

# Specification

Edexcel NVQ/competence-  
based qualifications

Edexcel Level 1 NVQ Diploma in Decorative Finishing and  
Industrial Painting Occupations (Construction) (QCF)

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

For first registration August 2010

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

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## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Edexcel NVQs in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Edexcel Level 1 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF)	500/9152/9	01/08/2010
Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF)	500/9133/5	01/08/2010

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

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

The titles on the previous page replaced the following qualification from 1 August 2010:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Edexcel Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations	500/3502/2	01/12/2007	31/12/2010

# Key features of the Edexcel NVQs in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF)

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These qualifications:

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

The Edexcel Level 1 and 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF) has been approved as a component for the ConstructionSkills Apprenticeship framework.

## What is the purpose of these qualifications?

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

## Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

## What are the benefits of these qualifications to the learner and employer?

These qualifications allow learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction industry as defined by ConstructionSkills, the Sector Skills Council. As such they contribute to the development of skilled labour in the sector. The Edexcel Level 1 and 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF) may contribute towards the competence element of an Apprenticeship.

## What are the potential job roles for those working towards these qualifications?

- Painter and decorator

## **What progression opportunities are available to learners who achieve these qualifications?**

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

Further information is available in *Annexe A*.



# What is the qualification structure for the Edexcel Level 1 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF)?

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Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

Learners must complete all the mandatory units to achieve this qualification. A total of 39 credits.

## **A – Mandatory units**

Credit value required: minimum 39.

F/600/7138 – Conforming to general safety in the workplace

J/600/7142 – Moving and handling resources in the workplace

D/600/8281 – Erecting and dismantling access/working platforms in the workplace

F/600/7110 – Preparing new surfaces for paint systems in the workplace

R/600/7158 – Applying paint to new surfaces by brush and roller in the workplace

# What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF)?

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Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

This qualification accreditation number provides pathways to the following qualifications.

## **Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations – Painter (Construction) (QCF)**

Learners must complete all mandatory units in Group A. A total of 56 credits.

## **Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations – Industrial Painter (Construction) (QCF)**

Learners must complete all mandatory units in Group B1 and then select additional units from Group B2 to achieve a minimum of 65 credits in total.

Group C units are additional units and learners are not required to complete any units in from this group to achieve these qualifications.

### **Group A – Painter**

Credit value required: minimum 56.

#### **A1 – Mandatory units (Painter)**

F/600/7138 – Conforming to general safety in the workplace

J/600/7139 – Conforming to efficient working practices in the workplace

J/600/7142 – Moving and handling resources in the workplace

D/600/8281 – Erecting and dismantling access/working platforms in the workplace

R/600/7161 – Preparing surfaces for painting/decorating in the workplace

M/600/7166 – Applying paint systems by brush and roller in the workplace

### **Group B – Industrial Painter**

Credit value required: minimum 65.

#### **B1 – Mandatory units (Industrial Painter)**

F/600/7138 – Conforming to general safety in the workplace

J/600/7139 – Conforming to efficient working practices in the workplace

J/600/7142 – Moving and handling resources in the workplace

D/600/8281 – Erecting and dismantling access/working platforms in the workplace

R/600/7161 – Preparing surfaces for painting/decorating in the workplace

M/600/7166 – Applying paint systems by brush and roller in the workplace

## **B2 – Optional units (Industrial Painter)**

Credit value required: minimum 9.

T/600/7170 – Operating equipment in support of the paint sprayer in the workplace

Y/600/7453 – Operating equipment in support of the abrasive blast cleaner in the workplace

## **Group C – Additional units**

Learners are not required to complete any units in Group C to achieve these qualifications.

R/600/7175 – Hanging standard paper wallcoverings in the workplace

D/600/7180 – Hanging wide-width vinyls in the workplace

F/600/7186 – Installing coving, centre-pieces and texture products in the workplace

R/600/7192 – Applying coatings by the airless spray method in the workplace

R/600/7368 – Applying coatings by the air spray method in the workplace

R/600/7371 – Producing broken colour work and basic stencilling in the workplace

H/600/7374 – Producing and applying complex stencil designs in the workplace

## How are the qualifications graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Assessment Requirements/Strategy for the sector, or
- as part of a training programme.

### Assessment requirements/strategy

The Assessment Requirements/Strategy for these qualifications has been included in *Annexe E*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

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

It is important that the evidence is:

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

### **Types of evidence (to be read in conjunction with the Assessment requirements/strategy in *Annexe E*)**

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

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

The abbreviations may be used for cross-referencing purposes.

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

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website: [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

## **Additional requirements**

The Joint Awarding Body and the SSC Working Practices Group have identified additional requirements that are needed to assess and quality assure qualifications placed on the QCF that use NVQ within their title. These requirements are shown in *Annexe D: Additional Requirements for Qualifications that use the title NVQ within the QCF*.

# Centre recognition and approval

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## Centre recognition

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

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

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

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe E: Assessment Requirements/Strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit 1:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit reference number:</b> F/502/5807					This code is a unique reference number for the unit.
<b>QCF level:</b>					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment recording:</b>					This provides a summary of the assessment recording methods to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.	The assessment criteria of a unit specify the standard a learner is expected to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.	Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.			



# Units



## **Unit 1: Conforming to General Safety in the Workplace**

**Unit reference number:** F/600/7138

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 7

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conforming to general safety in the workplace to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criterion 4.1.

## **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify hazards associated with the workplace and record and report in accordance with organisational procedures	<p>1.1 report and/or record hazards within the workplace and occupations at work</p> <p>1.2 describe typical hazards associated with the occupational area including noise, resources, environmental, substances and articles, obstructions, storage and work activities</p> <p>1.3 state the methods used for reporting hazards in the workplace</p>			
2 Comply with all workplace safety legislation requirements	<p>2.1 select and wear general personal protective equipment (PPE) in the work environment in accordance with legislation and organisational requirements</p> <p>2.2 state when and why PPE should be used including protective helmets, ear protection, overalls, safety boots and high visibility clothing</p> <p>2.3 adhere with statutory requirements, safety notices and warning notices displayed within the workplace</p> <p>2.4 describe which types of safety notices are relevant to the occupational area</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with and maintain all organisational security arrangements and approved procedures	3.1 maintain security of the workplace by following organisational procedures relating to: <ul style="list-style-type: none"> <li>- during the working day</li> <li>- on completion of the day's work</li> <li>- unauthorised personnel (other operatives and the general public)</li> <li>- theft.</li> </ul> 3.2 explain how security procedures are implemented within the workplace			
4 Comply with all emergency procedures in accordance with organisational policy	4.1 follow organisational procedures for accidents and emergencies associated with the type of work being undertaken and the work environment 4.2 state the types of fire extinguishers available and describe how and when they are used			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 2: Moving and handling resources in the workplace**

