

Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction)

Specification

Competence-based qualification

First registration September 2020

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1 Introducing the qualification

What are Pearson competence-based qualifications?

Pearson competence-based qualifications 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.

Learners will develop the knowledge, skills and behaviours to become competent in the area of work or job role. The requirements to be competent are set by occupational standards for the appropriate sector. Pearson has worked closely with the appropriate professional body in the development of this qualification. The qualifications are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

Qualification purpose

The Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Paint Occupations is for learners who are working in the area of decorative finishing and industrial painting occupations. These qualifications are nationally recognised and are based on the ConstructionSkills National Occupational Standards (NOS).

The Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Paint Occupations is suitable for learners to:

- lead directly into employment
- develop the fundamental technical skills and underpinning knowledge and understanding required to become competent in the job role. For details of the units included in this qualification, please see *Section 3 Qualification structure*
- gain recognition for existing skills and knowledge
- develop appropriate professional attitudes and behaviours that will support personal success in their job role and the long-term success of their organisation
- develop a range of interpersonal and intrapersonal skills to support progression to, and success in, further study and career advancement
- achieve a nationally-recognised Level 2 qualification
- achieve a CSCS (Construction Skills Certification Scheme) card to confirm competence and allow progression to employment.

Industry support and recognition

The Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Paint Occupations (Construction) was developed by the Construction Industry Training Board (CITB) Working Group, which included:

Employers:

- Alison Smith Decorators
- Ann Cook Associates
- Bagnalls
- City Building
- Martin and Rowe
- Nicolson Decorators
- Spectrum Decorating

Professional Organisations

- Scottish Decorators Federation
- Scottish Qualifications Authority

Funding

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.

The apprenticeship funding rules can be found at www.gov.uk.

For further information on the requirements for delivery and assessment of the Apprenticeship Standards, please refer to the apprenticeship funding rules for employers at:

<https://www.gov.uk/guidance/apprenticeship-funding-rules-for-employers>.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Paint Occupations
Qualification Number (QN)	603/6565/1
Regulation start date	28/08/2020
Operational start date	01/10/2020
Approved age ranges	16–18 19+
Total Qualification Time (TQT)	590
Guided Learning Hours (GLH)	345
Assessment	Internal assessment (portfolio of evidence).
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	<p>Learners must be working in the job role/area of Decorative Finishing and Industrial Paint Occupations. Apprenticeship learners must be employed as an apprentice in that role.</p> <p>No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.</p> <p>Centres must follow the information in our document, <i>A guide to recruiting learners onto Pearson qualifications</i> and <i>Section 6 Access to qualifications</i>.</p>
Pathways	<p>This qualification includes the following pathways:</p> <ul style="list-style-type: none"> • Painter • Industrial Painter • Heritage Painter

3 Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Paint Occupations

GLH now includes assessment time and may differ from the values presented for the same units in older qualifications.

Pathway 1: Painter

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
Number of mandatory units that must be achieved	6

Unit number	Mandatory units	Level	Guided learning hours
1	Erecting and dismantling access/working platforms in the workplace	2	31
2	Conforming to general health, safety and welfare in the workplace.	1	17
3	Conforming to productive working practices in the workplace	2	20
4	Moving, handling and storing resources in the workplace	2	27
5	Preparing surfaces for painting and/or decorating in the workplace	2	170
6	Applying surface coatings by brush and roller in the workplace	3	80

Pathway 2: Industrial Painter

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	7
Number of mandatory units that must be achieved	6
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Erecting and dismantling access/working platforms in the workplace	2	31
2	Conforming to general health, safety and welfare in the workplace	1	17
3	Conforming to productive working practices in the workplace	2	20
4	Moving, handling and storing resources in the workplace	2	27
5	Preparing surfaces for painting and/or decorating in the workplace	2	170
6	Applying surface coatings by brush and roller in the workplace	3	80
Unit number	Optional units	Level	Guided learning hours
7	Operating equipment in support of the paint sprayer in the workplace	2	80
8	Operating equipment in support of the abrasive blast cleaner in the workplace	2	50
9	Applying coatings by the airless spray method in the workplace	3	90
10	Preparing surfaces by abrasive blast cleaning in the workplace	3	120

Pathway 3: Heritage Painter

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	7
Number of mandatory units that must be achieved	7

Unit number	Mandatory units	Level	Guided learning hours
1	Erecting and dismantling access/working platforms in the workplace	2	31
2	Conforming to general health, safety and welfare in the workplace.	1	17
3	Conforming to productive working practices in the workplace	2	20
4	Moving, handling and storing resources in the workplace	2	27
5	Preparing surfaces for painting and/or decorating in the workplace	2	170
6	Applying surface coatings by brush and roller in the workplace	3	80
11	Preparing and painting surfaces on conservation or restoration projects in the workplace	3	87

Additional Units

The following units are additional units that are available for learners taking all pathways but are not mandatory:

Unit number	Additional units	Level	Guided learning hours
12	Hanging standard paper wallcoverings in the workplace	3	120
13	Hanging non-standard width wallcoverings in the workplace	3	120
14	Applying coatings by the air spray method in the workplace	3	90
15	Producing and applying complex stencils in the workplace	3	110
16	Installing coving and decorative mouldings in the workplace	2	70
17	Applying coatings to produce textured finishes in the workplace	2	80
18	Producing broken colour effects in the workplace	2	80
19	Producing stencilled designs using pre-cut stencil plates in the workplace	2	50

4 Unit endorsements for the Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction)

The following endorsements are the industry-approved range of job activities, contexts, machinery or tools that the assessment evidence must cover, where specified for particular units:

Unit	Endorsement
Unit 1: Erecting and dismantling access/working platforms in the workplace	Own area of work (i.e. Decorative finishing or Industrial painting). Plus two or more of the following: <ul style="list-style-type: none"> • Ladders/crawler boards • Step ladders/platform steps • Proprietary towers • Trestle platforms • Mobile scaffold towers • Proprietary staging/podiums
Unit 5: Preparing surfaces for painting and/or decorating in the workplace	One of the following: <ul style="list-style-type: none"> • Decorative finishing • Industrial painting
Unit 6: Applying surface coatings by brush and roller in the workplace	One of the following: <ul style="list-style-type: none"> • Decorative finishing • Industrial painting
Unit 7: Operating equipment in support of the paint sprayer in the workplace	One of the following: <ul style="list-style-type: none"> • Air spray • Airless spray

Unit	Endorsement
Unit 9: Applying coatings by the airless spray method in the workplace	One of the following: <ul style="list-style-type: none"> • Decorative finishing • Industrial painting Plus one of the following: <ul style="list-style-type: none"> • Water-borne • Solvent-borne
Unit 11: Preparing and painting surfaces on conservation or restoration projects in the workplace	One of the following: <ul style="list-style-type: none"> • Painted interiors and/or • Painted exteriors
Unit 14: Applying coatings by the air spray method in the workplace	Plus one of the following: <ul style="list-style-type: none"> • Water-borne • Solvent-borne
Unit 15: Producing and applying complex stencils in the workplace	One of the following: <ul style="list-style-type: none"> • Linear run work and/or • Broad area applications
Unit 18: Producing broken colour effects in the workplace	Two of the following: <ul style="list-style-type: none"> • Rag-rolling • Bagging • Dragging • Brush or sponge stippling • Wiping-off relief surfaces • Colour washing

5 Assessment requirements

The units in this qualification are all internally assessed.

