

# **Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF)**

## **Specification**

Pearson Edexcel NVQ/competence-based  
qualifications (QCF)

First registration June 2013

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Publications Code N035204

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## Qualification title covered by this specification

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This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF)	600/9376/6	21/05/13

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. The title will also appear on the Learning Aim Reference Application (LARA), where relevant.

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

The QCF 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 Edexcel.

This title replaces the following qualification from June 2013:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF)	600/4266/7	13/12/11	31/05/13

# Key features of the Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF)

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This qualification:

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

The Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF) has been approved as a component for the ConstructionSkills Intermediate Apprenticeship in Construction Building.

## What is the purpose of this qualification?

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

## Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

This qualification allows learners to demonstrate competence against NOS 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. The qualification may contribute towards the competence element of an Apprenticeship.

## What are the potential job roles for those working towards this qualification?

- Construction operative.

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

This qualification allows learners to demonstrate competence in maintenance operations 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 Maintenance Operations (Construction) (QCF)?

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

To achieve this qualification, learners must complete a minimum of 82 credits, including 20 mandatory credits from Group M, a minimum of 8 optional credits from Group A and a further 54 credits from three of the Optional Groups B to I.

## Qualification structure

<b>Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF)</b>					
<b>Unit no.</b>	<b>Unit reference number</b>	<b>M – Mandatory units (credit value: 20)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
1	A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	10	3	33
2	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
3	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
4	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
<b>O – Optional units. Learners must complete a minimum of 62 credits; a minimum of 8 credits from Group A and a further 54 credits from THREE other optional groups.</b>					
<b>Unit no.</b>	<b>Unit reference number</b>	<b>A – Optional units (credit value: 8)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
5	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
6	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33
7	F/600/7558	Providing and Monitoring Construction-related Customer Service in the Workplace	8	5	30
8	R/600/8052	Clearing the Site and Handing Over on Completion in the Workplace	12	2	40

<b>Unit no.</b>	<b>Unit reference number</b>	<b>B – Maintenance Carpentry and Joinery (credit value: 26, two units required)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
9	T/503/2642	Maintaining Non-structural Carpentry Work in the Workplace	14	2	47
10	H/503/2717	Maintaining Non-structural or Structural Components in the Workplace	29	3	97
11	K/600/8056	Repairing, Replacing and Renewing Gates, Posts and Fencing in the Workplace	14	2	47
12	T/600/8058	Replacing Glazing to Windows and Doors in the Workplace	12	2	40
<b>Unit no.</b>	<b>Unit reference number</b>	<b>C – Maintenance Painting and Decorating (credit value: 30, two units required)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
13	H/503/9683	Applying Paint Systems by Brush and Roller in the Workplace	22	2	73
14	D/503/9696	Hanging Standard Paper Wallcoverings in the Workplace	26	3	87
15	M/600/8060	Preparing Background Surfaces for Tiling or Painting/Decorating in the Workplace	8	2	27
<b>Unit no.</b>	<b>Unit reference number</b>	<b>D – Maintenance Plumbing (credit value: 16)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
16	R/600/7483	Installing Basic Plumbing in the Workplace	16	2	53
<b>Unit no.</b>	<b>Unit reference number</b>	<b>E – Maintenance External Drainage (credit value: 19)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
17	A/503/9544	Installing Drainage in the Workplace	19	2	63
<b>Unit no.</b>	<b>Unit reference number</b>	<b>F – Maintenance Tiling (credit value: 21, two units)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
15	M/600/8060	Preparing Background Surfaces for Tiling or Painting/Decorating in the Workplace	8	2	27
18	L/503/2548	Tiling Wall and Floor Surfaces in the Workplace	13	2	43
19	F/600/8063	Removing and Renewing Floor Screeds in the Workplace	18	2	60

<b>Unit no.</b>	<b>Unit reference number</b>	<b>G – Maintenance Plastering (credit value: 30, two units)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
20	H/600/7679	Preparing Background Surfaces for Plasterwork in the Workplace	12	1	40
21	A/600/7686	Applying Finishing Plaster to Background Surfaces in the Workplace	18	2	60
<b>Unit no.</b>	<b>Unit reference number</b>	<b>H – Maintenance Roofing (credit value: 30, two units)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
22	K/503/9538	Maintaining Slate and Tile Roofing in the Workplace	14	2	47
23	Y/600/7050	Repairing Roof Sheeting and Cladding Systems in the Workplace	20	2	67
24	A/600/7607	Repairing and Maintaining Built Up Bituminous Roofing in the Workplace	16	2	53
25	D/600/7177	Removing and Repairing Eaves and Verge Finishings in the Workplace	16	2	53
<b>Unit no.</b>	<b>Unit reference number</b>	<b>I – Maintenance Trowel Operations (credit value: 19, one unit)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
26	L/503/9550	Repairing and Maintaining Masonry Structures in the Workplace	22	3	73
27	M/503/3126	Repairing Basic Stonemasonry Structures in the Workplace	19	2	63

