the following item from assessment criteria 7.2:

- existing covering/material requiring removal.

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

- decorative finishing
- industrial painting

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when preparing surfaces for painting/decorating</p>	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <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 preparing surfaces for painting/decorating	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, 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 <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 work practices when preparing surfaces for painting/decorating	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 preparing surfaces for painting/decorating			
		3.2 Comply with information relating to specific health risks when preparing surfaces for painting/decorating			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing surfaces for painting/decorating, 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 prepare surfaces for painting/decorating	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - protective sheets and masking materials - degreasing agents for the removal of contaminants - cleaning agents - paint stripping materials and equipment - fillers (single and two pack) - abrasives - surface treatment materials - rubbish containers/bags - access equipment - hand and/or powered tools and associated equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.5 Describe any potential hazards associated with the resources and methods of work			
		4.6 Describe how to calculate quantity of materials associated with the method/procedure to prepare surfaces for painting/decorating			
5	Minimise the risk of damage to the work and surrounding area when preparing surfaces for 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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when preparing surfaces for painting/decorating	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 prepare surfaces for painting/decorating to the required specification	<p>7.1 Demonstrate the following work skills when preparing surfaces for painting/decorating:</p> <ul style="list-style-type: none"> – washing, stripping/scraping, abrading and keying, mixing, filling, levelling/flattening and brushing-down <p>7.2 Prepare, prime and seal exterior and/or interior surfaces for industrial and/or non-industrial situations to the given working instructions for the following:</p> <ul style="list-style-type: none"> – bare substrates and previously painted/decorated surfaces in sound condition and featuring surface defects – existing covering/material requiring removal <p>7.3 Safely use materials, tools and associated equipment</p> <p>7.4 Safely store the materials, tools and equipment used when preparing surfaces for painting/decorating</p>			

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 bare, untreated substrates - prepare previously treated surfaces in sound condition - prepare previously treated surfaces with defects - remove surface contamination - remove toxic/hazardous materials from surfaces <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"> - remove existing painted and/or hung wall coverings - remove defective materials from timber, brick/stone/concrete, plaster, metal - fill, level and abrade surfaces - apply primer and sealers to bare substrates - apply special preparatory treatments to prepared surfaces - work around electrical fittings and pipe work - use access equipment - use hand tools, power tools and associated equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces for painting/decorating</p> <p>7.8 Describe how to maintain the hand tools and/or power tools and associated equipment used when preparing surfaces for painting/decorating</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Applying Paint Systems to Complex Surfaces by Brush in the Workplace

Unit reference number: F/503/9688

Level: 3

Credit value: 26

Guided learning hours: 87

Unit summary

The aim of this unit is to develop the skills, knowledge and understanding required to confirm competence in applying paint systems to complex surfaces by brush in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying paint systems to complex surfaces by brush	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturers' information 			
2	Know how to comply with relevant legislation and official guidance when applying paint systems to complex surfaces by brush	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, 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 <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 applying paint systems to complex surfaces by brush	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 to complex surfaces by brush			
		3.2 Comply with information relating to specific risks to health when applying paint systems to complex surfaces by brush			
		3.3 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 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 apply paint systems to complex surfaces by brush	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – specialist coatings – primers, intermediate coatings (undercoats) and finishes (single and two-pack coatings) – single-product systems (e.g. emulsions, varnishes, timber colour treatments) – solvents/thinners – knotting, proprietary sealers – brushes, rollers and other associated equipment – protective sheeting and masking materials – access equipment – hand tools and associated equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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 apply paint systems to complex surfaces by brush			
5	Minimise the risk of damage to the work and surrounding area when applying paint systems to complex surfaces by brush	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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when applying paint systems to complex surfaces by brush	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 to complex surfaces by brush	<p>7.1 Demonstrate the following work skills when applying paint systems to complex surfaces by brush:</p> <ul style="list-style-type: none"> – matching, mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in <p>7.2 Apply water-borne and/or solvent-borne coatings by brush to internal and/or external surfaces for industrial and non-industrial situations, to given working instructions for:</p> <ul style="list-style-type: none"> – linear/trim/narrow-runs, broad areas and detailed/complex work <p>7.3 Safely use materials, tools and associated equipment</p> <p>7.4 Safely store the materials, tools and equipment used when applying paint systems to complex surfaces by brush</p>			

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 - prepare coatings with activators - coat broad areas, linear/trim/narrow runs and detailed complex structural/architectural items - stripe-coat surface features (industrial environment) - 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 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 to complex surfaces by brush</p> <p>7.7 Describe how to maintain brushes and associated tools and equipment used when applying paint systems to complex surfaces by brush</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 7: Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

Level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with all workplace health, safety and welfare legislation requirements</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>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:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p>			