**Unit reference number:** J/600/7142

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 17

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of moving and handling resources to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to comply with given information when moving and storing resources</p>	<p>1.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- on site, below ground level, at height, with tools and equipment, with materials and substances and by manual handling and mechanical lifting</li> </ul> <p>1.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.3 state what the accident reporting procedures are and who is responsible for making the reports</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Maintain safe working practices when moving and handling resources</p>	<p>2.1 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when moving and handling resources</p> <p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to moving and handling resources, and the types, purpose and limitations of each type</p> <p>2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>2.4 state the types of fire extinguishers available and describe how and when they are used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Select the resources to be stored and ensure they conform to the given information</p>	<p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- materials, components, fixings, fittings and ancillary items</li> <li>- hand and/or powered tools and equipment</li> <li>- internally or externally supplied</li> </ul> <p>3.2 select the resources to be moved and/or stored for own work and that of the team, in relation to materials, components, fixings, tools and equipment</p> <p>3.3 state how the resources should be handled and how problems associated with the resources are reported</p> <p>3.4 state why organisational procedures are developed and how they are used</p> <p>3.5 outline potential hazards associated with the resources and method of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Comply with the given information to prevent damage to the product and surrounding environment when moving and handling resources</p>	<p>4.1 protect the product and the surrounding area from damage</p> <p>4.2 minimise damage and maintain a clean work space</p> <p>4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>4.4 dispose of waste packaging in accordance with legislation</p> <p>4.5 state why the disposal of waste should be carried out in relation to the work and how it is achieved</p>			
<p>5 Comply with the given product information to move and handle resources to the required guidance</p>	<p>5.1 demonstrate the following work skills when moving and handling resources:</p> <ul style="list-style-type: none"> <li>- moving, positioning, securing and using lifting aids and kinetic lifting techniques</li> </ul> <p>5.2 handle and store occupational resources to meet product information and/or organisational requirements relating to at least three of the following:</p> <ul style="list-style-type: none"> <li>- sheet material</li> <li>- loose material</li> <li>- bagged or wrapped material</li> <li>- fragile material</li> <li>- components</li> <li>- liquid material</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, for: <ul style="list-style-type: none"> <li>- manual handling and storage</li> <li>- maintenance of lifting aids</li> </ul> 5.4 safely use and store lifting aids and equipment 5.5 state the needs of other occupations when moving and handling resources			

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

## **Unit 3: Erecting and dismantling access/working platforms in the workplace**

**Unit reference number:** D/600/8281

**QCF level:** 2

**Credit value:** 8

**Guided learning hours:** 27

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- own occupational area of work

Plus two or more of the following:

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

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

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

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



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- ladders/crawler boards</li> <li>- stepladders/platform steps</li> <li>- trestles</li> <li>- proprietary staging/podiums</li> <li>- proprietary towers</li> <li>- mobile scaffold towers</li> <li>- protection equipment and notices</li> <li>- tools and ancillary equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, components, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when erecting and dismantling access/working platforms</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: organisational procedures for reporting circumstances which will affect the work programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to erect and dismantle access/ working platforms to the required specification</p>	<p>7.1 demonstrate the following work skills when erecting and dismantling access/working platforms:</p> <ul style="list-style-type: none"> <li>- moving, positioning/erecting, securing, checking, dismantling and removing</li> </ul> <p>7.2 erect, dismantle and store two of the following access equipment to given access regulations:</p> <ul style="list-style-type: none"> <li>- ladders/crawler boards</li> <li>- stepladders/platform steps</li> <li>- proprietary towers</li> <li>- trestle platforms</li> <li>- mobile scaffold towers</li> <li>- proprietary staging/podiums</li> </ul> <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"> <li>- provide protection to the work area</li> <li>- establish a base for equipment</li> <li>- erect proprietary access equipment to manufacturer's instructions suitable for the work</li> <li>- erect non-proprietary access equipment suitable for the work</li> <li>- place protective screens and notices</li> <li>- check/monitor equipment during the period of use</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>- dismantle and store access equipment</li> <li>- use tools and equipment</li> <li>- work at height</li> </ul> <p>7.4 safely use and store materials, hand tools and ancillary equipment</p> <p>7.5 state the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms</p> <p>7.6 describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*

## **Unit 4: Preparing new surfaces for paint systems in the workplace**

**Unit reference number:** F/600/7110

**QCF level:** 1

**Credit value:** 11

**Guided learning hours:** 37

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing new surfaces for paint systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to comply with relevant legislation and official guidance when preparing new surfaces for paint systems</p>	<p>1.1 describe the different types of instruction used with the method/procedure to prepare new surfaces for paint systems</p> <p>1.2 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling</li> </ul> <p>1.3 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.4 state what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Maintain safe working practices when preparing new surfaces for paint systems</p>	<p>2.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing new surfaces for paint systems</p> <p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to preparing new surfaces for paint systems, and the types, purpose and limitations of each type</p> <p>2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			
<p>3 Select the required quantity and quality of resources for the methods of work to prepare new surfaces for paint systems</p>	<p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- abrasives, fillers and cleaning materials</li> <li>- protective sheeting</li> <li>- rubbish containers/bags</li> <li>- access equipment</li> <li>- hand/power tools and associated equipment</li> </ul> <p>3.2 select resources associated with own work in relation to materials, tools and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.3 state how the resources should be used correctly 3.4 outline potential hazards associated with the resources and method of work			
4 Minimise the risk of damage to the work and surrounding area when preparing new surfaces for paint systems	4.1 protect the work and its surrounding area from damage 4.2 minimise damage and maintain a clean work space 4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.4 dispose of waste in accordance with legislation 4.5 state why the disposal of waste should be carried out in relation to the work			
5 Complete the work within the allocated time when preparing new surfaces for paint systems	5.1 demonstrate completion of the work within the allocated time 5.2 state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Comply with the given contract information to prepare new surfaces for paint systems to the required specification</p>	<p>6.1 demonstrate the following work skills when preparing new surfaces for paint systems:</p> <ul style="list-style-type: none"> <li>- scraping, abrading, keying, mixing, filling, levelling/flattening and brushing-down</li> </ul> <p>6.2 prepare new interior and/or exterior surfaces to given working instructions for any four surfaces relating to:</p> <ul style="list-style-type: none"> <li>- metal, timber, manufactured sheet material, plaster, masonry or plastic</li> </ul> <p>6.3 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"> <li>- establish access requirements</li> <li>- assess surface condition and treat (eg cracks, wet/damp, dust, stains, friable)</li> <li>- prepare new bare metal, timber, manufactured sheet material, plaster, masonry and plastic</li> <li>- prepare previously primed/sealed surfaces</li> <li>- prepare surfaces contaminated with oil/resin or moulds</li> <li>- prepare and use various filler types</li> <li>- use hand tools and associated equipment</li> </ul> <p>6.4 safely use and store hand tools, abrading tools, associated equipment and materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.5 state the needs of other occupations and how to communicate within a team when preparing new surfaces for paint systems  6.6 describe how to maintain the tools and equipment used when preparing new surfaces for paint systems			

