

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

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

Specification

NVQ/competence-based qualifications

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Issue 2

Edexcel, BTEC and LCCI qualifications

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

These qualifications were previously known as:

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

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

The QNs remain the same.

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Summary of Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Painting Occupations – Painter (Construction)

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

Summary of changes made between previous issue 1 and this current 2 issue	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	6
QCF references removed from unit titles and unit levels in all units	15-196

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

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

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Introducing Pearson NVQ/Competence-based qualifications

What are NVQ /Competence-based qualifications?

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

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQ/Competence-based qualifications

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

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

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

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

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

Qualification titles covered by this specification

This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Painting Occupations – Painter (Construction) and the Pearson Edexcel Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations – Industrial Painter (Construction):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Painting Occupations – Painter (Construction)	600/9100/9	10/05/2013
Pearson Edexcel Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations – Industrial Painter (Construction)	600/9099/6	10/05/2013

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

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

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

This title replaces the following qualifications from 1 June 2013:

Qualification title	Qualification Accreditation Number (QN)	Accreditation start date
Edexcel Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations (Construction) (QCF)	600/4030/0	17/11/2011

Key features of the Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Painting Occupations - Painter (Construction) and the Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations - Industrial Painter (Construction)

These qualifications:

- are nationally recognised
- are based on the Construction Skills National Occupational Standards (NOS). The NOS, assessment strategy and qualification structures are owned by ConstructionSkills.

The Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Painting Occupations - Painter(Construction) and The Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations – Industrial Painter have been approved as a component of the ConstructionSkills Apprenticeship Framework.

What is the purpose of these qualifications?

These qualifications are appropriate for employees in the construction and the 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 learners aged 16 and above who are capable of reaching the required standards.

Pearson'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
- be offered to learners who have been recruited with integrity by the centre.

What are the benefits of these qualifications to the learner and the 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 it contributes to the development of skilled labour in the sector.

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

- Painter
- Industrial Painter.

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 Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Painting Occupations - Painter (Construction)?

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

Key Information

1. The Total Qualification Time (TQT) for this qualification is 670 hours.
2. The Guided Learning Hours (GLH) for this qualification is 224.
3. Credit value: minimum of 67 credits

To achieve this qualification, learners must complete 67 credits from the six mandatory units in Group A.

Learners may choose to complete additional credits from Group AD. These will not count towards the minimum credit required for this qualification.

Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Painting Occupations – Painter (Construction)					
A – Mandatory units (Credit Value 67)					
Unit no.	Unit reference number	A – Mandatory units	Credit	Level	GLH
1	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
2	R/503/9680	Preparing Surfaces for Painting/Decorating in the Workplace	27	2	90
3	H/503/9683	Applying Paint Systems by Brush and Roller in the Workplace	22	2	73
4	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
5	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
6	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

AD – Additional units. Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

Unit no.	Unit reference number	AD – Additional units	Credit	Level	GLH
11	D/503/9696	Hanging Standard Paper Wallcoverings in the Workplace	26	3	87
12	Y/503/9700	Hanging Wide-Width Vinyls in the Workplace	20	3	67
13	H/503/9733	Applying Coatings by the Air Spray Method in the Workplace	27	3	90
14	K/503/9734	Producing and Applying Complex Stencil Designs in the Workplace	21	3	70
15	A/503/9804	Installing Coving and Decorative Mouldings in the Workplace	11	2	37
16	Y/503/9809	Applying Coatings to Produce Textured Finishes in the Workplace	14	2	47
17	L/503/9810	Producing Broken Colour Work in the Workplace	12	2	40
18	L/503/9953	Producing Stencil Designs using Pre-Cut Stencil Plates in the Workplace	12	2	40

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

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

Key Information

1. The Total Qualification Time (TQT) for this qualification is 760 hours.
2. The Guided Learning Hours (GLH) for this qualification is 254.
3. Credit value: minimum of 76 credits

To achieve this qualification, learners must complete a minimum of 76 credits, including 67 credits from all six mandatory units in Group A and a minimum of 9 credits from ONE unit in Group B.

Learners may choose to complete additional credits from Group AD. These will not count towards the minimum credit required for this qualification.

Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations – Industrial Painter (Construction)					
A – Mandatory units (Credit Value 67)					
Unit no.	Unit reference number	A – Mandatory units	Credit	Level	GLH
1	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
2	R/503/9680	Preparing Surfaces for Painting/Decorating in the Workplace	27	2	90
3	H/503/9683	Applying Paint Systems by Brush and Roller in the Workplace	22	2	73
4	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
5	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
6	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

B – Optional units Credit Value required: minimum 9 credits from ONE unit					
Unit no.	Unit reference number	AD – Additional units	Credit	Level	GLH
7	J/503/9692	Operating Equipment in Support of the Paint Sprayer in the Workplace	12	2	40
8	L/503/9693	Operating Equipment in Support of the Abrasive Blast Cleaner in the Workplace	9	2	30
9	D/503/9732	Applying Coatings by the Airless Spray Method in the Workplace	17	3	57
10	L/503/9791	Preparing Surfaces by Abrasive Blast Cleaning in the Workplace	16	3	53
AD – Additional units. Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.					
Unit no.	Unit reference number	AD – Additional units	Credit	Level	GLH
11	D/503/9696	Hanging Standard Paper Wallcoverings in the Workplace	26	3	87
12	Y/503/9700	Hanging Wide-Width Vinyls in the Workplace	20	3	67
13	H/503/9733	Applying Coatings by the Air Spray Method in the Workplace	27	3	90
14	K/503/9734	Producing and Applying Complex Stencil Designs in the Workplace	21	3	70
15	A/503/9804	Installing Coving and Decorative Mouldings in the Workplace	11	2	37
16	Y/503/9809	Applying Coatings to Produce Textured Finishes in the Workplace	14	2	47
17	L/503/9810	Producing Broken Colour Work in the Workplace	12	2	40
18	L/503/9953	Producing Stencil Designs using Pre-Cut Stencil Plates in the Workplace	12	2	40

How are these qualifications graded and assessed?

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

To pass a unit a learner must:

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

The qualifications are designed to be assessed:

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

Assessment requirements/strategy

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

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

Learners may provide evidence of occupational competence from:

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

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

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

Types of evidence

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Centres already holding Pearson approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

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

Quality assurance

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

What resources are required?

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

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

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

Unit format

Each unit in this specification contains the following sections.

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

Units

Unit 1: Erecting and Dismantling Access/Working Platforms in the Workplace

Unit reference number: D/600/8281

Level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is 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
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ titles and SVQs.

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- own occupational area of work.

Plus two or more of the following:

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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"> - ladders/crawler boards - stepladders/platform steps - trestles - proprietary staging/podiums - proprietary towers - mobile scaffold towers - protection equipment and notices - tools and ancillary equipment <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
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when erecting and dismantling access/working platforms	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> organisational procedures for reporting circumstances which will affect the work programme 			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 2: Preparing Surfaces for Painting/Decorating in the Workplace

Unit reference number: R/503/9680

Level: 2

Credit value: 27

Guided learning hours: 90

Unit summary

The aim of this unit is 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, in accordance with:

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

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

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

- existing covering/material requiring removal.

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

- decorative finishing
- industrial painting.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to prepare surfaces for painting/decorating	4.1	Select resources associated with own work in relation to materials, tools and equipment		
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – protective sheets and masking materials – degreasing agents for the removal of contaminants – cleaning agents – paint stripping materials and equipment – fillers (single and two pack) – abrasives – surface treatment materials – rubbish containers/bags – access equipment – hand and/or powered tools and associated equipment 		
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported		
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources		
		4.5	Describe any potential hazards associated with the resources and methods of work		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.6 Describe how to calculate quantity of materials associated with the method/procedure to prepare surfaces for painting/decorating			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing surfaces for painting/decorating	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when preparing surfaces for painting/decorating	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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:</p> <ul style="list-style-type: none"> – washing, stripping/scraping, abrading and keying, mixing, filling, levelling/flattening and brushing-down <p>7.2 Prepare, prime and seal exterior and/or interior surfaces for industrial and/or non-industrial situations to the given working instructions for the following:</p> <ul style="list-style-type: none"> – bare substrates and previously painted/decorated surfaces in sound condition and featuring surface defects – existing covering/material requiring removal <p>7.3 Safely use materials, tools and associated equipment</p> <p>7.4 Safely store the materials, tools and equipment used when preparing surfaces for painting/decorating</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - check suitability of previously prepared surfaces - prepare bare, untreated substrates - prepare previously treated surfaces in sound condition - prepare previously treated surfaces with defects - remove surface contamination - remove toxic/hazardous materials from surfaces 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - remove existing painted and/or hung wall coverings - remove defective materials from timber, brick/stone/concrete, plaster, metal - fill, level and abrade surfaces - apply primer and sealers to bare substrates - apply special preparatory treatments to prepared surfaces - work around electrical fittings and pipe work - use access equipment - use hand tools, power tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces for painting/decorating</p> <p>7.8 Describe how to maintain the hand tools and/or power tools and associated equipment used when preparing surfaces for painting/decorating</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Applying Paint Systems by Brush and Roller in the Workplace

Unit reference number: H/503/9683

Level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.