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices			
		3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare			
		3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures			
		3.4 Safely store health and safety control equipment in accordance with given instructions			
		3.5 Dispose of waste and/or consumable items in accordance with legislation			
		3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <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	<p>4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare</p> <p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <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 <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with and support all organisational security arrangements and approved procedures	5.1 provide appropriate support for security arrangements in accordance with approved procedures: <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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Hanging Standard Paper Wallcoverings in the Workplace

Unit reference number: D/503/9696

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.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when hanging standard paper wallcoverings	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <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	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <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 <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to hang standard paper wallcoverings</p>			

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	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Describe how to keep the paper and adjacent surfaces clean</p> <p>5.4 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when hanging standard paper wallcoverings	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Hanging Wide-width Vinyls in the Workplace

Unit reference number: Y/503/9700

Level: 3

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 hanging wide-width vinyls in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when hanging wide-width vinyls	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <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 wide-width vinyls	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <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 <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 hanging wide-width vinyls	3.1 Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when hanging wide-width vinyls			
		3.2 Comply with information relating to specific risks to health when hanging wide-width vinyls			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging wide-width vinyls, 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 wide-width vinyls	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"> – primer/sealer – adhesives – wide-width vinyls (fabric-backed and paper-backed) – 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 wide-width vinyls			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when hanging wide-width vinyls	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when hanging wide-width vinyls	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 wide-width vinyls to the required specification	<p>7.1 Demonstrate the following work skills when hanging wide-width vinyls:</p> <ul style="list-style-type: none"> – shading, measuring, cutting, mixing and applying, folding, positioning and fixing, trimming and cleaning off <p>7.2 Establish start and finish point</p> <p>7.3 Plan, cut and hang to sequence wide-width vinyl to given working instructions and manufacturer's instructions, to the following:</p> <ul style="list-style-type: none"> – walls: hang paper-backed or fabric-backed vinyls – wall features: of broad areas with internal and external angles and reveals <p>7.4 Safely use materials, hand tools and associated equipment</p> <p>7.5 Safely store the materials, tools and equipment used when hanging wide-width vinyls</p>			

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"> – establish access requirements – check suitability of previously prepared surfaces – prepare appropriate primer sealer and adhesives – prepare and hang paper-backed, fabric-backed non-woven and polyester acrylic backed vinyls to walls – form joints using joint cutter or protective strip, knife and straight-edge – work to broad wall areas with reveals and internal and external angles – work around electrical fittings and pipework – keep the material and adjacent surfaces clean – use access equipment – use tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when hanging wide-width vinyls</p> <p>7.8 Describe how to maintain the tools and equipment used when hanging wide-width vinyls</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 10: Applying Coatings by the Airless Spray Method in the Workplace

Unit reference number: D/503/9732

Level: 3

Credit value: 17

Guided learning hours: 57

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying coatings by the airless spray method in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

- decorative finishing
- industrial painting.

Plus against one of the following:

- water-borne
- solvent-borne.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when applying coatings by the airless spray method</p>	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements, manufacturers' information and paint sprayer's instructions 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying coatings by the airless spray method	<p>2.1 Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, 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 <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 applying coatings by the airless spray method	3.1 Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the airless spray method			
		3.2 Comply with information relating to specific risks to health when applying coatings by the airless spray method			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the airless spray method, 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 (including fluid injection)			

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 coatings by the airless spray method	4.1			
		4.2			
		<ul style="list-style-type: none"> - water-borne and solvent-borne coatings - masking materials: masking tape, masking paper, dust sheets, masking shield - two pack coatings (base, activator and solvents) - protective sheeting - access equipment - hand tools, film thickness gauges, airless spray equipment and ancillary equipment 			
		4.3			
		4.4			
		4.5			
		4.6			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying coatings by the airless spray method	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to spraying operations, general workplace activities, other occupations and adverse weather conditions</p> <p>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</p>			
6	Complete the work within the allocated time when applying coatings by the airless spray method	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 apply coatings by the airless spray method to the required specification</p>	<p>7.1 Demonstrate the following work skills when applying coatings by the airless spray method:</p> <ul style="list-style-type: none"> – preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and communicating <p>7.2 Set up spray equipment, to achieve the finish stated in the given working instructions relating to the following:</p> <ul style="list-style-type: none"> – preparing coatings – loading the system – monitoring and maintaining supply <p>7.3 Apply water-borne and/or solvent-borne coatings by airless spray to given working instructions for the following:</p> <ul style="list-style-type: none"> – broad work – linear and structural components <p>7.4 Check wet film thickness (as specified)</p> <p>7.5 Shut down and clean out spray equipment to given working instructions</p> <p>7.6 Safely use materials, hand tools, airless spray equipment and ancillary equipment</p> <p>7.7 Safely store the materials, tools and equipment used when applying coatings by the airless spray method</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.8 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 - provide protection by sheeting, masking and removing items - assemble component parts to form paint spraying equipment - prepare coatings: single pack and two pack systems - load, operate, maintain (during use) and monitor the paint spray equipment - establish air-change requirements in confined areas - assemble, set up, operate and shut down spray equipment - use correct spray gun technique on broad areas, angles, linear items and complex structural features 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.9 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"> – plan the safeguard of operatives and the general public from spraying activities – troubleshoot spray equipment problems – troubleshoot coating problems – measure wet and dry film thickness with gauges – handle coatings that contain activator – shut down, clean and store equipment – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – use hand tools and ancillary equipment <p>7.10 Describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the airless spray method</p> <p>7.11 Describe how to maintain the tools and equipment used when applying coatings by the airless spray method</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Applying Coatings by the Air Spray Method in the Workplace