## How is the qualification graded and assessed?

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

To pass a unit a learner must:

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

The qualifications are designed to be assessed:

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

### Assessment strategy

The assessment strategy for this qualification has been included in *Annexe D*. 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:

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

### Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*)

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 Edexcel standards verifier. A range of recording documents is available on our website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres can develop their own recording documents.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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, Edexcel 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

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

## What resources are required?

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Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and 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 D: 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.

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



# Units



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

**Unit reference number:** A/503/2772

**QCF level:** 3

**Credit value:** 10

**Guided learning hours:** 33

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### **Unit summary**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 Identify work activities, assess required resources and plan the sequence of work</p>	<p>1.1 Identify work activities, assess required resources and plan the sequence of work</p> <p>1.2 Identify work activities and formulate a plan for their own sequence of work</p> <p>1.3 Explain the types of work relative to the occupational area and how to identify different work activities</p> <p>1.4 Explain methods of assessing the resources needed from a range of available information</p> <p>1.5 Explain the required information and the different methods used to prepare a work programme relative to the occupational area</p>			
<p>2 Obtain clarification and advice where the resources required are not available</p>	<p>2.1 Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available</p> <p>2.2 Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available</p>			

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

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

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

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 2: Conforming to General Health, Safety and Welfare in the Workplace**

**Unit reference number:** A/503/1170

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 7

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### **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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <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	2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures 2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities 2.3 List the current Health and Safety Executive top ten safety risks 2.4 List the current Health and Safety Executive top five health risks 2.5 State how changing circumstances within the workplace could cause hazards 2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area</p>	<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"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace</li> </ul> <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace</p>			

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

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

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*(if sampled)*



## **Unit 3: Conforming to Productive Working Practices in the Workplace**

**Unit reference number:** J/503/1169

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 10

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### **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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 Interpret relevant information from organisational procedures in order to plan the sequence of work 2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively 2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions</li> </ul> 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment			

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

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

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*(if sampled)*

## **Unit 4: Moving, Handling and Storing Resources in the Workplace**

**Unit reference number:** F/503/1171

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 17

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### **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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 given information when moving, handling and/or storing resources</p>	<p>1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation</p> <p>1.2 Interpret the given information relating to the use and storage of lifting aids and equipment</p> <p>1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted</p> <p>1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.5 Describe how to obtain information relating to using and storing lifting aids and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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
<p>3 Maintain safe working practices when moving, handling and/or storing resources</p>	<p>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</p> <p>3.2 Use lifting aids safely as appropriate to the work</p> <p>3.3 Protect the environment in accordance with safe working practices as appropriate to the work</p> <p>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:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>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</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 move, handle and/or store occupational resources</p>	<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"> <li>- lifting and handling aids</li> <li>- container(s)</li> <li>- fixing, holding and securing systems</li> </ul> <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"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given 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"> <li>- moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques</li> </ul> <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"> <li>- sheet material</li> <li>- loose material</li> <li>- bagged or wrapped material</li> <li>- fragile material</li> <li>- tools and equipment</li> <li>- components</li> <li>- liquids</li> </ul> <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>			

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*(if sampled)*

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

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

**QCF level:** 2

**Credit value:** 8

**Guided learning hours:** 27

### **Unit summary**

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

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

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work

Plus two or more of the following:

- Ladders/crawler boards
- Step ladders/platform steps
- Proprietary towers
- Trestle platforms
- Mobile scaffold towers
- Proprietary staging/podiums.