Assessment strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment requirements and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by the Construction Industry Training Board (CITB).

Language of assessment

Learners must use English only during the assessment of this qualification.

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

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website.

Internal assessment

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

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must:

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

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

Presenting evidence

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

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- professional discussion (PD)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

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

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units.

It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

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

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learners' knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the assessment strategy **or** in line with guidance issued by Pearson. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 9 Units*.

Assessor requirements

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. The requirements for assessor qualifications and experience are stated in the assessment strategy/plan in *Annexe A*
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment. The requirements of internal verifiers (IVs) are stated in the assessment plan/strategy in *Annexe A*.

6 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered Pearson competence-based qualifications need to apply for, and be granted, centre recognition and approval to offer individual qualifications.

Existing Pearson centres seeking approval to offer Pearson competence-based qualifications, will be required to submit supplementary evidence for approval, aligned with the associated Standards and/or assessment requirements.

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

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

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

- appropriate physical resources as outlined in the Assessment Strategy in *Annexe A* (for example a workplace in line with industry standards or a Realistic Working Environment (RWE), where permitted)
- centres must meet any specific human resource requirements outlined in the Assessment Strategy in *Annexe A*
- staff assessing learners and internally verifying programmes must meet the occupational competence requirements in the Assessment Strategy
- systems to ensure continuing professional development (CPD) for staff delivering, assessing and internally verifying the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

7 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair every learner.

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustable and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a Pearson competence-based qualification alongside other qualifications related to a similar Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications
- Pearson delivery guidance & quality assurance requirements – NVQs/SVQs and competence-based qualifications.

10 Units

This section of the specification contains the unit(s) that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. The unit assessment requirements must also be met by the evidence that is provided by the learner.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Erecting and dismantling access/working platforms in the workplace

Level:	2
Unit type:	Mandatory
Guided learning hours:	31

Unit summary

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

Unit assessment requirements

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

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	State what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe working practices when erecting and dismantling access/working platforms.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.			
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1	Protect the work and its surrounding area from damage.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.4	Dispose of waste in accordance with legislation.			
		5.5	State why the disposal of waste should be carried out in relation to the work.			
6	Complete the work within the allocated time when erecting and dismantling access/working platforms.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle access/working platforms to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> • moving, positioning/erecting, securing, checking, dismantling and removing. 			
		7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • proprietary towers • trestle platforms • mobile scaffold towers • proprietary staging/podiums. 			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • 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 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • place protective screens and notices • check/monitor equipment during the period of use • dismantle and store access equipment • use tools and equipment • work at height. 			
		7.4 Safely use and store materials, hand tools and ancillary equipment.			
		7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.			
		7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Conforming to general health, safety and welfare in the workplace

Level:	1
Unit type:	Mandatory
Guided learning hours:	17

Unit summary

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

Unit assessment requirements

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

This unit is Level 1 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 1.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.			
		1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
		1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.			
		1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.			
		1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	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.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 Safely store health and safety control equipment in accordance with given instructions.			
		3.5 Dispose of waste and/or consumable items in accordance with legislation.			
		3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback. 			
		3.7 State the appropriate types of fire extinguishers relevant to the work.			
		3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> • recognising when to stop work in the face of serious and imminent danger to self and/or others • contributing to discussions and providing feedback • reporting changed circumstances and incidents in the workplace • complying with the environmental requirements of the workplace. 			
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Comply with and support all organisational security arrangements and approved procedures.	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <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 3: Conforming to productive working practices in the workplace

Level:	2
Unit type:	Mandatory
Guided learning hours:	20

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.			
		1.2	Describe the different methods of communicating with line management, colleagues and customers.			
		1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.			
2	Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.			
		2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> • using resources for own and other's work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions. 			
		2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.			
3	Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.			
		3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> • job cards • worksheets • material/resource lists • time sheets. 			
		3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain good working relationships when conforming to productive working practices.	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.			
		4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.			
		4.3	Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> • individuals • customer and operative • operative and line management • own and other occupations. 			
		4.4	Describe why it is important to work effectively with line management, colleagues and customers.			
		4.5	Describe how working relationships could have an effect on productive working.			
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Moving, handling and storing resources in the workplace

Level:	2
Unit type:	Mandatory
Guided learning hours:	27

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.			
		2.4	State the appropriate types of fire extinguishers relevant to the work.			
		2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.			
		3.2	Use lifting aids safely as appropriate to the work.			
		3.3	Protect the environment in accordance with safe working practices as appropriate to the work.			
		3.4	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.		
4	Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.		
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> lifting and handling aids container(s) fixing, holding and securing systems. 		
		4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.		
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.		
		4.5	Describe any potential hazards associated with the resources and methods of work.		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Dispose of waste and packaging in accordance with legislation.			
		5.3	Maintain a clean work space when moving, handling or storing resources.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried 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 moving, handling and/or storing resources.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> • moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> • sheet material • loose material • bagged or wrapped material • fragile material • tools and equipment • components • liquids. 			
		7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.			
		7.4 Describe the needs of other occupations when moving, handling and/or storing resources.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Preparing surfaces for painting and/or decorating in the workplace

Level:	2
Unit type:	Mandatory
Guided learning hours:	170

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with 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 except for the assessment criteria 7.3.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing surfaces for painting and/or decorating.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments, method statements and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current legislation, schedules, risk assessments, method statements, manufacturers' information, official guidance and current regulations governing buildings associated with occupational requirements. 			