Unit reference number: H/503/9733

Level: 3

Credit value: 27

Guided learning hours: 90

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying coatings by the air spray method in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

- water-borne
- solvent-borne.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when applying coatings by the air spray method</p>	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - specifications, current legislation, risk assessments, method statements, manufacturers' information and paint sprayer's instructions 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying coatings by the air spray method	<p>2.1 Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, 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 <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 applying coatings by the air spray method	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 coatings by the air spray method			
		3.2 Comply with information relating to specific risks to health when applying coatings by the air spray method			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the air spray method, 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 (including air injection)			

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 coatings by the air spray method	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 – masking materials: masking tape, masking paper, dust sheets, masking shield – two pack coatings (base, activator and solvents) – protective sheeting – access equipment – hand tools, film thickness gauges and air spray equipment (high volume low pressure [HVLPP]) and ancillary 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 apply coatings by the air spray method			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying coatings by the air spray method	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 spraying operations, 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		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when applying coatings by the air spray method	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 coatings by the air spray method to the required specification	7.1 Demonstrate the following work skills when applying coatings by the air spray method: <ul style="list-style-type: none"> – preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and communicating 			
		7.2 Set up spray equipment (high volume low pressure [HVLP] systems) to achieve the finish stated in the given working instructions, relating to: <ul style="list-style-type: none"> – preparing coatings – loading the system – monitoring and maintaining supply 			
		7.3 Apply water-borne and/or solvent-borne coatings by high volume low pressure [HVLP] air spray systems to given working instructions for the following: <ul style="list-style-type: none"> – broad work – linear and structural components 			
		7.4 Check wet film thickness (as specified)			
		7.5 Shut down and clean out spray equipment to given working instructions			
		7.6 Safely use materials, hand tools, air spray equipment and ancillary equipment			
		7.7 Safely store the materials, tools and equipment used when applying coatings by the air spray method			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.8 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 - provide protection by sheeting, masking and removing items - assemble component parts to form spraying equipment (high volume low pressure [HVLPP] systems) - prepare coatings: single-pack and two-pack systems - load, operate, maintain (during use) and monitor the paint spray equipment - establish air-change requirements in confined areas - assemble, set up, operate and shut down spray equipment - use correct spray gun technique on broad areas, angles, linear items and complex structural features 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.9 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"> – plan the safeguard of operatives and the general public from spraying activities – troubleshoot spray equipment problems – troubleshoot coating problems – measure wet and dry film thickness with gauges – handle coatings that contain activator – shut down, clean and store equipment – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – use hand tools and ancillary equipment <p>7.10 Describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the air spray method</p> <p>7.11 Describe how to maintain the tools and equipment used when applying coatings by the air spray method</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 12: Producing and Applying Complex Stencil Designs in the Workplace

Unit reference number: K/503/9734

Level: 3

Credit value: 21

Guided learning hours: 7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing and applying complex stencil designs in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

- linear run work
- full wall work.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing and applying complex stencil designs</p>	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <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 producing and applying complex stencil designs	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 producing and applying complex stencil designs	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 producing and applying complex stencil designs			
		3.2 Comply with information relating to specific risks to health when producing and applying complex stencil designs			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing and applying complex stencil designs 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 produce and apply complex stencil designs	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – water-borne and solvent-borne paints – stencil plate materials – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and associated equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to produce and apply complex stencil designs</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing and applying complex stencil designs	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when producing and applying complex stencil designs	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 produce and apply complex stencil designs to the required specification	7.1 Demonstrate the following work skills when producing and applying complex stencil designs: – protecting, matching, scaling, drawing, cutting out, setting out, mixing, pouring, diluting, positioning, securing, applying and transferring			
		7.2 Form, manufacture and set out involved elaborate or intricate single-plate and multi-plate stencils to given working instructions			
		7.3 Position, register and produce stencil designs on surfaces of linear runs and/or full-wall applications using water-borne and/or solvent-borne paints to given working instructions			
		7.4 Safely use materials, hand tools and associated equipment			
		7.5 Safely store the materials, tools and equipment used when producing and applying complex stencil designs			