### **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- ladders/crawler boards</li> <li>- stepladders/platform steps</li> <li>- trestles</li> <li>- proprietary staging/podiums</li> <li>- proprietary towers</li> <li>- mobile scaffold towers</li> <li>- protection equipment and notices</li> <li>- tools and ancillary equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
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"> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

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

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"> <li>– provide protection to the work area</li> <li>– establish a base for equipment</li> <li>– erect proprietary access equipment to manufacturer’s instructions suitable for the work</li> <li>– erect non-proprietary access equipment suitable for the work</li> <li>– place protective screens and notices</li> <li>– check/monitor equipment during the period of use</li> <li>– dismantle and store access equipment</li> <li>– use tools and equipment</li> <li>– work at height</li> </ul> <p>7.4 Safely use and store materials, hand tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms</p> <p>7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms</p>			

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*(if sampled)*



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

**Unit reference number:** T/503/9560

**QCF level:** 2

**Credit value:** 10

**Guided learning hours:** 33

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### **Unit summary**

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

### **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when establishing work area protection and safety</p>	<p>1.1 Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections 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"> <li>– drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> 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
<p>3 Maintain safe and healthy working practices when establishing work area protection and safety</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 establishing work area protection and safety</p> <p>3.2 Comply with information relating to specific risks to health when establishing work area protection and safety</p> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <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</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 establish work area protection and safety</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and 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"> <li>– safety and security barriers</li> <li>– protection and safety notices</li> <li>– temporary structures</li> <li>– signs and lighting</li> <li>– hand and/or powered tools and equipment</li> </ul> <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, length and area associated with the method/procedure to establish work area protection and safety</p>			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to establish work area protection and safety to the required specification	<p>7.1 Demonstrate the following work skills when establishing work area protection and safety:</p> <ul style="list-style-type: none"> <li>– measuring, setting out, positioning, assembling, constructing, securing and dismantling</li> </ul> <p>7.2 Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following:</p> <ul style="list-style-type: none"> <li>– protection and safety notices</li> <li>– safety lighting</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when establishing work area protection and safety</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"> <li>- plan for the protection and the safety of the work and surrounding environment</li> <li>- install, check and maintain the protection and safety equipment</li> <li>- dismantle and remove protection and safety equipment</li> <li>- install safety notices</li> <li>- install lighting systems</li> <li>- use hand tools, power tools and equipment</li> <li>- work at height</li> <li>- use access equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety</p> <p>7.7 Describe how to maintain the tools and equipment used when establishing work area protection and safety</p>			

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 7: Providing and Monitoring Construction-related Customer Service in the Workplace**

**Unit reference number:** F/600/7558

**QCF level:** 5

**Credit value:** 8

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in providing and monitoring construction-related customer service 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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of providing and monitoring construction-related customer service to be effective and reliable when confirming a learner's competence.

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 Identify and use current legislation and official guidance to implement systems or procedures that will deliver and improve customer service</p>	<p>1.1 Apply at least four of the following to customer service systems or procedures:</p> <ul style="list-style-type: none"> <li>– current legislation</li> <li>– official guidance</li> <li>– organisational procedures</li> <li>– specifications</li> <li>– drawing</li> <li>– instructions and variations</li> <li>– feedback processes</li> </ul> <p>1.2 Seek ways of improving customer service whilst implementing customer service systems and procedures</p> <p>1.3 Describe ways that current legislation and official guidance relevant to customer service can be identified</p> <p>1.4 Explain how identified information can be used for implementing customer service systems or procedures</p> <p>1.5 Explain methods that can effectively deliver and improve customer service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Prepare to deal with customers in order to give consistent and reliable service	2.1 Examine current customer procedures and systems to identify if they provide consistent customer service 2.2 Implement and use systems or procedures that will provide reliable and consistent service that promotes customer's confidence 2.3 Explain methods that can provide consistent levels of customer service 2.4 Explain how systems or procedures can be used effectively to provide a reliable level of customer service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Work with others to resolve customer problems, communicate with customers and check that they are satisfied with the actions taken</p>	<p>3.1 Identify and find solutions to construction-based customer problems</p> <p>3.2 Communicate with customers whilst resolving problems using at least two of the following mediums:</p> <ul style="list-style-type: none"> <li>- electronic</li> <li>- verbal</li> <li>- written</li> <li>- via a second person</li> <li>- feedback documents</li> <li>- group meetings</li> </ul> <p>3.3 Undertake at least two of the following actions that will ensure that customers are satisfied that problems are or will be solved:</p> <ul style="list-style-type: none"> <li>- corrective</li> <li>- referral</li> <li>- investigative</li> <li>- reactive</li> <li>- proactive</li> </ul> <p>3.4 Explain how best to work with others which can resolve customer service problems</p> <p>3.5 Describe different methods and techniques of communicating and dealing with customers</p> <p>3.6 Explain what checks can be undertaken to ensure that customers are satisfied with actions taken</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Solve problems within existing systems or procedures that may affect customers before the customer becomes aware of them</p>	<p>4.1 Investigate and/or collate information on current customer procedures and systems to identify potential or repeat customer service problems</p> <p>4.2 Apply rectification measures to procedures and systems to eliminate or reduce identified potential customer problems</p> <p>4.3 Describe ways that problems can be identified within existing systems or procedures that may affect customers</p> <p>4.4 Explain how and why problems in systems or procedures should be solved before customers become aware of them</p>			
<p>5 Confirm that the service given meets the customer's needs and expectations</p>	<p>5.1 Identify the level of service expected by construction-related customers</p> <p>5.2 Communicate with customers to check that service given has met their needs and expectations</p> <p>5.3 Explain ways of checking that customers are satisfied with the given level of service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Inform the people responsible about changes to customer service systems or procedures that will reduce the chance of problems being repeated</p>	<p>6.1 Identify repeat problems in customer service, and amend customer service systems or procedures to minimise chances of problems being repeated</p> <p>6.2 Communicate with at least two of the following people responsible to inform them that systems or procedures have been amended:</p> <ul style="list-style-type: none"> <li>– the client, the customer or their representative</li> <li>– contractors</li> <li>– consultants</li> <li>– sub-contractors</li> <li>– suppliers</li> <li>– workforce</li> <li>– internal management</li> </ul> <p>6.3 Explain the measures that could be taken to identify repeat problems with customer service</p> <p>6.4 Explain methods that allow changes to customer service systems or procedures which can reduce the chance of problems being repeated</p> <p>6.5 Describe how to effectively inform people responsible about amendments to systems or procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Share information with people responsible to maintain and improve standards of service delivery	7.1 Inform and/or pass collated information that will maintain and improve standards of service delivery 7.2 Describe ways that standards of service delivery can be maintained and improved 7.3 Explain how information with people responsible could be effectively shared in order to maintain and improve standards of service delivery			