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 and/or decorating	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when preparing surfaces for painting and/or decorating.			
3	Maintain safe and healthy work practices when preparing surfaces for painting and/or decorating.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when preparing surfaces for painting and/or decorating.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when preparing surfaces for painting and/or decorating in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to preparing surfaces for painting and/or 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to prepare surfaces for painting and/or decorating.	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"> • protective sheets and masking materials • degreasing agents for the removal of contaminates • cleaning agents • paint stripping materials and equipment • fillers (single- and two-pack) • abrasives • surface treatment materials • waste containers and/or bags • access equipment • hand tools, power tools and associated equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity of materials, including wastage associated with the method and procedure to prepare surfaces for painting and/or decorating.			
5	Minimise the risk of damage to the work and surrounding area when preparing surfaces for painting and/or decorating.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy workspace.			
		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, members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when preparing surfaces for painting and/or decorating.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to prepare surfaces for painting and/or decorating to the required specification.	7.1	Demonstrate the following work skills when preparing surfaces for painting and/or decorating: <ul style="list-style-type: none"> washing, stripping and/or scraping, abrading and keying, mixing, filling, levelling and/or flattening and brushing-down. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Prepare, prime and seal exterior and/or interior surfaces for industrial and/or non-industrial situations to given working instructions for the following:</p> <ul style="list-style-type: none"> • bare substrates and previously painted and/or decorated surfaces in sound condition including surface defects • removal of existing covering and/or material where required. 			
		<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • 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 • identify and report potentially toxic and/or hazardous materials 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • remove toxic and/or hazardous materials from surfaces • remove existing wallcoverings • remove defective coatings from timber, brick and/or stone and/or concrete, plaster and metal • fill, level and abrade surfaces • apply appropriate primer or sealer to bare substrates • apply special preparatory treatments to prepared surfaces • work around electrical fittings and pipework • provide information for Building Information Modelling (BIM) • recognise and determine when specialist skills and knowledge are required, including traditional buildings (pre 1919), and report accordingly • have an awareness of structures of special interest, traditional build and historical significance and the impact of your work on these • work around and in close proximity to plant and machinery 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • work at height • use hand tools, power tools and associated equipment. 			
		7.5 Describe the needs of other occupations and how to communicate effectively within a team when preparing surfaces for painting and/or decorating.			
		7.6 Describe how to maintain the tools and equipment used when preparing surfaces for painting and/or decorating.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Applying surface coatings by brush and roller in the workplace

Level:	3
Unit type:	Mandatory
Guided learning hours:	80

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying surface coatings by brush and roller in a relevant sector of industry.

Unit assessment requirements

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

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying surface coatings by brush and roller.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available and when and describe how and when they are used.			
3	Maintain safe and healthy working practices when applying surface coatings by brush and roller.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying surface coatings by brush and roller.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when applying surface coatings by brush and roller: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to applying surface coatings by brush and roller, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to apply surface coatings by brush and roller.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • water-borne and solvent-borne coatings • primers, sealers, intermediate coatings (undercoats) and finishes (single and two-pack coatings) • single-product systems (e.g. emulsions, varnishes. timber preservative treatments) • specialist coatings • solvents and/or thinners • appropriate brushes, rollers and other associated equipment • protective sheeting and masking materials 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date	
		<ul style="list-style-type: none"> • plant and access equipment • hand tools and associated equipment. 				
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, including wastage of materials required associated with the method and procedure to apply surface coatings by brush and roller.			
5	Minimise the risk of damage to the work and surrounding area when applying surface coatings by brush and roller.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	Maintain a clear and tidy 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 surface coatings by brush and roller.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to apply surface coatings by brush and roller to the required specification.	7.1	Demonstrate the following work skills when applying surface coatings by brush and roller: <ul style="list-style-type: none"> • matching, mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: <ul style="list-style-type: none"> • trim, broad areas and structural and architectural work by brush and/or roller. 			
		7.4	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 previously decorated or prepared surfaces • prepare and apply water-borne, and solvent-borne and two-pack coatings by brush and roller • coat broad areas and structural and/or architectural features 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • 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 and pot life of materials prepared for use • provide information for Building Information Modelling (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow manufacturers' instructions • work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • work at height • inspect and use access equipment • use appropriate brushes, rollers and associated tools and equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to communicate effectively within a team and with members of the public when applying surface coatings by brush and roller.			
		7.6	Describe how to care for brushes, rollers and associated tools and equipment used when applying surface coatings by brush and roller.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Operating equipment in support of the paint sprayer in the workplace

Level: 2

Unit type: Optional in the following pathway:
Pathway 2: Industrial Painter

Guided learning hours: 80

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when operating equipment in support of the paint sprayer in a relevant sector of industry.

Unit assessment requirements

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

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when operating equipment in support of the paint sprayer.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information, official guidance and current regulations governing buildings associated with spray painter's instructions and occupational requirements. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when operating equipment in support of the paint sprayer.	2.1	Describe their responsibilities regarding potential accidents, health hazards, people and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when operating equipment in support of the paint sprayer and describe how and when they are used.			
3	Maintain safe and healthy working practices when operating equipment in support of the paint sprayer.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when operating equipment in support of the paint sprayer.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when operating equipment in support of the paint sprayer in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to operating equipment in support of the paint sprayer, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities (including air and fluid injection).			
4	Select the required quantity and quality of resources for the methods of work to operate equipment in support of the paint sprayer.	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 solvent) • protective sheeting • plant and access equipment • hand tools, paint spraying equipment and ancillary equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity including wastage of materials associated with the method and procedure to operate equipment in support of the paint sprayer.			
5	Minimise the risk of damage to the work and surrounding area when operating equipment in support of the paint sprayer.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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, members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 operating equipment in support of the paint sprayer.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and or client			
		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. 			
7	Comply with the given contract information to operate equipment in support of the paint sprayer to the required specification.	7.1	Demonstrate the following work skills when operating equipment in support of the paint sprayer: <ul style="list-style-type: none"> assembling, preparing, loading, protecting and communicating. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Shut down and clean out paint spraying equipment to given working instructions. implement shut down procedures.			
		7.4 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 • assemble component parts to form paint spraying equipment • prepare coatings: single pack and two pack systems • load material containers • apply and remove masking products to maintain the integrity of the work • operate, monitor and maintain (during use) the paint spraying equipment provide information for Building Information Modelling (BIM) • identify and follow manufactures instructions work around and in close proximity to plant and machinery direct and guide the operations and movement of plant and machinery • inspect and use access equipment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • use hand tools power tools and ancillary equipment • shut down, clean and store equipment. 			
		7.5 Describe the needs of other occupations and how to communicate effectively within a team when operating equipment in support of the paint sprayer			
		7.6 Describe how to maintain the tools and equipment used when operating equipment in support of the paint sprayer			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Operating equipment in support of the abrasive blast cleaner in the workplace

Level: 2

Unit type: Optional in the following pathway:
Pathway 2: Industrial painter

Guided learning hours: 50

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when operating equipment in support of the abrasive blast cleaner in a relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with 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 Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when operating equipment in support of the abrasive blast cleaner.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information, and current regulations governing buildings associated with occupational requirements			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information and current regulations governing buildings associated with occupational requirements 			