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

- decorative finishing
- industrial painting.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when applying paint systems by brush and/or roller	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems by brush and/or roller			
		3.2 Comply with information relating to specific risks to health when applying paint systems by brush and/or roller			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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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/or roller</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – primers, intermediate coatings (undercoats) and finishes (single-pack coatings) – single-product systems (e.g. emulsions, varnishes) – solvents/thinners – knotting, proprietary sealers – brushes, rollers and other associated equipment – protective sheeting and masking materials – access equipment – hand tools and associated equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to paint by brush and roller</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when applying paint systems by brush and/or roller	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

Level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with all workplace health, safety and welfare legislation requirements</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV) <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p> <p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	<p>2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures</p> <p>2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities</p> <p>2.3 List the current Health and Safety Executive top ten safety risks</p> <p>2.4 List the current Health and Safety Executive top five health risks</p> <p>2.5 State how changing circumstances within the workplace could cause hazards</p> <p>2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices			
		3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare			
		3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures			
		3.4 Safely store health and safety control equipment in accordance with given instructions			
		3.5 Dispose of waste and/or consumable items in accordance with legislation			
		3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback 			
		3.7 State the appropriate types of fire extinguishers relevant to the work			
		3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Comply with and support all organisational security arrangements and approved procedure	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> - during the working day - on completion of the day's work - for unauthorised personnel (other operatives and the general public) - for theft 			
		5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: **Conforming to Productive Working Practices in the Workplace**

Unit reference number: J/503/1169

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Communicate with others to establish productive work practices	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively		
		1.2	Describe the different methods of communicating with line management, colleagues and customers		
		1.3	Describe how to use different methods of communication to ensure that the work carried out is productive		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Follow organisational procedures to plan the sequence of work	2.1 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively			
		2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively			
		2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> – using resources for own and others' work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions 			
		2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

Level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2 Dispose of waste and packaging in accordance with legislation			
		5.3 Maintain a clean work space when moving, handling or storing resources			
		5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when moving, handling and/or storing resources	6.1 Demonstrate completion of the work within the allocated time			
		6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance</p>	<p>7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources:</p> <ul style="list-style-type: none"> - moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques <p>7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:</p> <ul style="list-style-type: none"> - sheet material - loose material - bagged or wrapped material - fragile material - tools and equipment - components - liquids <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources</p> <p>7.4 Describe the needs of other occupations when moving, handling and/or storing resources</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Operating Equipment in Support of the Paint Sprayer in the Workplace

Unit reference number: J/503/9692

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, in accordance with:

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

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

Workplace evidence of skills cannot be simulated.

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

- air spray
- airless spray.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when operating equipment in support of the paint sprayer	3.1			
		Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when operating equipment in support of the paint sprayer			
		3.2			
		Comply with information relating to specific risks to health when operating equipment in support of the paint sprayer			
		3.3			
		Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to operating equipment in support of the paint sprayer, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:			
		<ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 			
		3.4			
		Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5			
		Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including air and fluid injection)			

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 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – masking materials: masking tape, masking paper, dust sheets, masking shield – two pack coatings (base, activator and solvent) – protective sheeting – access equipment – hand tools, paint spraying equipment and ancillary equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials associated with the method/procedure to operate equipment in support of the paint sprayer</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when operating equipment in support of the paint sprayer	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to damage from general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when operating equipment in support of the paint sprayer	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to 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:</p> <ul style="list-style-type: none"> - assembling, preparing, loading, protecting and communicating <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 relating to the following:</p> <ul style="list-style-type: none"> - preparing coatings - loading the system - monitoring and maintaining supply <p>7.3 Shut down and clean out paint spraying equipment to given working instructions</p> <p>7.4 Safely use hand tools, material supply equipment and ancillary equipment</p> <p>7.5 Safely store the materials, tools and equipment used when operating equipment in support of the paint sprayer</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - assemble component parts to form paint spraying equipment - prepare coatings: single-pack and two-pack systems - load material containers - apply and remove masking products to maintain the integrity of the work - operate, monitor and maintain (during use) the paint spraying equipment - shut down, clean and store equipment - use access equipment - use hand tools and ancillary equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when operating equipment in support of the paint sprayer</p> <p>7.8 Describe how to maintain the hand tools, material supply equipment and ancillary equipment used when operating equipment in support of the paint sprayer</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Operating Equipment in Support of the Abrasive Blast Cleaner in the Workplace

Unit reference number: L/503/9693

Level: 2

Credit value: 9

Guided learning hours: 30

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, in accordance with:

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when operating equipment in support of the abrasive blast cleaner	3.1			
		3.2			
		3.3			
		3.4			
		3.5			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to operate equipment in support of the abrasive blast cleaner	4.1 Select resources associated with own work in relation to materials, tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – materials for protecting and masking the work area – blast cleaning equipment – blast media – lighting and signage – access equipment – hand tools, surface profile testing equipment and ancillary equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity of materials associated with the method/procedure to operate equipment in support of the abrasive blast cleaner			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when operating equipment in support of the abrasive blast cleaner	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when operating equipment in support of the abrasive blast cleaner	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to operate equipment in support of the abrasive blast cleaner to the required specification	7.1 Demonstrate the following work skills when operating equipment in support of the abrasive blast cleaner: – assembling, preparing, loading, operating, protecting, communicating 7.2 Operate abrasive blast cleaning equipment in support of the abrasive blast cleaner to the given working instructions, relating to the following: – preparing abrasives – loading the system – monitoring and maintaining supply 7.3 Shut down and clean the abrasive blast cleaning equipment to given working instructions 7.4 Safely use hand tools, material supply equipment and ancillary equipment 7.5 Safely clean and store the materials, tools and equipment used when operating equipment in support of the abrasive blast cleaner			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - assemble component parts - identify and prepare abrasives - load hoppers - operate, monitor and maintain (during use) the abrasive blast cleaning equipment - shut down, clean and store equipment - apply and remove protective and masking products to maintain the integrity of the work - use access equipment - use hand tools and ancillary equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when operating equipment in support of the abrasive blast cleaner</p> <p>7.8 Describe how to maintain the tools and equipment used when operating equipment in support of the abrasive blast cleaner</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Applying Coatings by the Airless Spray Method in the Workplace

Unit reference number: D/503/9732

Level: 3

Credit value: 17

Guided learning hours: 57

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- decorative finishing
- industrial painting

Plus against one of the following:

- water-borne
- solvent borne.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when applying coatings by the airless spray method	3.1 Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the airless spray method 3.2 Comply with information relating to specific risks to health when applying coatings by the airless spray method 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the airless spray method, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including fluid injection)			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - water-borne and solvent-borne coatings - masking materials: masking tape, masking paper, dust sheets, masking shield - two pack coatings (base, activator and solvents) - protective sheeting - access equipment - hand tools, film thickness gauges, airless spray equipment and ancillary equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to apply coatings by the airless spray method</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying coatings by the airless spray method	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to spraying operations, general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when applying coatings by the airless spray method	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply coatings by the airless spray method to the required specification</p>	<p>7.1 Demonstrate the following work skills when applying coatings by the airless spray method:</p> <ul style="list-style-type: none"> – preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and communicating <p>7.2 Set up spray equipment, to achieve the finish stated in the given working instructions relating to the following:</p> <ul style="list-style-type: none"> – preparing coatings – loading the system – monitoring and maintaining supply <p>7.3 Apply water-borne and/or solvent-borne coatings by airless spray to given working instructions for the following:</p> <ul style="list-style-type: none"> – broad work – linear and structural components <p>7.4 Check wet film thickness (as specified)</p> <p>7.5 Shut down and clean out spray equipment to given working instructions</p> <p>7.6 Safely use materials, hand tools, airless spray equipment and ancillary equipment</p> <p>7.7 Safely store the materials, tools and equipment used when applying coatings by the airless spray method</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.8 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - check suitability of previously prepared surfaces - provide protection by sheeting, masking and removing items - assemble component parts to form paint spraying equipment - prepare coatings: single-pack and two-pack systems - load, operate, maintain (during use) and monitor the paint spray equipment - establish air-change requirements in confined areas - assemble, set up, operate and shut down spray equipment - use correct spray gun technique on broad areas, angles, linear items and complex structural features 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.9 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - plan the safeguard of operatives and the general public from spraying activities - troubleshoot spray equipment problems - troubleshoot coating problems - measure wet and dry film thickness with gauges - handle coatings that contain activator - shut down, clean and store equipment - identify how atmospheric conditions affect coatings and their application process - identify the working life of prepared materials - use access equipment - use hand tools and ancillary equipment <p>7.10 Describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the airless spray method</p> <p>7.11 Describe how to maintain the tools and equipment used when applying coatings by the airless spray method</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Preparing Surfaces by Abrasive Blast Cleaning in the Workplace

Unit reference number: L/503/9791

Level: 3

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing surfaces by abrasive blast cleaning in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when preparing surfaces by abrasive blast cleaning	3.1			
		3.2			
		3.3			
		3.4			
		3.5			