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"> – establish access requirements – check suitability of previously prepared surface and bring up to suitable finish/ground – form, manufacture and set out single and multi-plate stencils including ties – adjust dilution of coating to appropriate viscosity – register and produce stencil designs using water-borne and solvent-borne paints for linear runs and full-wall applications – produce graduated effects by brush, sponge and spray – maintain the integrity of the stencil plate (cleanliness and structure) – apply protective glaze/varnish – use access equipment – use hand tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing and applying complex stencil designs</p> <p>7.8 Describe how to maintain the tools and equipment used when producing and applying complex stencil designs</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 13: **Hanging Wallcoverings to Complex Surfaces in the Workplace**

Unit reference number: F/503/9738

Level: 3

Credit value: 32

Guided learning hours: 107

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 three of the following endorsements:

- sloping ceiling
- free-standing column
- free-standing pillar
- stairwell
- ceiling (above average span)
- alcove
- niche
- arch
- walls with both internal and external angles.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when hanging wallcoverings to complex surfaces</p>	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <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 wallcoverings to complex surfaces	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 wallcoverings to complex surfaces	3.1			
		Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when hanging wallcoverings to complex surfaces			
		3.2			
		Comply with information relating to specific risks to health when hanging wallcoverings to complex surfaces			
		3.3			
		Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging wallcoverings to complex 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) 			
		3.4			
		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 wallcoverings to complex surfaces	4.1			
		4.2			
		– surface preparation materials			
		– pastes and adhesives			
		– wallpapers			
		– protective sheeting			
		– rubbish containers/bags			
		– access equipment			
		– hand tools and associated equipment			
		4.3			
		4.4			
		4.5			
		4.6			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when hanging wallcoverings to complex surfaces	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when hanging wallcoverings to complex surfaces	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 hang wallcoverings to complex surfaces to the required specification</p>	<p>7.1 Demonstrate the following work skills when hanging wallcoverings to complex surfaces:</p> <ul style="list-style-type: none"> – shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming and cleaning-off <p>7.2 Establish start and finish point</p> <p>7.3 Hang substantial length foundation or finishing papers to given working instructions for three of the following (including at least one with a matching patterned paper):</p> <ul style="list-style-type: none"> – sloping ceiling – free-standing columns and/or pillars – stairwells – ceiling (above average span) – alcoves and/or niches and/or arches – walls with both internal and external angles <p>7.4 Work safely around electrical fittings and pipework to given working instructions</p> <p>7.5 Safely use materials, hand tools and associated equipment</p> <p>7.6 Safely store the materials, tools and equipment used when hanging wallcoverings to complex surfaces</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 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 pastes and adhesives – prepare and hang matching patterned paper to ceilings – prepare and hang foundation papers, textured/relief and patterned finishing papers – prepare and hang paper to: <ul style="list-style-type: none"> • sloping ceilings • free-standing columns/pillars • stairwells • walls with both internal and external angles • ceilings of above average span • alcoves/niches/arches – work around electrical fittings and pipework – use access equipment – use hand tools and associated equipment <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when hanging wallcoverings to complex surfaces</p> <p>7.9 Describe how to maintain the tools and equipment used when hanging wallcoverings to complex surfaces</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Hanging Specialised Paper Wallcoverings in the Workplace

Unit reference number: R/503/9761

Level: 4

Credit value: 28

Guided learning hours: 93

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when hanging specialised 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: – 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 specialised paper wallcoverings	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <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 <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 hanging specialised paper wallcoverings	3.1 Use health and safety control equipment and access equipment to carry out the activity in accordance with legislation and organisational requirements when hanging specialised paper wallcoverings			
		3.2 Comply with information relating to specific risks to health when hanging specialised 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 specialised 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 specialised 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 – appropriate pastes/adhesives – specialised wallcoverings – protective sheeting for the work area, cotton gloves – rubbish containers/bags – access equipment – hand tools and associated equipment for specialised wallcoverings 		
		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 hang specialised 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 specialised paper wallcoverings	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when hanging specialised paper wallcoverings	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 specialised paper wallcoverings to the required specification	7.1 Demonstrate the following work skills when hanging specialised paper wallcoverings: <ul style="list-style-type: none"> – shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, handling and cleaning-off 			
		7.2 Hang three different specialised wallcoverings (e.g. paper-backed fabric, lincrusta, hand-print, flock, murals, hessian, wool/silk strand, metallic) to given working instructions to walls with internal and external angles			
		7.3 Safely use materials, hand tools and associated equipment			
		7.4 Safely store the materials, tools and equipment used when hanging specialised paper wallcoverings			
		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"> – establish access requirements – check suitability of surface to receive wallpaper – prepare adhesives/pastes – protect specialised papers when handling 			

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"> - prepare and hang: <ul style="list-style-type: none"> • paper-backed fabric • lincrusta • hand-prints • flock • murals • hessian • wool/silk strand • metallic - work to broad wall areas with reveals and internal and external angles - work around electrical fittings and pipework - keep the wallcovering surface and adjacent surfaces clean - use access equipment - use hand tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when hanging specialised paper wallcoverings</p> <p>7.8 Describe how to maintain the tools and equipment used when hanging specialised paper wallcoverings</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 15: Producing Comb Textured Finishes in the Workplace