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when operating equipment in support of the abrasive blast cleaner in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to operating equipment in support of the abrasive blast cleaner 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to operate equipment in support of the abrasive blast cleaner.	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"> • materials for protecting and masking the work area • blast cleaning equipment • blast media • lighting and signage • plant and access equipment • hand tools, surface profile testing equipment and ancillary equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how any problems associated with the resources are reported.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity including wastage of materials associated with the method and procedure to operate equipment in support of the abrasive blast cleaner.			
5	Minimise the risk of damage to the work and surrounding area when operating equipment in support of the abrasive blast cleaner.	5.1	Protect the work and its surrounding area from damage and the purpose of protection in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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 members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 operating equipment in support of the abrasive blast cleaner.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and or client.			
		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 			
7	Comply with the given contract information to operate equipment in support of the abrasive blast cleaner to the required specification.	7.1	Demonstrate the following work skills when operating equipment in support of the abrasive blast cleaner: assembling, preparing, loading, operating, protecting, communicating.			
		7.2	Use, clean and maintain hand tools, portable power tools, material supply equipment and ancillary equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Operate abrasive blast cleaning equipment in support of the abrasive blast cleaner to the given working instructions, relating to the following: <ul style="list-style-type: none"> • preparing abrasives • loading the system • monitoring and maintaining supply 			
		7.4 Shut down and clean the abrasive blast cleaning equipment implement shut down procedures temporary shut down final shut down and clean out abrasive blast cleaning equipment.			
		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 • assemble component parts • identify and prepare abrasives • load hoppers • operate, monitor and maintain (during use) the abrasive blast cleaning equipment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • shut-down, clean and store equipment • apply and remove protective and masking products to maintain the integrity of the work • provide information for Building Information Modeling (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly. • identify and follow manufactures instructions • work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • use hand tools power tools and ancillary equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when operating equipment in support of the abrasive blast cleaner.			
		7.7 Describe how to maintain the tools and equipment used when operating equipment in support of the abrasive blast cleaner.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Applying coatings by the airless spray method in the workplace

Level: 3

Unit type: Optional in the following pathway:
Pathway 2: Industrial painter

Guided learning hours: 90

Unit summary

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

Unit assessment requirements

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

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

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

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.	2.1	Describe their responsibilities regarding, potential accidents, health hazards people and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when applying coatings by the airless spray method and describe how and when they are used			
3	Maintain safe and healthy working practices when applying coatings by the airless spray method.	3.1	Use health and safety control equipment safely and comply with the methods of work and the safe use of health and safety control equipment to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the airless spray method			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when applying coatings by the airless spray method in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries emergencies relating to occupational activities and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to apply coatings by the airless spray method.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • water-borne and solvent-borne coatings • masking materials: masking tape, masking paper, dust sheets, masking shield • 2 pack coatings (base, activator and solvent) • protective sheeting • plant and access equipment • hand tools, power tools, wet film thickness gauges, airless spray equipment and ancillary equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification and problems reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.5	Explain why the organisational procedures have been developed and how any problems associated with the resources are reported			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity including wastage of materials associated with the method and procedure to apply coatings by the airless spray method			
5	Minimise the risk of damage to the work and surrounding area when applying coatings by the airless spray method.	5.1	Protect the work and its surrounding area from damage from spraying operations and the purpose of protection in accordance with safe working practices and organisational procedures			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and members of the public 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.			
6	Complete the work within the allocated time when applying coatings by the airless spray method.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and/or client.			
		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 coatings by the airless spray method to the required specification.	7.1	Demonstrate the following work skills when applying coatings by the airless spray method: <ul style="list-style-type: none"> prepare, load, protect, communicate, measure, assemble, position, secure and clean 			
		7.2	Use and maintain hand tools, portable power tools airless spray equipment and ancillary equipment.			
		7.3	Demonstrate work skills to: <ul style="list-style-type: none"> set up and adjust spray equipment to achieve the finish stated in the given workings instructions. 			
		7.4	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 previously decorated and/or prepared surfaces provide protection by sheeting, masking, and removing items select and assemble component parts for paint spraying equipment prepare and apply coatings: single pack and/or two pack systems 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • load, operate maintain (during use) and monitor the paint spray equipment • establish air change requirements in confined spaces • assemble, set up, operate and shut down spray equipment • use correct spray gun technique on broad areas and complex structural features • implement safety procedures to protect operatives and the general public from spraying activities • identify and report spray equipment problems • identify and rectify application problems • identify how atmospheric conditions affect coatings and their application process • identify the working and pot life of materials prepared for use • measure wet film thickness • shut down, clean, maintain and store equipment • provide information for Building Information Modelling (BIM) • identify and follow manufactures instructions 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> work around and in close proximity to plant and machinery direct and guide the operations and movement of plant and machinery inspect and use access equipment use hand tools power tools and ancillary equipment. 			
		7.5 Describe the needs of other occupations and how to communicate effectively within a team when applying coatings by the airless spray method			
		7.6 Describe how to maintain the tools and equipment used when applying coatings by the airless spray method			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing surfaces by abrasive blast cleaning.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information, and current regulations governing buildings associated with occupational requirements			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information and current regulations governing buildings associated with occupational requirements. 			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when preparing surfaces by abrasive blast cleaning.	3.1	Use health and safety control equipment and access equipment to carry out the activity in accordance with legislation and organisational requirements when preparing surfaces by abrasive blast cleaning.			
		3.2	Demonstrate compliance with given information and relevant legislation when preparing surfaces by abrasive blast cleaning in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to preparing surfaces by abrasive blast cleaning, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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, leakages or injuries and other task-related hazards.		
4	Select the required quantity and quality of resources for the methods of work to prepare surfaces by abrasive blast cleaning.	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"> • blast media • lighting and signage • protective sheeting and masking materials • abrasive blast cleaning equipment • plant and access equipment • hand tools, power tools, surface profile testing equipment and blast cleaning and ancillary equipment. 		
		4.3	Describe how to confirm that the methods of work conform to the specification and problems reported.		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity including wastage of materials associated with the method and procedure to preparing surfaces by abrasive blast cleaning.			
5	Minimise the risk of damage to the work and surrounding area when preparing surfaces by abrasive blast cleaning.	5.1	Protect the work and its surrounding area from damage and the purpose of protection 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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations members of the public and adverse weather conditions.		
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.		
6	Complete the work within the allocated time when preparing surfaces by abrasive blast cleaning.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and or client.		
		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 prepare surfaces by abrasive blast cleaning to the required specification.	7.1	Demonstrate the following work skills when preparing surfaces by abrasive blast cleaning: <ul style="list-style-type: none"> assembling, preparing, loading, communicating, positioning, profiling, filling, checking, fitting, setting-up, shutting down, protecting and blasting. 			
		7.2	Set up abrasive blast cleaning equipment to given working instructions.			
		7.3	Operate blast cleaning equipment to achieve the required standard as stated in the given working instructions, relating to the following: <ul style="list-style-type: none"> preparing abrasives loading the system monitoring and maintaining supply. 			
		7.4	Clean the following to given working instructions with two types of abrasive media: <ul style="list-style-type: none"> metal surfaces to the specified profile masonry surfaces. 			
		7.5	Shut down and clean out the blast cleaning equipment to given working instructions.			
		7.6	Dismantle blast cleaning equipment to given working instructions.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.7 Safely use hand tools, power tools and blast cleaning equipment and ancillary equipment.			
		7.8 Safely store the materials, tools and equipment used when preparing surfaces by abrasive blast cleaning.			
		7.9 <ul style="list-style-type: none"> • Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • establish access requirements • establish suitable atmospheric conditions • establish lighting requirements • mask surfaces • assemble component parts • identify and prepare abrasives • plan the safeguard of operatives and the general public from blast cleaning activities • prepare, load, operate, maintain (during use) and monitor the abrasive blast cleaning equipment • monitor blast media effect on the surface to achieve the required standard of surface preparation, profile and cleanliness • remove toxic and non-toxic surface layers 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date	
		<ul style="list-style-type: none"> • monitor the protective integrity of PPE/RPE during work • evaluate contamination/deterioration of newly blast cleaned surfaces and understand the timing constraints for primer application • close-down, dismantle, clean and store equipment • provide information for Building Information Technology (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historic interest • identify and follow manufactures instructions • work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • use hand tools and ancillary equipment. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.10	Describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces by abrasive blast cleaning.			
		7.11	Describe how to maintain the tools and equipment used when preparing surfaces by abrasive blast cleaning.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Preparing and painting surfaces on conservation or restoration projects in the workplace