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 by abrasive blast cleaning</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - blast media - lighting and signage - protective sheeting and masking materials - abrasive blast cleaning equipment - access equipment - hand tools, surface profile testing equipment and blast cleaning and ancillary equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials associated with the method/procedure to prepare surfaces by abrasive blast cleaning</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 by abrasive blast cleaning	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to blast cleaning operations, general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when preparing surfaces by abrasive blast cleaning	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to prepare surfaces by abrasive blast cleaning to the required specification</p>	<p>7.1 Demonstrate the following work skills when preparing surfaces by abrasive blast cleaning:</p> <ul style="list-style-type: none"> – assembling, preparing, loading, communicating, positioning, profiling, filling, checking, fitting, setting-up, shutting down, protecting and blasting <p>7.2 Set up abrasive blast cleaning equipment to given working instructions</p> <p>7.3 Operate blast cleaning equipment to achieve the required standard as stated in the given working instructions, relating to the following:</p> <ul style="list-style-type: none"> – preparing abrasives – loading the system – monitoring and maintaining supply <p>7.4 Clean the following to given working instructions with two types of abrasive media:</p> <ul style="list-style-type: none"> – metal surfaces – concrete or stone or brick surfaces – broad areas – complex structural components <p>7.5 Shut down and clean out the blast cleaning equipment to given working instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Dismantle blast cleaning equipment to given working instructions</p> <p>7.7 Safely use hand tools, blast cleaning equipment and ancillary equipment</p> <p>7.8 Safely store the materials, tools and equipment used when preparing surfaces by abrasive blast cleaning</p> <p>7.9 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - establish suitable atmospheric conditions - establish lighting requirements - mask surfaces - assemble component parts - prepare abrasives - plan the safeguard of operatives and the general public from blast cleaning activities - prepare, load, operate, maintain (during use) and monitor the abrasive blast cleaning equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.10 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - monitor blast media effect on the surface to achieve the required standard of surface preparation, profile and cleanliness - remove toxic and non-toxic surface layers - monitor the protective integrity of PPE/RPE during work - evaluate contamination/deterioration of newly blast cleaned surfaces - close down, dismantle, clean and store equipment - use access equipment - use hand tools and ancillary equipment <p>7.11 Describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces by abrasive blast cleaning</p> <p>7.12 Describe how to maintain the tools and equipment used when preparing surfaces by abrasive blast cleaning</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Hanging Standard Paper Wallcoverings in the Workplace

Unit reference number: D/503/9696

Level: 3

Credit value: 26

Guided learning hours: 87

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when hanging standard paper wallcoverings	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when hanging standard paper wallcoverings			
		3.2 Comply with information relating to specific risks to health when hanging standard paper wallcoverings			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging standard paper wallcoverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to hang standard paper wallcoverings	4.1	Select resources associated with own work in relation to materials, tools and equipment		
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – surface preparation materials – pastes and adhesives – wallpapers – protective sheeting – rubbish containers/bags – access equipment – hand tools and associated equipment 		
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported		
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources		
		4.5	Describe any potential hazards associated with the resources and methods of work.		
		4.6	Describe how to calculate quantity of materials required associated with the method/procedure to hang standard paper wallcoverings		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with the given contract information to hang standard paper wallcoverings to the required specification	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to keep the paper and adjacent surfaces clean 5.4 Dispose of waste in accordance with current legislation 5.5 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.6 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when hanging standard paper wallcoverings	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Comply with the given contract information to hang standard paper wallcoverings to the required specification	7.1 Demonstrate the following work skills when hanging standard paper wallcoverings: <ul style="list-style-type: none"> – shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, and cleaning-off 			
		7.2 Establish start and finish point and hang standard papers of substantial length to the given working instructions to the following areas: <ul style="list-style-type: none"> – ceilings with any type of paper – walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers 			
		7.3 Safely use materials, hand tools and associated equipment			
		7.4 Safely store the materials, tools and equipment used when hanging standard paper wallcoverings			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Hanging Wide-Width Vinyls in the Workplace

Unit reference number: Y/503/9700

Level: 3

Credit value: 20

Guided learning hours: 67

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when hanging wide-width vinyls.	3.1 Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when hanging wide-width vinyls 3.2 Explain what the accident reporting procedures are and who is responsible for making reports 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging wide-width vinyls, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to hang wide-width vinyls</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - primer/sealer - adhesives - wide-width vinyls (fabric-backed and paper-backed) - protective sheeting - rubbish containers/bags - access equipment - hand tools and associated equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to hang wide-width vinyls</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when hanging wide-width vinyls	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when hanging wide-width vinyls	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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:</p> <ul style="list-style-type: none"> - shading, measuring, cutting, mixing and applying, folding, positioning and fixing, trimming and cleaning off <p>7.2 Establish start and finish point</p> <p>7.3 Plan, cut and hang to sequence wide-width vinyl to given working instructions and manufacturer's instructions, to the following:</p> <ul style="list-style-type: none"> - walls: hang paper-backed or fabric-backed vinyls - wall features: of broad areas with internal and external angles and reveals <p>7.4 Safely use materials, hand tools and associated equipment</p> <p>7.5 Safely store the materials, tools and equipment used when hanging wide-width vinyls</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – establish access requirements – check suitability of previously prepared surfaces – prepare appropriate primer sealer and adhesives – prepare and hang paper-backed, fabric-backed non-woven and polyester acrylic-backed vinyls to walls – form joints using joint cutter or protective strip, knife and straight-edge – work to broad wall areas with reveals and internal and external angles – work around electrical fittings and pipework – keep the material and adjacent surfaces clean – use access equipment – use tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when hanging wide-width vinyls</p> <p>7.8 Describe how to maintain the tools and equipment used when hanging wide-width vinyls</p>			