Unit reference number: D/503/9763

Level: 3

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 producing comb textured finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing comb textured finishes</p>	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <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 producing comb textured finishes	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 producing comb textured finishes	3.1 Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when producing comb textured finishes			
		3.2 Comply with information relating to specific risks to health when producing comb textured finishes			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing comb textured finishes, 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 produce comb textured finishes	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – powder-based and ready-mixed texturing materials – sealer – protective sheeting and masking materials – rubbish containers/bags – access equipment – tools and associated equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to produce comb textured finishes</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing comb textured finishes	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when producing comb textured finishes	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 produce comb textured finishes to the required specification	7.1 Demonstrate the following work skills when producing comb textured finishes: – mixing, applying, brushing/troweling, combing and cleaning			
		7.2 Prepare materials and produce combed textured finishes to walls and/or ceilings of circle/fan pattern and one other manufacturers' recognised comb design to given working instructions			
		7.3 Safely use materials, hand tools and associated equipment			
		7.4 Safely store the materials, tools and equipment used when producing comb textured finishes			

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 – prepare surfaces for texturing (new and previously textured) – prepare texturing materials – produce a circle/fan pattern design – produce other comb designs as found in trade/manufacturer's literature – work around electrical fittings and pipe work – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – use hand tools and associated equipment <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when producing comb textured finishes</p> <p>7.7 Describe how to maintain the tools and equipment used when producing comb textured finishes</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 16: Applying Metal Leaf to Surfaces in the Workplace

Unit reference number: J/503/9790

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 applying metal leaf to surfaces in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

- loose leaf metal
- transfer metal.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when applying metal leaf to surfaces	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: – 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 metal leaf to surfaces	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 metal leaf to surface	3.1 Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when applying metal leaf to surfaces			
		3.2 Comply with information relating to specific risks to health when applying metal leaf to surfaces			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying metal leaf to 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) 			
		3.4 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 metal leaf to surfaces	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"> – loose leaf metal or transfer metal – gold size – barrier coat – cotton wool – rubbish containers/bags and skewing 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 material required associated with the method/procedure to apply metal leaf to surfaces		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying metal leaf to 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 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 metal leaf to surfaces	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 metal leaf to surfaces to the required specification	<p>7.1 Demonstrate the following work skills when applying metal leaf to surfaces:</p> <ul style="list-style-type: none"> – applying, cutting, picking-up, laying-on and burnishing <p>7.2 Apply appropriate barrier coat as specified</p> <p>7.3 Apply gold size and loose leaf metal, and/or transfer metal and burnish, to given working instructions to:</p> <ul style="list-style-type: none"> – flat areas – detailed/ornate areas <p>7.4 Safely use materials, hand tools and associated equipment</p> <p>7.5 Safely store the materials, tools and equipment used when applying metal leaf to surfaces</p>			

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"> - establish access requirements - check suitability of previously prepared surfaces - clean surfaces for application - prepare and apply suitable barrier coat - identify starting and finishing points - prepare and apply solvent-borne and water-borne gold size and loose leaf metal and transfer - metal to flat and irregular surfaces - remove barrier coat from finished work - burnish metal surfaces apply protective coatings - skew surplus - identify how atmospheric conditions affect coatings and their application process - use access equipment - use hand tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when applying metal leaf to surfaces</p> <p>7.8 Describe how to maintain the tools and equipment used when applying metal leaf to surfaces</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 17: Installing Coving and Decorative Mouldings in the Workplace

Unit reference number: A/503/9804

Level: 2

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing coving and decorative mouldings	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturer's information 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing coving and decorative mouldings	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 installing coving and decorative mouldings	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing coving and decorative mouldings			
		3.2 Comply with information relating to specific risks to health when installing coving and decorative mouldings			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing coving and decorative mouldings, 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 install coving and decorative mouldings	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"> – sealers – adhesives – coving – decorative mouldings and lightweight centre-pieces – access equipment – protective sheeting and masking materials – rubbish container/bag – fixing, coving 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 of materials required associated with the method/procedure to install coving and decorative mouldings			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing coving and decorative mouldings	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when installing coving and decorative mouldings	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 install coving and decorative mouldings to the required specification	7.1 Demonstrate the following work skills when installing coving and decorative mouldings: – mixing, manipulating, levelling, cleaning, measure, cutting, positioning, jointing, securing, filling and smoothing			
		7.2 Cut and install coving and decorative mouldings to form straight runs and internal and external angles to given working instructions			
		7.3 Safely use materials, tools and associated equipment			
		7.4 Safely store the materials, tools and equipment used when Installing coving and decorative mouldings			