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

## **Unit 5: Applying paint to new surfaces by brush and roller in the workplace**

**Unit reference number:** R/600/7158

**QCF level:** 1

**Credit value:** 13

**Guided learning hours:** 43

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying paint to new surfaces by brush and roller to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to comply with relevant legislation and official guidance when applying paint to new surfaces by brush and roller</p>	<p>1.1 describe the different types of instruction used with the method/procedure to apply paint to new surfaces by brush and roller</p> <p>1.2 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling</li> </ul> <p>1.3 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.4 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>2 Maintain safe working practices when applying paint to new surfaces by brush and roller</p>	<p>2.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when applying paint to new surfaces by brush and roller</p> <p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to applying paint to new surfaces by brush and roller, and the types, purpose and limitations of each type</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
3 Select the required quantity and quality of resources for the methods of work to apply paint to new surfaces by brush and roller	<p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- water-borne and solvent-borne coatings</li> <li>- solvents</li> <li>- knottings and stain-blockers</li> <li>- brushes, rollers and all associated equipment</li> <li>- protective sheeting</li> <li>- rubbish containers/bags</li> <li>- access equipment</li> <li>- hand tools</li> </ul> <p>3.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>3.3 state how the resources should be used correctly</p> <p>3.4 outline potential hazards associated with the resources and method of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Minimise the risk of damage to the work and surrounding area when applying paint to new surfaces by brush and roller</p>	<p>4.1 protect the work and its surrounding area from damage</p> <p>4.2 minimise damage and maintain a clean work space</p> <p>4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>4.4 dispose of waste in accordance with legislation</p> <p>4.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>5 Complete the work within the allocated time when applying paint to new surfaces by brush and roller</p>	<p>5.1 demonstrate completion of the work within the allocated time</p> <p>5.2 state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Comply with the given contract information to apply paint to new surfaces by brush and roller to the required specification</p>	<p>6.1 demonstrate the following work skills when applying paint to new surfaces by brush and roller: mixing/matching, pouring, diluting, loading, laying-on, laying-off and cutting-in</p> <p>6.2 select and apply water-borne and solvent-borne coatings to linear and broad work by brush and roller, to the given working instructions, to:</p> <ul style="list-style-type: none"> <li>- new interior surfaces</li> <li>- new exterior surfaces</li> </ul> <p>6.3 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"> <li>- establish access requirements</li> <li>- check suitability of previously prepared surfaces</li> <li>- select and prepare coatings, brushes, rollers and associated tools and equipment</li> <li>- prepare and apply water-borne and solvent-borne coatings to bare and previously primed/sealed surfaces</li> <li>- cut in to fixtures/fitments e.g. glazed areas</li> <li>- use hand tools, brushes and rollers</li> </ul> <p>6.4 describe how atmospheric conditions influence the painting process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.5 describe why attention to cutting-in techniques is needed</p> <p>6.6 safely use and store hand tools, brushes, rollers, coatings, solvent materials and associated equipment</p> <p>6.7 state the needs of other occupations and how to communicate within a team when applying paint to new surfaces by brush and roller</p> <p>6.8 describe how to maintain the tools and equipment used when applying paint to new surfaces by brush and roller</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)



## **Unit 6: Conforming to efficient working practices in the workplace**

**Unit reference number:** J/600/7139

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 10

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conforming to efficient working practices to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Communicate with others to establish productive working relationships</p>	<p>1.1 communicate with colleagues and/or clients to ensure that the work is carried out efficiently</p> <p>1.2 explain different methods of communicating with line managers, co-workers and clients</p> <p>1.3 give reasons for using certain methods of communication for particular job activities</p> <p>1.4 describe the reasons for communicating efficiently and effectively, and the consequences of poor communication</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Follow organisational procedures to maintain good work relationships</p>	<p>2.1 carry out work in conjunction with other workers and maintain harmonised relationships</p> <p>2.2 explain how organisational work procedures are applied to maintain good working relationships with line managers, co-workers and clients</p> <p>2.3 state the reasons for effective working relationships with line managers, co-workers and clients</p> <p>2.4 describe the consequences for efficient working if relationships with line managers, co-workers and clients are poor</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain appropriate records in accordance with the organisational procedures</p>	<p>3.1 complete relevant documentation according to the occupation in accordance with organisational procedures</p> <p>3.2 describe how to maintain documentation in accordance with organisational procedures relating to:</p> <ul style="list-style-type: none"> <li>- job cards</li> <li>- worksheets</li> <li>- material/resource lists</li> <li>- time sheets</li> </ul> <p>3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 7: Preparing surfaces for painting/decorating in the workplace**

**Unit reference number:** R/600/7161

**QCF level:** 2

**Credit value:** 18

**Guided learning hours:** 60

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing surfaces for painting/decorating in the workplace to be effective and reliable when confirming a learner's competence.

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

- require existing covering/material to be removed.

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

- decorative finishing
- industrial painting.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when preparing surfaces for painting/decorating</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements and manufacturer's information</p>			

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



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to prepare surfaces for painting/ decorating</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- protective sheets and masking materials</li> <li>- solvents for the removal of contaminants</li> <li>- cleaning agents</li> <li>- paint stripping materials and equipment</li> <li>- fillers (single and two pack)</li> <li>- abrasives</li> <li>- surface treatment materials</li> <li>- rubbish containers/bags</li> <li>- access equipment</li> <li>- hand and/or powered tools and associated equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing surfaces for painting/decorating	<p>4.5 describe how to calculate quantity of materials associated with the method/procedure to prepare surfaces for painting/decorating</p> <p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
6 Complete the work within the allocated time when preparing surfaces for painting/decorating	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>- types of progress charts, timetables and estimated times and organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to prepare surfaces for painting/decorating to the required specification</p>	<p>7.1 demonstrate the following work skills when preparing surfaces for painting/decorating: washing, stripping/scraping, abrading and keying, mixing, filling, levelling/flattening and brushing-down</p> <p>7.2 prepare, prime and seal exterior and/or interior surfaces for industrial and/or non-industrial situations to the given working instructions: bare substrates and previously painted/decorated surfaces:</p> <ul style="list-style-type: none"> <li>- in sound condition</li> <li>- featuring surface defects</li> <li>- require existing covering/material to be removed</li> </ul> <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"> <li>- establish access requirements</li> <li>- check suitability of previously prepared surfaces</li> <li>- prepare bare, untreated substrates</li> <li>- prepare previously treated surfaces in sound condition</li> <li>- prepare previously treated surfaces with defects</li> <li>- remove surface contamination</li> <li>- remove toxic/hazardous materials from surfaces</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>- remove existing painted and/or hung wallcoverings</li> <li>- remove defective materials from timber, brick/stone/concrete, plaster, metal</li> <li>- fill level and abrade surfaces</li> <li>- apply primer and sealers to bare substrates</li> <li>- apply special preparatory treatments to prepared surfaces</li> <li>- use hand tools, power tools and associated equipment</li> </ul> <p>7.4 safely use and store solvents, hand tools, associated equipment and abrading equipment when preparing surfaces for painting/decorating</p> <p>7.5 state the needs of other occupations and how to communicate within a team when preparing surfaces for painting/decorating</p> <p>7.6 describe how to maintain the tools and equipment used when preparing surfaces for painting/decorating</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 8: Applying paint systems by brush and roller in the workplace**