Level: 3

Unit type: Mandatory in the following pathway:
Pathway 3: Heritage Painter

Guided learning hours: 87

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when preparing and painting surfaces on a conservation or restoration project in a relevant sector of industry.

Unit assessment requirements

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

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing and painting surfaces on conservation or restoration projects.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when preparing and painting surfaces on conservation or restoration projects.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	State what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe working practices when preparing and painting surfaces on conservation or restoration projects.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing and painting surfaces on conservation or restoration projects.			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to preparing and painting surfaces on conservation or restoration projects, and the types, purpose and limitations of each type.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
4	Select the required quantity and quality of resources for the methods of work to prepare and paint surfaces on conservation or restoration projects.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • surface preparation equipment • protective sheeting • paint systems • hand tools and equipment. 			
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.			
		4.4	Outline potential hazards associated with the resources and method of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare and paint surfaces on conservation or restoration projects.			
5	Minimise the risk of damage to the work and surrounding area when preparing and painting surfaces on conservation or restoration projects.	5.1	Protect the work and its surrounding area from damage.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.4	Dispose of waste in accordance with legislation.			
		5.5	State why the disposal of waste should be carried out in relation to the work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when preparing and painting surfaces on conservation or restoration projects.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to prepare and paint surfaces on conservation or restoration projects to the required specification.	7.1	Demonstrate the following work skills when preparing and painting surfaces on conservation or restoration projects: scraping, stripping, hacking, filling, abrading and brushing or rolling.			
		7.2	Prepare and paint previously painted interiors and/or exteriors to given working instructions, to: <ul style="list-style-type: none"> • prepare existing painted surfaces and/or new surfaces ready for paint application • apply paint to broad areas by brush or roller • cut-in around edges • remove and replace fittings. OR Conserve previously painted interiors to given working instructions, to: <ul style="list-style-type: none"> • prepare existing painted surfaces ready for paint application • apply paint to broad areas by appropriate methods to match the existing colour and finish • cut-in around edges • remove and replace fittings. 			

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"> • fill and make good interior and exterior surfaces • prepare and restore interior painted doors, windows, timber mouldings, walls, ceilings and metal work (to replicate the finish and style of the original) • prepare and restore exterior painted doors, windows, timber finishings, walls and metal work (to replicate the finish and style of the original or existing) • apply paint by brush and roller, including lead paints, soft/oil-bound distemper, flat oil emulsion and lime wash • validate appropriate ways in which the work should be carried out • recognise sensitive areas • maintain heritage and archaeological integrity • maintain the principles of minimum intervention and reversible alterations • stop work at the point when conjecture begins and report findings 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> record work carried out (written, photographic or digital) recognise and/or report endangered/protected flora and fauna remove deteriorated and/or inappropriate materials integrate existing and new constructional components or finishes store salvageable fabric, materials and structural components use hand tools and equipment work at height use access equipment. 			
		7.4 Safely use and store materials, hand tools and ancillary equipment.			
		7.5 State the needs of other occupations and how to communicate within a team when preparing and painting surfaces on conservation or restoration projects.			
		7.6 Describe how to maintain the tools and equipment used when preparing and painting surfaces on conservation or restoration projects.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Hanging standard paper wallcoverings in the workplace

Level:	3
Unit type:	Additional (all pathways)
Guided learning hours:	100

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when hanging wallcoverings (standard and foundation papers) in a relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with 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 except for assessment criteria 7.3.

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when hanging wallcoverings (standard and foundation papers).	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information, and current regulations governing buildings associated with occupational requirements.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information and current regulations governing buildings associated with occupational requirements. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when hanging wallcoverings (standard and foundation papers).	2.1	Describe their responsibilities regarding, potential accidents, health hazards people and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available and when hanging wallcoverings (standard and foundation papers) and describe how and when they are used.			
3	Maintain safe and healthy working practices when hanging wallcoverings (standard and foundation papers).	3.1	Use health and safety control equipment safely and comply with the methods of work and the safe use of health and safety control equipment to carry out the activity in accordance with current legislation and organisational requirements when hanging wallcoverings (standard and foundation papers).			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when hanging wallcoverings (standard and foundation) in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to hanging wallcoverings (standard and foundation) and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries emergencies relating to occupational activities and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to hang wallcoverings (standard and foundation papers).	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • surface preparation materials • pastes and adhesives • wallpapers • protective sheeting • waste containers and/or bags • plant and access equipment • hand tools, power tools and associated equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity including wastage of materials associated with the method and procedure to hang wallcoverings (standard and foundation papers).			
5	Minimise the risk of damage to the work and surrounding area when hanging wallcoverings (standard and foundation papers).	5.1	Protect the work and its surrounding area from damage and the purpose of protection in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations members of the public 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 hanging wallcoverings (standard and foundation papers).	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and/or client.		
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme. 		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to hang wallcoverings (standard and foundation papers) to the required specification.	7.1	Demonstrate the following work skills when hanging wallcoverings (standard and foundation papers) to: shade, measure, match and cut, mix and apply adhesive, fold, position, fix, trim and clean off.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Demonstrate work skills to establish start and finish point and hang standard papers of substantial length to 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 papers (cross), textured and/or relief and patterned finishing papers. 			
		7.4	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 wallcoverings prepare and apply pastes and adhesives prepare and hang paper to ceilings prepare and hang foundation paper, textured and/or relief and patterned finished wallcoverings 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • work to reveals and internal and external angles • work around electrical fittings and pipework • keep paper and adjacent surfaces clean • provide information for Building Information Modelling (BIM) • identify and follow manufactures instructions • work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • use hand tools power tools and ancillary equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when hanging wallcoverings (standard and foundation papers).			
		7.6 Describe how to maintain the tools and associated equipment used when hanging wallcoverings (standard and foundation papers).			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Hanging non-standard width wallcoverings in the workplace

Level:	3
Unit type:	Additional (all pathways)
Guided learning hours:	100

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when hanging non-standard width wallcoverings in a relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with 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 except for assessment criteria 7.3.