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 – prepare surfaces for coving and decorative mouldings including lightweight centre piece installation – prepare, cut and secure coving and decorative mouldings including lightweight centre pieces and finish joints – prepare adhesives – work around electrical fittings and pipework – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – use hand tools and associated equipment <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing coving and decorative mouldings</p> <p>7.7 Describe how to maintain the tools and equipment used when installing coving and decorative mouldings</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 18: Applying Coatings to Produce Textured Finishes in the Workplace

Unit reference number: Y/503/9809

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 applying coatings to produce textured finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when applying coatings to produce textured finishes</p>	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturer's information 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying coatings to produce textured finishes	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 producing textured finishes	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 coatings to produce textured finishes			
		3.2 Comply with information relating to specific risks to health when applying coatings to produce textured finishes			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings to produce textured finishes, 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 apply coatings to produce textured finishes	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – power-based and ready-mixed texturing materials – sealers – access equipment – protective sheeting and masking materials – rubbish container/bag – texturing tools and equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to apply coatings to produce textured finishes</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying coatings to produce textured finishes	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when applying coatings to produce textured finishes	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 coatings to produce textured finishes to the required specification	<p>7.1 Demonstrate the following work skills when applying coatings to produce textured finishes:</p> <ul style="list-style-type: none"> – mixing, laying-on, manipulating, cleaning, washing, measuring, filling and smoothing <p>7.2 Mix and apply coatings to given working instructions and produce the following textured finishes:</p> <ul style="list-style-type: none"> – stippled design – one other recognised design produced by brush/stippler/rollers <p>7.3 Safely use materials, tools and associated equipment</p> <p>7.4 Safely store the materials, tools and equipment used when applying coatings to produce textured finishes</p>			

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 - prepare surfaces for texturing (new and previously textured) - produce a range of recognised brush, stippler and roller textured finishes - prepare texturing coatings - lay-on texturing material to surfaces - work around electrical fittings and pipework - identify how atmospheric conditions affect coatings and their application process - identify the working life of prepared materials - use access equipment - use hand tools and associated equipment <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying coatings to produce textured finishes</p> <p>7.7 Describe how to maintain the tools and equipment used when applying coatings to produce textured finishes</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 19: Producing Broken Colour Work in the Workplace

Unit reference number: L/503/9810

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 producing broken colour work in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 two of the following endorsements:

- rag-rolling
- bagging
- dragging
- brush or sponge stippling
- wiping-off relief surfaces
- colour washing.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing broken colour effects	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturer's information 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing broken colour effects	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 coatings to produce broken colour effects	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 producing broken colour effects			
		3.2 Comply with information relating to specific health risks when producing broken colour effects			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing broken colour effects, 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 produce broken colour effects	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 proprietary scumbles and scumble glazes – paints, stainers, binders, solvents/thinners, pigments, glaze/varnish, driers – draggers, bags, rag-rolling materials, natural sponges, stipplers, other items for working scumble – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools, broken colour work 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 produce broken colour effects		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing broken colour effects	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when producing broken colour effects	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 produce broken colour effects to the required specification</p>	<p>7.1 Demonstrate the following work skills when producing broken colour effects:</p> <ul style="list-style-type: none"> – protecting, matching, mixing, pouring, diluting, laying-on, laying-off, cutting-in, rolling, bagging, dragging, stippling and wiping off <p>7.2 Prepare high quality ground to given working instructions</p> <p>7.3 Produce broken colour effects to broad and linear/trim areas, using water-borne or solvent-borne scumbles (proprietary and/or self-produced), to given working instructions for two of the following:</p> <ul style="list-style-type: none"> – rag-rolling – bagging – dragging – brush or sponge stippling – wiping-off relief surfaces – colour washing <p>7.4 Safely use materials, hand tools and associated equipment</p> <p>7.5 Safely store the materials, tools and equipment used when producing broken colour effects</p>			

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"> – establish access requirements – check suitability of previously prepared surface and bring up to suitable finish/ground – prepare paint/scumble products (proprietary and self-produced) – prepare brushes, rollers, specialised tools and equipment – produce broken colour effects of rag-rolling, bagging, dragging, brush and sponge stippling, wiping-off relief surfaces and colour washing – decorate broad and linear areas – apply protective glaze/varnish over decorative effects – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing broken colour effects</p> <p>7.8 Describe how to maintain the tools and equipment used when producing broken colour effects</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 20: Producing Stencil Designs using Pre-cut Stencil Plates in the Workplace