**Unit reference number:** M/600/7166

**QCF level:** 2

**Credit value:** 20

**Guided learning hours:** 67

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying paint systems by brush and roller to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- decorative finishing
- industrial painting.

## **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when applying paint systems by brush and roller</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements and manufacturer's information</p>			

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



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply paint systems by brush and roller</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- water-borne and solvent-borne coatings</li> <li>- primers, intermediate coatings (undercoats) and finishes (single and two-pack coatings)</li> <li>- single-product systems (eg emulsions, varnishes, timber colour treatments)</li> <li>- solvents</li> <li>- knottings, proprietary sealers</li> <li>- brushes, rollers and other associated equipment</li> <li>- protective sheeting and masking materials</li> <li>- access equipment</li> <li>- hand tools and associated equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when applying paint systems by brush and roller</p>	<p>4.5 Describe how to calculate quantity of materials required associated with the method/procedure to apply paint systems by brush and roller</p> <p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when applying paint systems by brush and roller</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>- types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply paint systems by brush and roller to the required specification</p>	<p>7.1 demonstrate the following work skills when applying paint systems by brush and roller: matching, mixing, pouring, diluting, loading, laying-on, laying-off, cutting-in</p> <p>7.2 apply water-borne and solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, to: linear/trim/narrow-runs, broad areas and detailed/complex work by brush and roller</p> <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"> <li>- establish access requirements</li> <li>- check suitability of previously prepared surfaces</li> <li>- prepare and apply water-borne and solvent-borne coatings by brush and roller</li> <li>- prepare coatings with activators</li> <li>- coat broad areas, linear/trim/narrow runs and detailed, complex structural/architectural items</li> <li>- stripecoat surface features (industrial environment)</li> <li>- select and use brushes, rollers and associated tools and equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 describe the working life of prepared materials and how atmospheric conditions influence the painting process</p> <p>7.5 safely use and store paint and solvent materials, tools and associated equipment</p> <p>7.6 state the needs of other occupations and how to communicate within a team when applying paint systems by brush and roller</p> <p>7.7 describe how to maintain brushes, rollers and the tools and associated equipment used when applying paint systems by brush and roller</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 9: Operating equipment in support of the paint sprayer in the workplace**

**Unit reference number:** T/600/7170

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of operating equipment in support of the paint sprayer to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- air spray
- airless spray.

## **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when operating equipment in support of the paint sprayer</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements, manufacturer's information and spray painter's instructions</p>			

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



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to operate equipment in support of the paint sprayer</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- water-borne and solvent-borne coatings</li> <li>- masking materials: masking tape, masking paper, dust sheets, masking shield</li> <li>- two-pack coatings (base, activator and solvent)</li> <li>- protective sheeting</li> <li>- access equipment</li> <li>- hand tools, paint spraying equipment and ancillary equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work (with an emphasis on using fluids and/or air under high pressure and static electricity)</p> <p>4.5 describe how to calculate quantity of materials associated with the method/procedure to operate equipment in support of the paint sprayer</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when operating equipment in support of the paint sprayer</p>	<p>5.1 protect the work and its surrounding area from damage (with an emphasis on de-masking work)</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to damage from spraying operations, general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when operating equipment in support of the paint sprayer</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme</p>			
<p>7 Comply with the given contract information to operate equipment in support of the paint sprayer to the required specification</p>	<p>7.1 demonstrate the following work skills when operating equipment in support of the paint sprayer: assembling, preparing, loading, protecting and communicating</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.2 set up and operate paint spraying equipment (air and/or airless) in support of the paint sprayer to the given working instructions by:</p> <ul style="list-style-type: none"> <li>- preparing coatings</li> <li>- loading the system</li> <li>- monitoring and maintaining supply</li> </ul> <p>7.3 shut down and clean out paint spraying equipment</p> <p>7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- establish access requirements</li> <li>- assemble component parts to form paint spraying equipment</li> <li>- prepare coatings: single-pack and two-pack systems</li> <li>- load material containers</li> <li>- apply and remove masking products</li> <li>- operate, monitor and maintain (during use) the paint spraying equipment</li> <li>- shut down, clean and store equipment</li> <li>- use hand tools and ancillary equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 safely use and store hand tools, material supply equipment, ancillary equipment, paint and solvent products, compressed air equipment and pressurised lines</p> <p>7.6 state the needs of other occupations and how to communicate within a team when operating equipment in support of the paint sprayer</p> <p>7.7 describe how to maintain the tools and equipment used when operating equipment in support of the paint sprayer</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*