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when hanging non-standard width wallcoverings.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information, and current regulations governing buildings associated with occupational requirements			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information and current regulations governing buildings associated with occupational requirements. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when hanging non-standard width wallcoverings.	2.1	Describe their responsibilities regarding, potential accidents, health hazards people and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when hanging non-standard width wallcoverings and describe how and when they are used.			
3	Maintain safe and healthy working practices when hanging non-standard width wallcoverings.	3.1	Use health and safety control equipment safely and comply with the methods of work and the safe use of health and safety control equipment to carry out the activity in accordance with current legislation and organisational requirements when hanging non-standard width wallcoverings.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when hanging non-standard width wallcoverings in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to hanging non-standard width 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries emergencies relating to occupational activities and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to hang non-standard width wallcoverings	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • primer and sealer • adhesives • non-standard width wallcoverings • protective sheeting • waste containers and bags • access equipment – hand tools, power tools, and associated equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification and problems reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how any problems associated with the resources are reported.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity including wastage of materials associated with the method and procedure to hang non-standard width wallcoverings.			
5	Minimise the risk of damage to the work and surrounding area when hanging non-standard width wallcoverings.	5.1	Protect the work and its surrounding area from damage and the purpose of protection in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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 members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 hanging non-standard width wallcoverings.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and/or client.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to hang non-standard width wallcoverings to the required specification.	7.1	Demonstrate the following work skills when hanging non-standard wallcoverings to: shade, measure, match and cut, mix and apply adhesive, fold, position, fix, trim and clean off.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Demonstrate work skills to establish start and finish point and hang non-standard papers of substantial length to given working instructions to the following areas: <ul style="list-style-type: none"> • broad surfaces with internal, external angles, reveals and features. 			
		7.4	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 wallcoverings • prepare and apply pastes and adhesives • prepare and hang paper to ceilings • prepare and hang foundation paper, textured and/or relief and patterned finished wallcoverings • work to reveals and internal and external angles 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • work around electrical fittings and pipework • keep paper and adjacent surfaces clean • provide information for Building Information Modelling (BIM) • identify and follow manufactures instructions • work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • use hand tools power tools and ancillary equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when hanging non-standard width wallcoverings			
		7.6 Describe how to maintain the tools and associated equipment used when hanging non-standard width wallcoverings			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Applying coatings by the air spray method in the workplace

Level: 3

Unit type: Additional (all pathways)

Guided learning hours: 70

Unit summary

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

Unit assessment requirements

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

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

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

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.	2.1	Describe their responsibilities regarding, potential accidents, health hazards people and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when applying coatings by the air spray method and describe how and when they are used.			
3	Maintain safe and healthy working practices when applying coatings by the air spray method.	3.1	Use health and safety control equipment safely and comply with the methods of work and the safe use of health and safety control equipment to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the air spray method.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when applying coatings by the air spray method in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries emergencies relating to occupational activities and other task-related activities.			
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, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • 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 • plant and access equipment • hand tools, film thickness gauges and air spray equipment (high volume low pressure [HVLP]) wet film thickness gauges and ancillary equipment. 			
		4.3	Describe how to confirm that the methods of work conform to the specification and problems reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Explain why the organisational procedures have been developed and how any problems associated with the resources are reported.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity including wastage of materials associated with the method and procedure to apply coatings by the airless spray method			
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 from spraying operations and the purpose of protection in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and members of the public 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 coatings by the air spray method.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and/or client.			
		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 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 : prepare, load, protect, communicate, measure, assemble, position, secure and clean.			
		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	Implement shut down procedures. Clean and maintain spray equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.8 Safely store the materials, tools and equipment used when applying coatings by the air spray method.			
		7.9 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 previously decorated or prepared surfaces • provide protection by sheeting, masking and removing items • assemble component parts to form spraying equipment (high volume low pressure [HVLP] systems) • prepare and apply 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
	<ul style="list-style-type: none"> • plan the safeguard of operatives and the general public from spraying activities • identify and report spray equipment problems • identify and rectify application problems • measure wet and dry film thickness with gauges • shut down, clean, maintain and store equipment • identify how atmospheric conditions affect coatings and their application process • identify the working life of prepared materials • provide information for Building Information Modelling (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow manufactures instructions • work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • use hand tools and ancillary equipment. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.10	Describe the needs of other occupations and how to communicate effectively within a team when applying coatings by the air spray method.			
		7.11	Describe how to maintain the tools and equipment used when applying coatings by the air spray method.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Producing and applying complex stencils in the workplace

Level: 3

Unit type: Additional (all pathways)

Guided learning hours: 90

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when producing and applying complex stencils in a relevant sector of industry.

Unit assessment requirements

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

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing and applying complex stencils.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information, and current regulations governing buildings associated with occupational requirements.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information and current regulations governing buildings associated with occupational requirements. 			

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 stencils.	2.1	Describe their responsibilities regarding, potential accidents, health hazards people and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when producing and applying complex stencils and describe how and when they are used.			
3	Maintain safe and healthy working practices when producing and applying complex stencils.	3.1	Use health and safety control equipment safely and comply with the methods of work and the safe use of health and safety control equipment to carry out the activity in accordance with current legislation and organisational requirements when producing and applying complex stencils.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when applying coatings by the air spray method in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to producing and applying complex stencils, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries emergencies relating to occupational activities and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to produce and apply complex stencils.	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 paints • stencil plate materials • protective sheeting and masking materials • waste containers and/or bags • access equipment • hand tools and associated equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification and problems reported.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how any problems associated with the resources are reported.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity of materials required associated with the method/procedure to produce and apply complex stencils.			
5	Minimise the risk of damage to the work and surrounding area when producing and applying complex stencils.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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 members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 producing and applying complex stencils.	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. 			
7	Comply with the given contract information to produce and apply complex stencils to the required specification.	7.1	Demonstrate the following work skills when producing and applying complex stencils: <ul style="list-style-type: none"> • protecting, matching, scaling, drawing, cutting out, setting out, mixing, pouring, diluting, positioning, securing, applying, maintaining and transferring. 			
		7.2	Form, manufacture and set out complex single-plate and multi-plate stencils to given working instructions.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Position, register and produce stencils on surfaces of linear runs and/or broad areas using water-borne and/or solvent-borne paints to given working instructions.			
		7.4 Safely use materials, hand tools, power tools and associated equipment.			
		7.5 Safely store the materials, tools and equipment used when producing and applying complex stencils.			
		7.6 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 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 broad area applications • produce graduated effects by brush, sponge and spray 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> maintain the integrity of the stencil plate (cleanliness and structure) apply protective coating as required provide information for Building Information Modelling (BIM) recognise and determine when specialist skills and knowledge are required and report accordingly identify and follow manufactures instructions work around and in close proximity to plant and machinery direct and guide the operations and movement of plant and machinery inspect and use access equipment work at height use hand tools, power tools and associated equipment. 			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when producing and applying complex stencils.		
		7.8	Describe how to maintain the tools and equipment used when producing and applying complex stencils.		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Installing coving and decorative mouldings in the workplace

Level: 2

Unit type: Additional (all pathways)

Guided learning hours: 50

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

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

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.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information, and current regulations governing buildings associated with occupational requirements.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information and current regulations governing buildings associated with occupational requirements. 			