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____

(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 13: Applying Coatings by the Air Spray Method in the Workplace

Unit reference number: H/503/9733

Level: 3

Credit value: 27

Guided learning hours: 90

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- water-borne
- solvent-borne.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe and healthy working practices when applying coatings by the air spray method</p>	<p>3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the air spray method</p> <p>3.2 Comply with information relating to specific risks to health when applying coatings by the air spray method</p> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the air spray method, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including air injection)</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 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - water-borne and solvent-borne coatings - masking materials: masking tape, masking paper, dust sheets, masking shield - two pack coatings (base, activator and solvents) - protective sheeting - access equipment - hand tools, film thickness gauges and air spray equipment (high volume low pressure [HVLP]) and ancillary equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to apply coatings by the air spray method</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying coatings by the air spray method	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to spraying operations, general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when applying coatings by the air spray method	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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:</p> <ul style="list-style-type: none"> – preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and communicatin <p>7.2 Set up spray equipment (high volume low pressure [HVLP] systems) to achieve the finish stated in the given working instructions, relating to:</p> <ul style="list-style-type: none"> – preparing coatings – loading the system – monitoring and maintaining supply <p>7.3 Apply water-borne and/or solvent-borne coatings by high volume low pressure [HVLP] air spray systems to given working instructions for the following:</p> <ul style="list-style-type: none"> – broad work – linear and structural components <p>7.4 Check wet film thickness (as specified)</p> <p>7.5 Shut down and clean out spray equipment to given working instructions</p> <p>7.6 Safely use materials, hand tools, air spray equipment and ancillary equipment</p> <p>7.7 Safely store the materials, tools and equipment used when applying coatings by the air spray method</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.8 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - check suitability of previously prepared surfaces - provide protection by sheeting, masking and removing items - assemble component parts to form spraying equipment (high volume low pressure [HVLV] systems) - prepare coatings: single-pack and two-pack systems - load, operate, maintain (during use) and monitor the paint spray equipment - establish air-change requirements in confined areas - assemble, set up, operate and shut down spray equipment - use correct spray gun technique on broad areas, angles, linear items and complex structural features 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.9 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - plan the safeguard of operatives and the general public from spraying activities - troubleshoot spray equipment problems - troubleshoot coating problems - measure wet and dry film thickness with gauges - handle coatings that contain activator - shut down, clean and store equipment - identify how atmospheric conditions affect coatings and their application process - identify the working life of prepared materials - use access equipment - use hand tools and ancillary equipment <p>7.10 Describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the air spray method</p> <p>7.11 Describe how to maintain the tools and equipment used when applying coatings by the air spray method</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Producing and Applying Complex Stencil Designs in the Workplace

Unit reference number: K/503/9734

Level: 3

Credit value: 21

Guided learning hours: 70

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, in accordance with:

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

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

Workplace evidence of skills cannot be simulated.

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

- linear run work
- full-wall work.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when producing and applying complex stencil designs	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing and applying complex stencil designs 3.2 Comply with information relating to specific risks to health when producing and applying complex stencil designs 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing and applying complex stencil designs and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - water-borne and solvent-borne paints - stencil plate materials - protective sheeting and masking materials - rubbish containers/bags - access equipment - hand tools and associated equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to produce and apply complex stencil designs</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing and applying complex stencil designs	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures		
		5.2	Minimise damage and maintain a clean work space		
		5.3	Dispose of waste in accordance with current legislation		
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions		
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Complete the work within the allocated time when producing and applying complex stencil designs	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated – times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to 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:</p> <ul style="list-style-type: none"> – protecting, matching, scaling, drawing, cutting out, setting out, mixing, pouring, diluting, positioning, securing, applying and transferring <p>7.2 Form, manufacture and set out involved elaborate or intricate single-plate and multi-plate stencils to given working instructions</p> <p>7.3 Position, register and produce stencil designs on surfaces of linear runs and/or full-wall applications using water-borne and/or solvent-borne paints to given working instructions</p> <p>7.4 Safely use materials, hand tools and associated equipment</p> <p>7.5 Safely store the materials, tools and equipment used when producing and applying complex stencil designs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - check suitability of previously prepared surface and bring up to suitable finish/ground - form, manufacture and set out single- and multi-plate stencils including ties - adjust dilution of coating to appropriate viscosity - register and produce stencil designs using water-borne and solvent-borne paints for linear runs and full-wall applications - produce graduated effects by brush, sponge and spray - maintain the integrity of the stencil plate (cleanliness and structure) - apply protective glaze/varnish - use access equipment - use hand tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing and applying complex stencil designs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.8 Describe how to maintain the tools and equipment used when producing and applying complex stencil designs			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Installing Coving and Decorative Mouldings in the Workplace