## **Unit 10: Operating equipment in support of the abrasive blast cleaner in the workplace**

**Unit reference number:** Y/600/7453

**QCF level:** 2

**Credit value:** 9

**Guided learning hours:** 30

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of operating equipment in support of the abrasive blast cleaner to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when operating equipment in support of the abrasive blast cleaner</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements, manufacturer's information and abrasive blast cleaner's instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when operating equipment in support of the abrasive blast cleaner</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, in confined areas, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual and mechanical handling</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when operating equipment in support of the abrasive blast cleaner</p>	<p>3.1 use personal protective equipment (PPE/RPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when operating equipment in support of the abrasive blast cleaner</p> <p>3.2 demonstrate kinetic lifting practices when operating equipment in support of the abrasive blast cleaner</p> <p>3.3 explain why and when personal protective equipment (PPE/RPE) should be used (with emphasis on respiratory protection equipment), relating to operating equipment in support of the abrasive blast cleaner, and the types, purpose and limitations of each type</p> <p>3.4 state how emergencies should be responded to in accordance with organisational authorisation, personal skills and first aid procedures when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to operate equipment in support of the abrasive blast cleaner</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- materials for protecting the work area</li> <li>- blast cleaning equipment</li> <li>- blast media</li> <li>- lighting and signage</li> <li>- access equipment</li> <li>- hand tools, surface profile testing equipment and ancillary equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work (with an emphasis on using toxic materials and air under high pressure)</p> <p>4.5 describe how to calculate quantity of materials associated with the method/procedure to operate equipment in support of the abrasive blast cleaner</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when operating equipment in support of the abrasive blast cleaner</p>	<p>5.1 protect the work and its surrounding area from damage (with an emphasis on masking and de-masking)</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, blasting operations, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when operating equipment in support of the abrasive blast cleaner</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to operate equipment in support of the abrasive blast cleaner to the required specification</p>	<p>7.1 demonstrate the following work skills when operating equipment in support of the abrasive blast cleaner: assembling, preparing, loading, operating, protecting, communicating</p> <p>7.2 operate abrasive blast cleaning equipment in support of the abrasive blast-cleaner to the given working instructions, by:</p> <ul style="list-style-type: none"> <li>- preparing abrasives</li> <li>- loading the system</li> <li>- monitoring and maintaining supply</li> </ul> <p>7.3 shut down and clean out the abrasive blast cleaning equipment</p> <p>7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- establish access requirements</li> <li>- assemble component parts</li> <li>- identify and prepare abrasives</li> <li>- load hoppers</li> <li>- operate, monitor and maintain (during use) the abrasive blast cleaning equipment</li> <li>- shut-down, clean and store equipment</li> <li>- use hand tools and ancillary equipment.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 safely use and store hand tools, material supply equipment, ancillary equipment, compressed air equipment and pressurised lines			
	7.6 state the needs of other occupations and how to 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			

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*(if sampled)*



## **Unit 11: Hanging standard paper wallcoverings in the workplace**

**Unit reference number:** R/600/7175

**QCF level:** 2

**Credit value:** 19

**Guided learning hours:** 63

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of hanging standard paper wallcoverings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when hanging standard paper wallcoverings</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements and manufacturer's information</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when hanging standard paper wallcoverings</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when hanging standard paper wallcoverings</p>	<p>3.1 use personal protective equipment (PPE), access equipment and work around electrical fittings safely to carry out the activity in accordance with legislation and organisational requirements when hanging standard paper wallcoverings</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to hanging standard paper wallcoverings, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to hang standard paper wallcoverings</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- surface preparation materials</li> <li>- pastes and adhesives</li> <li>- wallpapers</li> <li>- protective sheeting</li> <li>- rubbish containers/bags</li> <li>- access equipment</li> <li>- hand tools and associated equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity of materials required associated with the method/procedure to hang standard paper wallcoverings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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</p> <p>5.4 describe how to keep the paper and adjacent surfaces clean</p> <p>5.5 dispose of waste in accordance with legislation</p> <p>5.6 state why the disposal of waste should be carried out in relation to the work (with an emphasis on handling and safe disposal of sharp blades)</p>			
<p>6 Complete the work within the allocated time when hanging standard paper wallcoverings</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>- types of progress charts, timetables and estimated times</li> <li>- organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to hang standard paper wallcoverings to the required specification</p>	<p>7.1 demonstrate the following work skills when hanging standard paper wallcoverings:</p> <ul style="list-style-type: none"> <li>- shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, cleaning-off</li> </ul> <p>7.2 establish start and finish point and hang standard papers of substantial length to the given working instructions to:</p> <ul style="list-style-type: none"> <li>- ceilings with any design of matching patterned paper</li> <li>- walls with both internal and external angles using cross-lining, blown vinyl and patterned paper</li> </ul> <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"> <li>- establish access requirements</li> <li>- check suitability of surface to receive wallpaper</li> <li>- prepare pastes</li> <li>- prepare and hang matching patterned paper to ceilings</li> <li>- prepare and hang cross-lining, blown vinyl and patterned paper to walls</li> <li>- work to reveals and internal and external angles</li> <li>- use tools and associated equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 safely use and store hand tools, associated equipment and materials (with an emphasis on handling sharp bladed tools and prepared pastes/adhesives)</p> <p>7.5 state the needs of other occupations and how to communicate within a team when hanging standard paper wallcoverings</p> <p>7.6 describe how to maintain the tools and equipment used when hanging standard paper wallcoverings</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*

## **Unit 12: Hanging wide-width vinyls in the workplace**

**Unit reference number:** D/600/7180

**QCF level:** 2

**Credit value:** 16

**Guided learning hours:** 53

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in hanging wide-width vinyls in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of hanging wide-width vinyls to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when hanging wide-width vinyls</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements and manufacturer's information</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when hanging wide-width vinyls</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when hanging wide-width vinyls</p>	<p>3.1 use personal protective equipment (PPE), access equipment and work around electrical fittings safely to carry out the activity in accordance with legislation and organisational requirements when hanging wide-width vinyls</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to hanging wide-width vinyls, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to hang wide-width vinyls</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- primer/sealer</li> <li>- adhesives/pastes</li> <li>- wide-width vinyls (fabric-backed and paper-backed)</li> <li>- protective sheeting</li> <li>- rubbish containers/bags</li> <li>- access equipment</li> <li>- hand tools and associated equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity of materials required associated with the method/procedure to hang wide-width vinyls</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when hanging wide-width vinyls</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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. Keep the material and adjacent surfaces clean</p> <p>5.4 describe how to keep the material and adjacent surfaces clean</p> <p>5.5 dispose of waste in accordance with legislation</p> <p>5.6 state why the disposal of waste should be carried out in relation to the work (with an emphasis on handling and safe disposal of sharp blades)</p>			
<p>6 Complete the work within the allocated time when hanging wide-width vinyls</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to hang wide-width vinyls to the required specification</p>	<p>7.1 demonstrate the following work skills when hanging wide-width vinyls: shading, measuring, cutting, mixing and applying, folding, positioning and fixing, trimming, cleaning off</p> <p>7.2 establish start and finish point, plan, cut and hang to sequence wide-width vinyl to the given working instructions and manufacturer's instructions to:</p> <ul style="list-style-type: none"> <li>- walls: paper-backed fabric-backed</li> <li>- wall features: broad wall areas with internal and external angles and reveals</li> </ul> <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"> <li>- establish access requirements</li> <li>- check suitability of previously prepared surfaces</li> <li>- prepare appropriate primer sealer and adhesives/ pastes</li> <li>- prepare and hang paper-backed and fabric-backed vinyls to walls</li> <li>- form joints using joint cutter or protective strip, knife and straight-edge</li> <li>- work to broad wall areas with reveals and internal and external angles</li> <li>- use tools and associated equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 safely use and store hand tools, associated equipment and materials (with an emphasis on handling sharp bladed tools and prepared pastes/adhesives)</p> <p>7.5 state the needs of other occupations and how to communicate within a team when hanging wide-width vinyls</p> <p>7.6 describe how to maintain the tools and equipment used when hanging wide-width vinyls</p>			

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(if sampled)