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

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*(if sampled)*

## **Unit 8: Clearing the Site and Handing Over on Completion in the Workplace**

**Unit reference number:** R/600/8052

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

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

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

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of clearing the site and handing over on completion to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

## **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 clearing the site and handing over on completion</p>	<p>1.1 Interpret and extract information from drawings, specifications, method statements, schedules 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"> <li>– drawings, specifications, method statements, schedules and manufacturers' information</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when clearing the site and handing over on completion</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when clearing the site and handing over on completion</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when clearing the site and handing over on completion</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to clearing the site and handing over on completion, 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 clear the site and hand over on completion</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– hand and powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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>5 Minimise the risk of damage to the work and surrounding area when clearing the site and handing over on completion</p>	<p>5.1 Protect the work and its surrounding area from damage</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 Dispose of waste in accordance with legislation</p> <p>5.5 State why the disposal of waste should be carried out in relation to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Complete the work within the allocated time when clearing the site and handing over on completion</p>	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>- types of progress charts, timetables and estimated times</li> <li>- organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to clear the site and hand over on completion to the required specification</p>	<p>7.1 Demonstrate the following work skills when clearing the site and handing over on completion:</p> <ul style="list-style-type: none"> <li>– finishing, positioning, dismantling, clearing, cleaning, tidying and securing</li> </ul> <p>7.2 Complete the task and hand the site over, in accordance with given working instructions, ensuring:</p> <ul style="list-style-type: none"> <li>– excess materials are removed</li> <li>– the quality of the finished task matches the given specification</li> <li>– the client, customer or their representative is provided with relevant information and advice</li> <li>– the clients, customer or their representative accepts the condition of the completed task and site</li> </ul>			

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"> <li>– identify required finish quality</li> <li>– remove and dispose of hazardous waste</li> <li>– identify information that will be required by the client, customer or their representative</li> <li>– remove excess materials</li> <li>– clean and clear the task and surrounding area</li> <li>– complete records as appropriate</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.4 Safely use and store materials, hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when clearing the site and handing over on completion</p> <p>7.6 Describe how to maintain the tools and equipment used when clearing the site and handing over on completion</p>			

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

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 9: Maintaining Non-structural Carpentry Work in the Workplace**