Unit reference number: L/503/9953

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 producing stencil designs using pre-cut stencil plates in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing stencil designs using pre-cut stencil plates</p>	<p>1.1 Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturer's information 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing stencil designs using pre-cut stencil plates	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 producing stencil designs using pre-cut stencil plates	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 producing stencil designs using pre-cut stencil plates			
		3.2 Comply with information relating to specific risks to health when producing stencil designs using pre-cut stencil plates			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing stencil designs using pre-cut stencil plates, 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 produce stencil designs using pre-cut stencil plates	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – stainers, solvents, driers, glaze/varnish – pre-cut stencil plates – protective sheeting and masking materials – rubbish containers/bags – access equipment – paint application equipment, stencilling tools, and stencil setting-out equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to produce stencil designs using pre-cut stencil plates</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing stencil designs using pre-cut stencil plates	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when producing stencil designs using pre-cut stencil plates	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 produce stencil designs using pre-cut stencil plates to the required specification	7.1 Demonstrate the following work skills when producing stencil designs using pre-cut stencil plates: – protecting, moving, matching, mixing, pouring, diluting, positioning, securing, applying and transferring			
		7.2 Prepare high quality ground to given working instructions			
		7.3 Set out and position pre-cut stencils to produce stencil designs using water-borne or solvent-borne coatings to linear runs and/or wall applications to given working instructions			
		7.4 Safely use materials, hand tools and associated equipment			
		7.5 Safely store the materials, tools and equipment used when producing stencil designs using pre-cut stencil plates			

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"> - establish access requirements - check suitability of previously prepared surface and bring up to suitable finish/ground - prepare paint products - prepare brushes, rollers, specialised tools and equipment - set out and position pre-cut stencil plates - apply stencil design to linear runs and walls - apply stencil design using brush, roller and spay equipment - maintain integrity of the stencil plate (cleanliness and structure) - apply protective glaze/varnish - identify how atmospheric conditions affect coatings and the application process - use access equipment - use hand tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing stencil designs using pre-cut stencil plates</p> <p>7.8 Describe how to maintain the tools and equipment used when producing stencil designs using pre-cut stencil plates</p>			

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

Unit 21: Producing Straight Grained Effects in the Workplace

Unit reference number: D/503/9956

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 producing straight grained effects in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing straight grained effects	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: – specifications, current legislation, risk assessments, method statements and manufacturer's information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing straight grained effects	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 producing straight grained effects	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 producing straight grained effects			
		3.2 Comply with information relating to specific risks to health when producing straight grained effects			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing straight grained effects, 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
<p>4 Select the required quantity and quality of resources for the methods of work to produce straight grained effects</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – water-borne and solvent-borne proprietary scumbles and scumble glazes – paints, stainers, binders, solvents, pigments, driers, glaze/varnish – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and equipment associated with graining <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to produce straight grained effects</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing straight grained effects	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when producing straight grained effects	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 produce straight grained effects	7.1 Demonstrate the following work skills when producing straight grained effects: – mixing, blending, pouring, diluting, laying-on, dragging, softening, flogging, combing and wiping out			
		7.2 Prepare high quality grounds to given working instructions			
		7.3 Produce straight grained effects using water-borne scumbles and/or solvent-borne scumbles to given working instructions, relating to the following: – doors or panelling – linear/trim work (e.g. skirtings, architraves)			
		7.4 Apply protective finish to given working instructions			
		7.5 Safely use materials, hand tools and associated equipment			
		7.6 Safely store the materials, tools and equipment used when producing straight grained effects			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 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 surface and bring up to suitable finish/ground – prepare paint/scumble products (proprietary and self-produced) – prepare brushes, rollers, specialised tools and equipment – produce graining effects for hard and soft woods – apply to doors, panelling and linear/trim work – apply protective glaze/varnishes for grained work – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when producing straight grained effects</p> <p>7.9 Describe how to maintain the tools and equipment used when producing straight grained effects</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 22: Producing Quality Replica Grained Finishes in the Workplace

Unit reference number: R/504/4197

Level: 4

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 producing quality replica grained finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 two of the following endorsements:

- oak quarter sawn
- oak heartwood
- oak straight grain.

Plus against two of the following:

- mahogany heartwood
- mahogany straight grain
- mahogany feather cut.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing quality replica grained finishes	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: – specifications, current legislation, risk assessments, method statements and manufacturer's information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing quality replica grained finishes	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 coatings to produce quality replica grained finishes	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 producing quality replica grained finishes			
		3.2			
		Comply with information relating to specific risks to health when producing quality replica grained finishes			
		3.3			
		Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing quality replica grained finishes 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 produce quality replica grained finishes	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 proprietary scumbles and scumble glazes – paints, stainers, binders, solvents, pigments, driers, glaze/varnish – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and equipment associated with graining 		
		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 produce quality replica grained finishes		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing quality replica grained finishes	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when producing quality replica grained finishes	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 produce quality replica grained finishes to the required specification	7.1 Demonstrate the following work skills when producing quality replica grained finishes: – mixing, blending, pouring, diluting, masking, laying-on, dragging, softening, overgraining, flogging, combing and wiping out			
		7.2 Prepare high quality grounds to given working instructions			
		7.3 Produce the following replica grained finishes on broad and linear work, by at least two distinct stages, using water-borne and/or solvent-borne scumble to given working instructions: – oak (any two): quarter sawn, heartwood, straight grain – mahogany (any two): heartwood, straight grain, feather cut			
		7.4 Apply protective finish to given working instructions			
		7.5 Safely use materials, hand tools and associated equipment			
		7.6 Safely store the materials, tools and equipment used when producing quality replica grained finishes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 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 surface and bring up to appropriate finish and ground colour – identify materials for inclusion in scumbles – prepare paint/scumble products (proprietary and self-produced) – prepare brushes, specialised tools and equipment – produce high quality replica grained finishes for soft and hard woods – apply to doors, panelling and linear/trim work – complete work in stages – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when producing quality replica grained finishes</p> <p>7.9 Describe how to maintain the tools and equipment used when producing quality replica grained finishes</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 23: Producing Marbling Effects in the Workplace