## **Unit 13: Installing coving, centre-pieces and texture products in the workplace**

**Unit reference number:** F/600/7186

**QCF level:** 2

**Credit value:** 11

**Guided learning hours:** 37

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing coving, centre-pieces and texture products in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

Assessors for this unit must use a combination of the following assessment methods: observation of normal work activities within the workplace that clearly confirms the required skills

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing coving, centre-pieces and texture products to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing coving, centre-pieces and texture products</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements and manufacturer's information</p>			
<p>2 Know how to comply with relevant legislation and official guidance when installing coving, centre-pieces and texture products</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when installing coving, centre-pieces and texture products</p>	<p>3.1 use personal protective equipment (PPE), access equipment and work around electrical fittings safely to carry out the activity in accordance with legislation and organisational requirements when installing coving, centre-pieces and texture products</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing coving, centre-pieces and texture products, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install coving, centre-pieces and texture products</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- powder-based and ready-mixed texturing materials</li> <li>- sealer</li> <li>- coving and centre-pieces</li> <li>- access equipment</li> <li>- protective sheeting and masking materials</li> <li>- rubbish container/bag</li> <li>- access equipment</li> <li>- fixing, texturing and coving tools and equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity of materials required associated with the method/procedure to install coving, centre-pieces and texture products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when installing coving, centre-pieces and texture products</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when installing coving, centre-pieces and texture products</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: types of progress charts, timetables and estimated times</p> <ul style="list-style-type: none"> <li>- organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install coving, centre-pieces and texture products to the required specification</p>	<p>7.1 demonstrate the following work skills (as applicable) when installing coving, centre-pieces and texture products: mixing, brushing-out, manipulating, levelling, cleaning, washing, measuring, cutting, positioning, jointing, securing, filling and smoothing</p> <p>7.2 mix and apply texturing materials to a ceiling, to given working instructions, of:</p> <ul style="list-style-type: none"> <li>- stippled design</li> <li>- one other recognised design produced by brush/stippler/roller</li> </ul> <p>7.3 install centre-piece product to a ceiling to given working instructions</p> <p>7.4 cut and install plasterboard coving to given working instructions to:</p> <ul style="list-style-type: none"> <li>- straight runs</li> <li>- form internal and external angles</li> </ul> <p>7.5 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"> <li>- establish access requirements</li> <li>- produce a common range of brush, stippler and roller textured finishes</li> <li>- prepare surfaces for texturing (new and previously textured)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>- prepare surfaces for centre-piece and coving installation</li> <li>- prepare texturing materials – prevent excessive dust</li> <li>- lay-on texturing material to surfaces</li> <li>- produce the popular range of texture designs</li> <li>- prepare and secure centre-pieces into place</li> <li>- prepare coving adhesives</li> <li>- prevent excessive dust</li> <li>- prepare, cut and secure plasterboard coving and finish joints</li> <li>- use hand tools and associated equipment</li> </ul> <p>7.6 describe the working life of prepared materials and how atmospheric conditions influence the painting process</p> <p>7.7 safely use and store tools, associated equipment and materials (with an emphasis on avoiding excessive dust when mixing)</p> <p>7.8 state the needs of other occupations and how to communicate within a team when installing coving, centre-pieces and texture products</p> <p>7.9 describe how to maintain the tools and equipment used when installing coving, centre-pieces and texture products</p>			

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## **Unit 14: Applying coatings by the airless spray method in the workplace**

**Unit reference number:** R/600/7192

**QCF level:** 2

**Credit value:** 13

**Guided learning hours:** 43

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying coatings by the airless spray method to be effective and reliable when confirming a learner's competence

Workplace evidence of skills cannot be simulated.

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

- water-borne
- solvent-borne.

## **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when applying coatings by the airless spray method</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, in confined areas, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when applying coatings by the airless spray method</p>	<p>3.1 use personal protective equipment (PPE/RPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when applying coatings by the airless spray method</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used (with an emphasis on respiratory protection equipment), relating to applying coatings by the airless spray method, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation, personal skills and first aid procedures when involved with fires, spillages, injuries (fluid injection) and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply coatings by the airless spray method</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- water-borne and solvent-borne coatings</li> <li>- masking materials: masking tape, masking paper, dust sheets, masking shield</li> <li>- two-pack coatings (base, activator and solvents)</li> <li>- protective sheeting</li> <li>- access equipment</li> <li>- hand tools, film thickness gauges, airless spray equipment and ancillary equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work (with an emphasis on using high pressure fluids and static electricity)</p> <p>4.5 describe how to calculate quantity of materials required associated with the method/procedure to apply coatings by the airless spray method</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when applying coatings by the airless spray method</p>	<p>5.1 protect the work and its surrounding area from damage (with an emphasis on masking and de-masking the area to be sprayed)</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to damage from spraying operations, general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when applying coatings by the airless spray method</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply coatings by the airless spray method to the required specification</p>	<p>7.1 demonstrate the following work skills when applying coatings by the airless spray method:</p> <ul style="list-style-type: none"> <li>- preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and communicating</li> </ul> <p>7.2 set up spray equipment, to achieve the finish stated in the given working instructions, by:</p> <ul style="list-style-type: none"> <li>- preparing coatings</li> <li>- loading the system</li> <li>- monitoring and maintaining supply</li> </ul> <p>7.3 apply water-borne and/or solvent-borne coatings by airless spray to given working instructions for:</p> <ul style="list-style-type: none"> <li>- broad work</li> <li>- linear and structural components</li> </ul> <p>7.4 check wet film thickness (where applicable)</p> <p>7.5 shut down and clean out spray equipment</p> <p>7.6 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"> <li>- establish access requirements</li> <li>- check suitability of previously prepared surfaces</li> <li>- provide protection by sheeting, masking and removing items</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>- assemble component parts to form paint spraying equipment</li> <li>- prepare coatings: single-pack and two-pack systems</li> <li>- load, operate, maintain (during use) and monitor the paint spray equipment</li> <li>- establish air-change requirements in confined areas</li> <li>- assemble, set up, operate and shut down spray equipment</li> <li>- use correct spray gun technique on broad areas, angles, linear items and complex structural features</li> <li>- plan the safeguard of operatives and the general public from spraying activities</li> <li>- troubleshoot spray equipment problems</li> <li>- troubleshoot coating problems</li> <li>- measure wet and dry film thickness with gauges</li> <li>- handle coatings that contain activator</li> <li>- shut down, clean and store equipment</li> <li>- use hand tools and ancillary equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 describe the working life of prepared materials and how atmospheric conditions influence the coating process</p> <p>7.8 safely use and store hand tools, ancillary equipment, airless spray equipment, pressurised fluids/air equipment and paint products</p> <p>7.9 state the needs of other occupations and how to communicate within a team when applying coatings by the airless spray method</p> <p>7.10 describe how to maintain the tools and equipment used when applying coatings by the airless spray method</p>			

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(if sampled)



## **Unit 15: Applying coatings by the air spray method in the workplace**

**Unit reference number:** R/600/7368

**QCF level:** 2

**Credit value:** 25

**Guided learning hours:** 83

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying coatings by the air spray method to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- water-borne
- solvent-borne.