Unit reference number: A/503/9804

Level: 2

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when installing coving and decorative mouldings	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing coving and decorative mouldings 3.2 Comply with information relating to specific risks to health when installing coving and decorative mouldings 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing coving and decorative mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install coving and decorative mouldings	4.1	Select resources associated with own work in relation to materials, tools and equipment		
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – sealers – adhesives – coving – decorative mouldings and lightweight centre-pieces – access equipment – protective sheeting and masking materials – rubbish container/bag – fixing, coving tools and equipment 		
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported		
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources		
		4.5	Describe any potential hazards associated with the resources and methods of work		
		4.6	Describe how to calculate quantity of materials required associated with the method/procedure to install coving and decorative mouldings		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing coving and decorative mouldings	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when installing coving and decorative mouldings	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install coving and decorative mouldings to the required specification	7.1 Demonstrate the following work skills when installing coving and decorative mouldings: <ul style="list-style-type: none"> – mixing, manipulating, levelling, cleaning, measure, cutting, positioning, jointing, securing, filling and smoothing 7.2 Cut and install coving and decorative mouldings to form straight runs and internal and external angles to given working instructions 7.3 Safely use materials, tools and associated equipment 7.4 Safely store the materials, tools and equipment used when installing coving and decorative mouldings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - prepare surfaces for coving and decorative mouldings including lightweight centre piece installation - prepare, cut and secure coving and decorative mouldings including lightweight centre pieces and finish joints - prepare adhesives - work around electrical fittings and pipework - identify how atmospheric conditions affect coatings and their application process - identify the working life of prepared materials - use access equipment - use hand tools and associated equipment <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing coving and decorative mouldings.</p> <p>7.7 Describe how to maintain the tools and equipment used when installing coving and decorative mouldings</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Applying Coatings to Produce Textured Finishes in the Workplace

Unit reference number: Y/503/9809

Level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when producing textured finishes	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying coatings to produce textured finishes 3.2 Comply with information relating to specific risks to health when applying coatings to produce textured finishes 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings to produce textured finishes, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply coatings to produce textured finishes</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - power-based and ready-mixed texturing materials - sealers - access equipment - protective sheeting and masking materials - rubbish container/bag - texturing tools and equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to apply coatings to produce textured finishes</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying coatings to produce textured finishes	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when applying coatings to produce textured finishes	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply coatings to produce textured finishes to the required specification.</p>	<p>7.1 Demonstrate the following work skills when applying coatings to produce textured finishes:</p> <ul style="list-style-type: none"> - mixing, laying-on, manipulating, cleaning, washing, measuring, filling and smoothing <p>7.2 Mix and apply coatings to given working instructions and produce the following textured finishes:</p> <ul style="list-style-type: none"> - stippled design - one other recognised design produced by brush/stippler/rollers <p>7.3 Safely use materials, tools and associated equipment</p> <p>7.4 Safely store the materials, tools and equipment used when applying coatings to produce textured finishes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - prepare surfaces for texturing (new and previously textured) - produce a range of recognised brush, stippler and roller textured finishes - prepare texturing coatings - lay-on texturing material to surfaces - work around electrical fittings and pipework - identify how atmospheric conditions affect coatings and their application process - identify the working life of prepared materials - use access equipment - use hand tools and associated equipment <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying coatings to produce textured finishes</p> <p>7.7 Describe how to maintain the tools and equipment used when applying coatings to produce textured finishes</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Producing Broken Colour Work in the Workplace