Unit reference number: K/503/9961

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 producing marbling effects in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing marbling effects	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: – specifications, current legislation, risk assessments, method statements and manufacturer's information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing marbling effects	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, 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 <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 producing marbling effects	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 producing marbling effects			
		3.2			
		Comply with information relating to specific risks to health when producing marbling effects			
		3.3			
		Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing marbling effects 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 produce marbling effects	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 proprietary scumbles and scumble glazes – paints, stainers, binders, solvents, pigments, driers, glaze/varnish – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and equipment associated with marbling 		
		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 produce marbling effects		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing marbling effects	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when producing marbling effects	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 produce marbling effects to the required specification	<p>7.1 Demonstrate the following work skills when producing marbling effects:</p> <ul style="list-style-type: none"> – mixing, blending, pouring, diluting, laying-on, stippling, softening, feathering and wiping out <p>7.2 Prepare high quality grounds to given working instructions</p> <p>7.3 Produce marbling effects using water-borne scumbles and/or solvent-borne scumbles to given working instructions on broad and linear work</p> <p>7.4 Apply protective finish to given working instructions</p> <p>7.5 Safely use materials, hand tools and associated equipment</p> <p>7.6 Safely store the materials, tools and equipment used when producing marbling effects</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 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 surface and bring up to suitable finish/ground – prepare paint/scumble products (proprietary and self-produced) – prepare brushes, rollers, specialised tools and equipment – produce marbling effects – apply marbling effects to broad and linear work – complete work in stages – apply protective glaze/varnishes to marbled work – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when producing marbling effects</p> <p>7.9 Describe how to maintain the tools and equipment used when producing marbling effects</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 24: Producing Quality Replica Marble Finishes in the Workplace

Unit reference number: H/503/9960

Level: 3

Credit value: 15

Guided learning hours: 50

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 two of the following endorsements:

- Carrara
- Verte de mer
- Sienna.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing quality replica marble finishes	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: – specifications, current legislation, risk assessments, method statements and manufacturer's information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing quality replica marble finishes	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 producing quality replica marble finishes	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 producing quality replica marble finishes			
		3.2 Comply with information relating to specific risks to health when producing quality replica marble finishes			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing quality replica marble finishes 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 produce quality replica marble finishes	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – water-borne and solvent-borne proprietary scumbles and scumble glazes – paints, stainers, binders, solvents, pigments, glaze/varnish, driers – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to produce quality replica marble finishes</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing quality replica marble finishes	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
6	Complete the work within the allocated time when producing quality replica marble finishes	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 produce quality replica marble finishes to the required specification	<p>7.1 Demonstrate the following work skills when producing quality replica marble finishes:</p> <ul style="list-style-type: none"> – mixing, blending, pouring, diluting, masking, laying-on, stippling, softening, feathering, opening-up and wiping out <p>7.2 Prepare high quality grounds to given working instructions</p> <p>7.3 Produce quality replica marble finishes on broad and linear work, by at least two distinct stages, using water-borne and/or solvent-borne scumble to given working instructions for two of the following:</p> <ul style="list-style-type: none"> – Carrara – Verte De Mer – Sienna <p>7.4 Apply protective finish to given working instructions</p> <p>7.5 Safely use materials, hand tools and associated equipment</p> <p>7.6 Safely store the materials, tools and equipment used when producing quality replica marble finishes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 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 surface and bring up to appropriate finish and ground colour – identify materials for inclusion in scumbles – prepare paint/scumble products (proprietary and self-produced) – prepare brushes, specialised tools and equipment – produce high quality replica marble finishes – apply marble finishes to broad and linear work – complete work in stages – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when producing quality replica marble finishes</p> <p>7.9 Describe how to maintain the tools and equipment used when producing quality replica marble finishes</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Further information

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

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

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

How to obtain National Occupational Standards

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

Professional development and training

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

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

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

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

The training we provide:

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

Annexe A: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

Pearson quality-assurance processes will involve:

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

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

Annexe B: Registration and certification

Registration

Details of the process for registration of learners for the qualification in this specification are provided in the *Pearson Information Manual*, published annually. Centres must register learners promptly on their chosen qualification and by the registration deadlines given in the *Pearson Information Manual*.

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

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

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

Certification

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

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

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

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

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

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

Annexe C: Assessment strategy

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

October 2017

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