## **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when applying coatings by the air spray method</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements, manufacturer's information and paint sprayer's instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when applying coatings by the air spray method</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when applying coatings by the air spray method</p>	<p>3.1 use personal protective equipment (PPE/RPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when applying coatings by the air spray method</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used (with an emphasis on respiratory equipment), relating to applying coatings by the air spray method, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation, personal skills and first aid procedures when involved with fires, spillages, injuries (air injection) and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply coatings by the air spray method</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- water-borne and solvent-borne coatings</li> <li>- masking materials: masking tape, masking paper, dust sheets, masking shield</li> <li>- two-pack coatings (base, activator and solvents)</li> <li>- protective sheeting</li> <li>- access equipment</li> <li>- hand tools, film thickness gauges and air spray equipment (conventional/HLVP) and ancillary equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work (with an emphasis on using pressurised air and fluids)</p> <p>4.5 describe how to calculate quantity of materials required associated with the method/procedure to apply coatings by the air spray method</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when applying coatings by the air spray method</p>	<p>5.1 protect the work and its surrounding area from damage (with an emphasis on masking and de-masking the area to be sprayed)</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to damage from spraying operations, general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when applying coatings by the air spray method</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply coatings by the air spray method to the required specification</p>	<p>7.1 demonstrate the following work skills when applying coatings by the air spray method: preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and communicating</p> <p>7.2 set up spray equipment (conventional/HVLP systems) to achieve the finish stated in the given working instructions, relating to:</p> <ul style="list-style-type: none"> <li>- preparing coatings</li> <li>- loading the system</li> <li>- monitoring and maintaining supply</li> </ul> <p>7.3 apply water-borne and/or solvent-borne coatings by conventional/HVLP air spray systems to given working instructions for:</p> <ul style="list-style-type: none"> <li>- broad work</li> <li>- linear and structural components</li> </ul> <p>7.4 check wet film thickness (where applicable)</p> <p>7.5 shut down and clean out spray equipment</p> <p>7.6 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"> <li>- establish access requirements</li> <li>- check suitability of previously prepared surfaces</li> <li>- provide protection by sheeting, masking and removing items</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>- assemble component parts to form spraying equipment (conventional/HVLP systems)</li> <li>- prepare coatings: single pack and two pack systems</li> <li>- load, operate, maintain (during use) and monitor the paint spray equipment</li> <li>- establish air-change requirements in confined areas</li> <li>- assemble, set up, operate and shut down spray equipment</li> <li>- use correct spray gun technique on broad areas, angles, linear items and complex structural features</li> <li>- plan the safeguard of operatives and the general public from spraying activities</li> <li>- troubleshoot spray equipment and coating problems</li> <li>- measure wet and dry film thickness with gauges</li> <li>- handle coatings that contain activator</li> <li>- shut down, clean and store equipment</li> <li>- use hand tools and ancillary equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 describe the working life of prepared materials and how atmospheric conditions influence the coating process</p> <p>7.8 safely use and store hand tools, ancillary equipment, air spray equipment, pressurised air and/or fluid equipment and materials</p> <p>7.9 state the needs of other occupations and how to communicate within a team when applying coatings by the air spray method</p> <p>7.10 describe how to maintain the tools and equipment used when applying coatings by the air spray method</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 16: Producing broken colour work and basic stencilling in the workplace**

**Unit reference number:** R/600/7371

**QCF level:** 2

**Credit value:** 18

**Guided learning hours:** 60

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing broken colour work and basic stencilling in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing broken colour work and basic stencilling to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing broken colour work and basic stencilling</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to: specifications, current legislation, risk assessments, method statements and manufacturer's information</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when producing broken colour work and basic stencilling</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, in confined areas, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when producing broken colour work and basic stencilling</p>	<p>3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing broken colour work and basic stencilling</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing broken colour work and basic stencilling, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce broken colour work and basic stencilling</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- water-borne and solvent-borne proprietary scumbles and scumble glazes</li> <li>- paints, stainers, solvents, pigments, glaze/varnish, driers</li> <li>- draggers, rag-rolling materials, natural sponge, items for working scumble</li> <li>- pre-prepared stencils</li> <li>- protective sheeting and masking materials</li> <li>- rubbish containers/bags</li> <li>- access equipment</li> <li>- hand tools, stencil and broken colour work equipment and stencil setting-out equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work (with an emphasis on spontaneous combustion of used rags)</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 describe how to calculate quantity of material required associated with the method/procedure to produce broken colour work and basic stencilling</p>			
<p>5 Minimise the risk of damage to the work and surrounding area when producing broken colour work and basic stencilling</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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</p> <p>5.4 dispose of waste in accordance with legislation (with an emphasis on used rags)</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when producing broken colour work and basic stencilling</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce broken colour work and basic stencilling to the required specification</p>	<p>7.1 demonstrate the following work skills (as applicable) when producing broken colour work and basic stencilling: protecting, moving, matching, mixing, pouring, diluting, laying-on, laying-off, cutting-in, rolling, dragging, stippling, wiping off, positioning, securing and transferring</p> <p>7.2 prepare high quality ground and produce broken colour effects using water-borne or solvent-borne scumbles (proprietary and/or self-produced) to the given working instructions for:</p> <ul style="list-style-type: none"> <li>- rag-rolling</li> <li>- dragging</li> <li>- sponge stipple</li> <li>- wiping-off moulded surfaces</li> </ul> <p>7.3 carry out work to broad and linear/trim areas</p> <p>7.4 set out, position pre-supplied stencils and produce stencil finishes using water-borne and/or solvent-borne coatings to the given working instructions to linear runs and/or full wall applications</p> <p>7.5 apply a protective finish</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 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"> <li>- establish access requirements</li> <li>- check suitability of previously prepared surface and bring up to suitable finish/ground</li> <li>- prepare paint/scumble products (proprietary and self-produced)</li> <li>- prepare brushes, rollers, specialised tools and equipment</li> <li>- set out and apply stencils</li> <li>- produce differing broken colour effects</li> <li>- decorate panelled and broad areas</li> <li>- apply protective glaze/varnish over decorative effects</li> <li>- use hand tools and associated equipment</li> </ul> <p>7.7 describe how atmospheric conditions influence the colour work and stencilling process</p> <p>7.8 safely use and store paint, solvent products, hand tools and associated equipment</p> <p>7.9 state the needs of other occupations and how to communicate within a team when producing broken colour work and basic stencilling</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.10 describe how to maintain the tools and equipment used when producing broken colour work and basic stencilling</p> <p>7.7 describe how atmospheric conditions influence the colour work and stencilling process</p> <p>7.8 safely use and store paint, solvent products, hand tools and associated equipment</p> <p>7.9 state the needs of other occupations and how to communicate within a team when producing broken colour work and basic stencilling</p> <p>7.10 describe how to maintain the tools and equipment used when producing broken colour work and basic stencilling</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 17: Producing and applying complex stencil designs in the workplace**

**Unit reference number:** H/600/7374

**QCF level:** 3

**Credit value:** 16

**Guided learning hours:** 53

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing and apply complex stencil designs to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- linear run work
- full wall work.