Unit reference number: L/503/9810

Level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when applying coatings to produce broken colour effects	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing broken colour effects 3.2 Comply with information relating to specific health risks when producing broken colour effects 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing broken colour effects, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce broken colour effects</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - water-borne and solvent-borne proprietary scumbles and scumble glazes - paints, stainers, binders, solvents/thinners, pigments, glaze/varnish, driers - draggers, bags, rag-rolling materials, natural sponges, stipplers, other items for working scumble - protective sheeting and masking materials - rubbish containers/bags - access equipment - hand tools, broken colour work equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.6 Describe how to calculate quantity of materials required associated with the method/procedure to produce broken colour effects			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing broken colour effects	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Complete the work within the allocated time when producing broken colour effects	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce broken colour effects to the required specification</p>	<p>7.1 Demonstrate the following work skills when producing broken colour effects:</p> <ul style="list-style-type: none"> – protecting, matching, mixing, pouring, diluting, laying-on, laying-off, cutting-in, rolling, bagging, dragging, stippling and wiping off <p>7.2 Prepare high-quality ground to given working instructions</p> <p>7.3 Produce broken colour effects to broad and linear/trim areas, using water-borne or solvent-borne scumbles (proprietary and/or self-produced), to given working instructions for two of the following:</p> <ul style="list-style-type: none"> – rag-rolling – bagging – dragging – brush or sponge stippling – wiping-off relief surfaces – colour washing <p>7.4 Safely use materials, hand tools and associated equipment</p> <p>7.5 Safely store the materials, tools and equipment used when producing broken colour effects</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - check suitability of previously prepared surface and bring up to suitable finish/ground - prepare paint/scumble products (proprietary and self-produced) - prepare brushes, rollers, specialised tools and equipment - produce broken colour effects of rag-rolling, bagging, dragging, brush and sponge stippling, wiping-off relief surfaces and colour washing - decorate broad and linear areas - apply protective glaze/varnish over decorative effects - identify how atmospheric conditions affect coatings and their application process - use access equipment - use hand tools and associated equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing broken colour effects			
	7.8 Describe how to maintain the tools and equipment used when producing broken colour effects			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Producing Stencil Designs using Pre-Cut Stencil Plates in the Workplace

Unit reference number: L/503/9953

Level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when producing stencil designs using pre-cut stencil plates	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing stencil designs using pre-cut stencil plates 3.2 Comply with information relating to specific risks to health when producing stencil designs using pre-cut stencil plates 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing stencil designs using pre-cut stencil plates, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce stencil designs using pre-cut stencil plates</p>	<p>4.1 Select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – stainers, solvents, driers, glaze/varnish – pre-cut stencil plates – protective sheeting and masking materials – rubbish containers/bags – access equipment – paint application equipment, stencilling tools, and stencil setting-out equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to produce stencil designs using pre-cut stencil plates</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing stencil designs using pre-cut stencil plates	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
6	Complete the work within the allocated time when producing stencil designs using pre-cut stencil plates	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce stencil designs using pre-cut stencil plates to the required specification</p>	<p>7.1 Demonstrate the following work skills when producing stencil designs using pre-cut stencil plates:</p> <ul style="list-style-type: none"> – protecting, moving, matching, mixing, pouring, diluting, positioning, securing, applying and transferring <p>7.2 Prepare high-quality ground to given working instructions</p> <p>7.3 Set out and position pre-cut stencils to produce stencil designs using water-borne or solvent-borne coatings to linear runs and/or wall applications to given working instructions</p> <p>7.4 Safely use materials, hand tools and associated equipment</p> <p>7.5 Safely store the materials, tools and equipment used when producing stencil designs using pre-cut stencil plates</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - establish access requirements - check suitability of previously prepared surface and bring up to suitable finish/ground - prepare paint products - prepare brushes, rollers, specialised tools and equipment - set out and position pre-cut stencil plates - apply stencil design to linear runs and walls - apply stencil design using brush, roller and spay equipment - maintain integrity of the stencil plate (cleanliness and structure) - apply protective glaze/varnish - identify how atmospheric conditions affect coatings and the application process - use access equipment - use hand tools and associated equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing stencil designs using pre-cut stencil plates</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.8 Describe how to maintain the tools and equipment used when producing stencil designs using pre-cut stencil plates			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

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

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

Useful publications

Related information and publications include:

- *Pearson NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- *Centre Handbook for Pearson 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 Pearson publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website: qualifications.pearson.com.

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

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

Professional development and training

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

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

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

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

The training we provide:

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

Annexe A: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

Pearson quality-assurance processes will involve:

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

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

Annexe B: Registration and certification

Registration

Details of the process for registration of learners for the qualifications in this specification are provided in the *Pearson Information Manual*, published annually.

Centres must register learners promptly on their chosen qualification and by the registration deadlines given in the *Pearson Information Manual*.

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

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

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

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

Certification

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

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

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

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

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

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

Annexe C: Assessment strategy

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

November 2017

**For information about Edexcel, BTEC or LCCI qualifications visit
qualifications.pearson.com**

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