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, health hazards people and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available and when and describe how and when they are used.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when installing coving and decorative mouldings in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
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 • waste container and/or bag • fixing, coving tools and equipment. 			
		4.3	Describe how to confirm that the methods of work conform to the specification and problems reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity including wastage of materials required associated with the method and procedure to install coving and decorative mouldings.			
5	Minimise the risk of damage to the work and surrounding area when installing coving and decorative mouldings.	5.1	Protect the work and its surrounding area from damage and the purpose of protection in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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 members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when installing coving and decorative mouldings.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and or client.			
		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 install coving and decorative mouldings to the required specification.	7.1	Demonstrate the following work skills when Installing coving and decorative mouldings: measuring, cutting, applying adhesive, fixing, jointing, securing, filling and smoothing and cleaning.			
		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	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 • 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 • identify and prepare adhesives • work around electrical fittings and pipework • identify how atmospheric conditions affect coatings and their application process 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • identify the working life of prepared materials • provide information for Building Information Technology (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historic interest • identify and follow manufactures instructions • work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • work at height • use hand tools and ancillary equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when Installing coving and decorative mouldings.			
		7.6 Describe how to maintain the tools and equipment used when Installing coving and decorative mouldings.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Applying coatings to produce textured finishes in the workplace

Level: 2

Unit type: Additional (all pathways)

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when applying coatings to produce textured finishes in a relevant sector of industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

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

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

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, health hazards people and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when applying coatings to produce textured finishes and describe how and when they are used.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when applying coatings to produce textured finishes in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.4 Explain why and when health and safety control equipment, identified by the principles of prevention, 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). 			
		3.5 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	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.			
4	Select the required quantity and quality of resources for the methods of work to apply coatings to produce textured 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"> • power-based and ready-mixed texturing materials • sealers • access equipment • protective sheeting and masking materials • waste container and/or bag • texturing tools and equipment. 			
		4.3	Describe how to confirm that the methods of work conform to the specification and problems reported.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how any problems associated with the resources are reported.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity including wastage of materials required associated with the method and procedure to apply coatings to produce textured finishes.			
5	Minimise the risk of damage to the work and surrounding area when applying coatings to produce textured finishes.	5.1	Protect the work and its surrounding area from damage and the purpose of protection in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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 members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 coatings to produce textured finishes.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and or client.			
		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. 			
7	Comply with the given contract information to apply coatings to produce textured finishes to the required specification.	7.1	Demonstrate the following work skills when applying coatings to produce textured finishes: <ul style="list-style-type: none"> • mixing, laying-on, manipulating, cleaning, washing, measuring, filling and smoothing. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.2 Mix and apply coatings to given working instructions and produce the following textured finishes: <ul style="list-style-type: none"> • stippled design • one other recognised design produced by brush and/or stippler and/or roller. 			
		7.3 Safely use materials, tools and associated equipment.			
		7.4 Safely store the materials, tools and equipment used when applying coatings to produce textured finishes.			
		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 • 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 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • identify how atmospheric conditions affect coatings and their application process • identify the working life of prepared materials provide information for Building Information Technology (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • indemnify and follow manufactures instructions – work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • work at height • use hand tools, power tools and associated equipment. 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying coatings to produce textured finishes.			
		7.7 Describe how to maintain the tools and equipment used when applying coatings to produce textured finishes.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Producing broken colour effects in the workplace

Level: 2

Unit type: Additional (all pathways)

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when producing broken colour effects in a relevant sector of industry.

Unit assessment requirements

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

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

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.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information, and current regulations governing buildings associated with occupational requirements.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, current legislation, risk assessments, method statements and 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 different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information and current regulations governing buildings associated with occupational requirements. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when applying coatings to produce broken colour effects and describe how and when they are used.			

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	Demonstrate compliance with given information and relevant legislation when producing broken colour effects in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
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 and/or thinners, pigments, glaze and/or varnish, driers – draggers, bags, rag-rolling materials, natural sponges, stipplers, other items for working scumble • protective sheeting and masking materials • waste containers and/or bags – access equipment • hand tools, broken colour work equipment. 			
		4.3	Describe how to confirm that the methods of work conform to the specification and problems reported.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how any problems associated with the resources are reported.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity of materials required including wastage associated with the method and procedure to produce broken colour effects.			
5	Minimise the risk of damage to the work and surrounding area when producing broken colour effects.	5.1	Protect the work and its surrounding area from damage and the purpose of protection 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 members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 producing broken colour effects.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and or client.			
		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. 			
7	Comply with the given contract information to produce broken colour effects to the required specification.	7.1	Demonstrate the following work skills when producing broken colour effects: <ul style="list-style-type: none"> protecting, matching, mixing, pouring, diluting, laying-on, laying-off, cutting-in, rolling, bagging, dragging, stippling and wiping off. 			
		7.2	Prepare high quality ground to given working instructions.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Produce broken colour effects to broad and linear and/or trim areas, using water-borne or solvent-borne scumbles (proprietary and/or self-produced), to given working instructions for at least two of the following: <ul style="list-style-type: none"> • rag-rolling • bagging • dragging • brush or sponge stippling • wiping-off relief surfaces • colour washing. 			
		7.4 Safely use materials, hand tools and associated equipment.			
		7.5 Safely store the materials, tools and equipment used when producing broken colour effects.			
		7.6 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 previously prepared surface and bring up to suitable finish/ground 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • prepare paint and/or 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 coating over decorative effects if required • identify how atmospheric conditions affect coatings and their application process • use access equipment • provide information for Building Information Modelling (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historic interest identify and follow manufactures instructions 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> work around and in close proximity to plant and machinery direct and guide the operations and movement of plant and machinery inspect and use access equipment work at height use hand tools, power tools and associated equipment. 	•		
		7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing broken colour effects.			
		7.8 Describe how to maintain the tools and equipment used when producing broken colour effects.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Producing stencilled designs using pre-cut stencil plates in the workplace

Level: 2

Unit type: Additional (all pathways)

Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence when producing stencil designs using pre-cut stencil plates in a relevant sector of industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing stencil designs using pre-cut stencil plates.	1.1	Interpret and extract relevant information from drawings, specifications, current regulations, schedules, risk assessments method statements and manufacturers' information, and current regulations governing buildings associated with occupational requirements.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, current legislation, risk assessments, method statements and 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 different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, current regulations, schedules, risk assessments, method statements, manufacturers' information and current regulations governing buildings associated with occupational requirements. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when producing stencil designs using pre-cut stencil plates and describe how and when they are used.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when producing broken colour effects in relation to all of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
4	Select the required quantity and quality of resources for the methods of work to produce stencil designs using pre-cut stencil plates.	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 • stainers, solvents, driers, protective coatings • pre-cut stencil plates • protective sheeting and masking materials • waste containers and/or bags • access equipment • paint application equipment, stencilling tools, and stencil setting-out equipment. 			
		4.3	Describe how to confirm that the methods of work conform to the specification and problems reported.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how any problems associated with the resources are reported.			
		4.6	Describe any potential hazards associated with the resources and methods of work and how they are overcome.			
		4.7	Describe how to calculate quantity of materials including wastage required associated with the method/procedure to produce stencil designs using pre-cut stencil plates.			
5	Minimise the risk of damage to the work and surrounding area when producing stencil designs using pre-cut stencil plates.	5.1	Protect the work and its surrounding area from damage and the purpose of protection 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 members of the public and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 producing stencil designs using pre-cut stencil plates.	6.1	Demonstrate completion of the work within the estimated, allocated time to meet the needs of other occupations and or client.			
		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. 			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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.			
		7.6 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 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 on surfaces of linear runs and broad areas 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • apply stencil design using brush, roller and spay equipment • maintain integrity of the stencil plate (cleanliness and structure) • apply protective coating • identify how atmospheric conditions affect coatings and the application process • provide information for Building Information Modelling (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historic interest identify and follow manufactures instructions • work around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • inspect and use access equipment • work at height • use hand tools and associated equipment. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when producing stencil designs using pre-cut stencil plates.			
		7.8	Describe how to maintain the tools and equipment used when producing stencil designs using pre-cut stencil plates.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

11 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

12 Malpractice

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

- The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete Joint Council for Qualifications (JCQ) *Form M1* (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- temporarily withholding certification of learners
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet: *A guide to the awarding bodies' appeals process*.

13 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) or *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

14 Glossary

Section A – General terminology used in specification

Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Competence	The minimum knowledge, skills and behaviours required to perform a job role effectively.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.
Workplace simulation	Realistic tasks carried out in the workplace that are additional to the normal work duties for the day to produce evidence for criteria that are very challenging to meet in the natural course of work.

Section B – Terms used in knowledge and understanding criteria

Analyse	Examine methodically and in detail, typically in order to interpret.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Interpret	State the meaning and/or use of information or concepts
List	Provide information as an item by item record
State	Express information in clear and precise terms.

Annexe A: Consolidated Assessment Strategy for Construction and the Built Environment

Introduction

This assessment strategy provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated Construction Skills Assessment Strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

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

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

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

Appendix B provides additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units.

Appendix C provides guidance on the use of simulation; it is an SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and NVQs/SVQs. Simulation will only usually apply as a result of one or more of the listed constraints.

Awarding organisations must make this Strategy and the appendices available to assessors, verifiers, candidates and assessment centres.

Principles

1. External quality control of assessment

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

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

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

1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQs or SVQs, including aspects informing incremental change.

1.4 The Forum will, in respect of this strategy:

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

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

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

2. Aspects to be assessed through performance in the workplace

2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).

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

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

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

3. How simulated working conditions may be used to assess competence

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

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

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

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

- tools, equipment and instruments
- materials
- types of contingencies
- standards and quality specifications
- real timescales
- quantities of work
- physical conditions
- relationships with people
- types of interaction
- communication methods and media
- information and data.

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

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

4. Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that assessors:

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

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

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

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

4.1.3 only assess in their acknowledged area of occupational competence

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

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

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

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

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

In Scotland, approval for exemptions must be obtained from SQA Accreditation.

4.2 Awarding organisations must ensure that **internal verifiers**:

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

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

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

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

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

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

4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
 - RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
 - an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation
- or hold one of the following

- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

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

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

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
 - RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
 - an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation
- or one of the following

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

4.3 Awarding organisations must ensure that **external verifiers:**

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

External verifiers' experience, knowledge and understanding could be verified by a combination of:

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

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

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

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

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

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the External Quality Assurance of Assessment
- an appropriate External Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

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

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

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

Level 3:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or one of the following

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

Level 4:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

4.4. Selection and appointment of assessors and verifiers

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

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

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

Appendix A

ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the ConstructionSkills' Assessment Strategy. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – craft, supervisory, technical, managerial and professional NVQs/SVQs. The following general standard notes are strongly recommended for adoption by awarding organisations in their assessment specification:

Standard note 1:

"Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria/learning outcomes and assessment criteria across the scope/range."

Standard note 2:

"There must be workplace evidence against each performance criterion/learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion/learning outcome and assessment criterion."

Standard note 3:

"Knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence."

Standard note 4:

Either:

"Simulations are not considered to be acceptable for producing this evidence."

OR

"Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation, with appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real timescales; quantities of work; physical conditions; relationship with people; type of interaction; communication methods and media; information and data."*

See also Annex C: 'Guidance on the use of simulation' which also includes guidance on the acceptable use and characteristics of simulation within N/SVQs during the current economic climate.

Appendix B

Additional Information On Assessment Guidance For Awarding Organisations Relevant To Specific NVQ or SVQ Qualifications and Units

The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment NVQs and SVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.

Additional Information on the Assessment of CITB NVQ Units only

- CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4
 - 2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks'.
 - 2.4 – 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks
- All CITB NVQ units – Assessment Criteria 1.4
 - 1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'.

Thermal Insulation NVQ and SVQ units and qualifications

- Training Providers offering Thermal Insulation NVQ and SVQ units and qualifications:
 - must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are Thermal Installation installers with at least 5 years verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
 - curriculum vitae and employer endorsement
 - references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - interview

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

- will provide opportunities to identify and address particular issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

Guidance on the use of simulation

Introduction

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

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

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

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

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

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

Guidance on the acceptable use and characteristics of simulation within NVQs/SVQs during the current economic climate

Due to the UK's economic recession over the past few years, ConstructionSkills had implemented flexibilities relating to simulation of NVQs/SVQs for displaced Apprentices and although there were small signs of a recovery in 2014 ConstructionSkills' agreed to extend these flexibilities for a further twelve months.

Now that the construction industry has shown definite signs of growth, these flexibilities were withdrawn on 31st March 2015. However in regard to Apprentices registered before the 1st January 2015 the flexibilities will remain in place until their completion date.

Therefore only for Apprentices who registered before the 1st January 2015 the following can apply:

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, Awarding Bodies can arrange with their centres to apply the following principles.

1 Units cannot be assessed using simulation alone – there must be some supporting work-based evidence.

2 A centre's strategy for simulation must be examined and approved by the external verifier.

3 The location and environment of simulation must be agreed with the internal verifier prior to taking place, and must be checked by the internal verifier.

4 The nature of the contingency and the physical environment must be realistic and candidates should not be given any indication as to exactly what contingencies they may come across.

5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.

6 There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.

7 All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.

8 All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer etc.) and also similar realistic facilities.

9 Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares Apprentices. The GTA model is where a number of like-minded employers come together to create a separate business entity, which sources appropriate training and delivers Apprenticeships by providing work experience across the range of engaged businesses.

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