## **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when producing and applying complex stencil designs</p>	<p>1.1 interpret and extract information from specifications, current regulations, risk assessments and/or method statements and manufacturer's information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:                      - specifications, current legislation, risk assessments, method statements and manufacturer's information</p>			

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



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce and apply complex stencil designs</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- water-borne and solvent-borne paints</li> <li>- stencil plate materials</li> <li>- protective sheeting and masking materials</li> <li>- rubbish containers/bags</li> <li>- access equipment</li> <li>- hand tools and associated equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>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</p> <p>4.4 outline potential hazards associated with the resources and method of work (with an emphasis on using sharp blades)</p> <p>4.5 describe how to calculate quantity of materials required associated with the method/procedure to produce and apply complex stencil designs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when producing and applying complex stencil designs</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work (with an emphasis on handling and safe disposal of sharp blades)</p>			
<p>6 Complete the work within the allocated time when producing and applying complex stencil designs</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce and apply complex stencil designs to the required specification</p>	<p>7.1 demonstrate the following work skills when producing and applying complex stencil designs: protecting, matching, scaling, drawing, cutting out, setting out, mixing, pouring, diluting, applying, positioning, securing and transferring</p> <p>7.2 manufacture, set out and form single-plate and multi-plate stencils</p> <p>7.3 position, register and produce stencil designs onto surfaces using water-borne and/or solvent-borne paints to given working instructions to linear runs and/or full-wall applications</p> <p>7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- establish access requirements</li> <li>- clean surfaces for stencil application</li> <li>- set out and form single and multi-plate stencils including ties</li> <li>- adjust dilution to appropriate viscosity</li> <li>- register and produce stencil designs using water-borne and solvent-borne paints for linear runs and full-wall applications</li> <li>- produce graduated effects by brush, sponge and spray</li> <li>- use hand tools and associated equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 safely use and store paint/solvent products, hand tools and associated equipment (with an emphasis on handling sharp bladed knives)</p> <p>7.6 state the needs of other occupations and how to communicate within a team when producing and applying complex stencil designs</p> <p>7.7 describe how to maintain the tools and equipment used when producing and applying complex stencil designs</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Further information

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Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally-related programmes can be found on the Edexcel website.

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

## How to obtain National Occupational Standards

CITB-ConstructionSkills  
Bircham Newton  
King's Lynn  
Norfolk  
PE31 6RH

Telephone: 01485 577577  
Fax: 01485 577793  
Email: [callcentre@cskills.org](mailto:callcentre@cskills.org)

## Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

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

## Annexe A: Progression pathways

The Edexcel qualification framework for the construction and the built environment sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice Edexcel Level 7 NVQ Diploma in Construction Senior Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
6					Edexcel Level 6 NVQ Diploma in Built Environment Design Management Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management Edexcel Level 6 NVQ Diploma in Construction Site Management Edexcel Level 6 NVQ Diploma in Senior Site Inspection
5			Edexcel BTEC Level 5 HN Diploma in Construction		
4			Edexcel BTEC Level 4 HN Certificate in Construction		



Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
<b>3</b>		Edexcel Level 3 Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment	We have too many qualifications to list in this space. Please go to <a href="http://www.edexcel.com">www.edexcel.com</a> for information.
<b>2</b>		Edexcel Level 2 Diploma in Construction and the Built Environment	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician)	We have too many qualifications to list in this space. Please go to <a href="http://www.edexcel.com">www.edexcel.com</a> for information.
<b>1</b>		Edexcel Level 1 Diploma in Construction and the Built Environment	Edexcel BTEC Level 1 Award, Certificate, Diploma in Construction (QCF)	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment	We have too many qualifications to list in this space. Please go to <a href="http://www.edexcel.com">www.edexcel.com</a> for information.
<b>Entry</b>			Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF)		



# Annexe B: Quality assurance

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## Key principles of quality assurance

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

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

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

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe C: Centre certification and registration

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

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

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

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

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

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

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).



## **Annexe D: Additional Requirements for Qualifications that use the title NVQ within the QCF**

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## **Purpose of document**

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
3. The aims of these additional requirements are to:
  - ensure that all competence-based qualifications that use the title NVQ within the QCF are :
    - assessed consistently
    - quality assured consistently
  - maintain the integrity of qualifications that use the title NVQ within the QCF
  - establish the NVQ brand within the QCF
  - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.



## Background

1. <sup>1</sup> “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
2. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
3. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
4. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
5. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
6. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

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<sup>1</sup> NCVQ's NVQ Criteria and Guidance 1995.

## **Additional requirements for qualifications that use the title NVQ within the QCF**

### **Introduction**

1. Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

### **Assessment requirements**

2. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
3. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
4. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
5. When a learner cannot complete a real work activity, simulation is allowed.
6. Simulation is allowed when:
  - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
  - the safety of a learner, other individuals and/or resources will be put at risk.
7. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
8. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

9. Learners must be assessed by assessors :
- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
  - <sup>2</sup>who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
  - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
10. All assessors must carry out assessment to the standards specified in the A units.
11. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
12. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

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<sup>2</sup> Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

## Quality assurance requirements

1. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
2. Qualifications that use the title NVQ within the QCF, must be verified:
  - internally by an internal verifier, who is accountable to the assessment centre
  - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
3. With reference to internal verification, internal verifiers must:
  - <sup>3</sup>hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
  - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
  - be fully conversant with the standards and assessment criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems and requirements for this qualification.
4. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
5. With reference to external verification, external verifiers must:
  - <sup>4</sup>hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
  - have no connections with the assessment centre, in order to maintain objectivity
  - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
  - be fully conversant with the standards and performance criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems for this qualification.
6. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

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<sup>3</sup> Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

<sup>4</sup> Currently an external verifier needs to hold unit V2. Or from the past unit D35.

7. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:
  - the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
  - an evaluation of the centre's performance and past record.
8. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.



## Annexe E: Assessment Requirements/Strategy

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The ConstructionSkills Assessment Strategy will be available on the Edexcel website; [www.edexcel.com](http://www.edexcel.com) alongside this full specification on the Construction NVQ/Competence page.

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