**Unit reference number:** T/503/2642

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### **Unit summary**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 maintaining non-structural carpentry work</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules , method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings</li> </ul>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when maintaining non-structural carpentry work</p>	<p>3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural carpentry work</p> <p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</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 maintain non-structural carpentry work</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, 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"> <li>– timber, manufactured sheet material, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants, guttering, downpipe, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment</li> </ul> <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 method of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural carpentry work</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to maintaining non-structural carpentry work to the required specification</p>	<p>7.1 Demonstrate the following work skills when maintaining non-structural carpentry work:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, splicing, fitting, finishing, positioning and securing</li> </ul> <p>7.2 Repair and/or replace four of the following to given working instructions:</p> <ul style="list-style-type: none"> <li>- frames</li> <li>- mouldings</li> <li>- doors</li> <li>- windows (including replacement glazing)</li> <li>- door and/or window ironmongery</li> <li>- verge and/or eaves</li> <li>- guttering and downpipes</li> <li>- sash cords</li> </ul> <p>7.3 Prime the repair to the work to given working instructions</p> <p>7.4 Safely use and handle materials</p> <p>7.5 Safely use hand tools, portable power tools and ancillary equipment</p> <p>7.6 Safely store the materials, tools and equipment used when maintaining non-structural carpentry work</p>			

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

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

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 10: Maintaining Non-structural or Structural Components in the Workplace**

**Unit reference number:** H/503/2717

**QCF level:** 3

**Credit value:** 29

**Guided learning hours:** 97

### **Unit summary**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 maintaining non-structural or structural components</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings</li> </ul>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when maintaining non-structural or structural components</p>	<p>3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural or structural components</p> <p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural or structural components, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</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 maintain non-structural or structural components</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, 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"> <li>– timber, manufactured sheet material, metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants, fixings, guttering, ironmongery, downpipes and associated ancillary items</li> <li>– hand and/or powered tools and equipment</li> </ul> <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 method of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural or structural components</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to maintain non-structural or structural components to the required specification</p>	<p>7.1 Demonstrate the following work skills when maintaining non-structural or structural components:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, fitting, splicing, finishing, positioning and securing</li> </ul> <p>7.2 Repair five of the following components to given working instructions:</p> <ul style="list-style-type: none"> <li>- frames (to include priming the repair)</li> <li>- mouldings (to include priming the repair)</li> <li>- floor joist covering (or flat roof)</li> <li>- door and/or window ironmongery</li> <li>- guttering and downpipes</li> <li>- sash cords</li> <li>- replacement glazing</li> <li>- structural joists (including support)</li> <li>- structural rafters (including support)</li> </ul> <p>7.3 Safely use and handle materials</p> <p>7.4 Safely use hand tools, portable power tools and ancillary equipment</p> <p>7.5 Safely store the materials, tools and equipment used when maintaining non-structural or structural components</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– replace and splice door and window frames, mouldings and structural timbers, replace sash cords, re-glaze, re-lay brick/blockwork, make good paintwork, plasterwork, brickwork, wall tiling</li> <li>– identify load bearing points</li> <li>– prop and support existing structures</li> <li>– replace frames and mouldings</li> <li>– repair or replace door and window ironmongery</li> <li>– repair and/or replace guttering and downpipes</li> <li>– form joints associated with repairs</li> </ul> <p>7.7 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural or structural components</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.9 Describe the methods of sharpening the hand tools used when maintaining non-structural or structural component  7.10 Describe how to maintain the tools and equipment used when maintaining non-structural or structural components			

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## **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 repairing, replacing and renewing gates, posts and fencing</p>	<p>1.1 Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, method statements, schedules and manufacturers' information</li> </ul>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when repairing, replacing and renewing gates, posts and fencing</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing, replacing and renewing gates, posts and fencing</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to repairing, replacing and renewing gates, posts and fencing, 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 repair, replace and renew gates, posts and fencing</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- gates</li> <li>- posts</li> <li>- fencing</li> <li>- furnishings and fixings</li> <li>- protective finishes</li> <li>- hand and powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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, length, area and wastage associated with the method/procedure to repair, replace and renew gates, posts and fencing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when repairing, replacing and renewing gates, posts and fencing	5.1 Protect the work and its surrounding area from damage 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 repairing, replacing and renewing gates, posts and fencing	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to repair, replace and renew gates, posts and fencing to the required specification</p>	<p>7.1 Demonstrate the following work skills when repairing, replacing and renewing gates, posts and fencing:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, cutting, levelling, fitting, finishing, positioning and securing</li> </ul> <p>7.2 Prepare for and repair, replace and renew fencing components to given working instructions:</p> <ul style="list-style-type: none"> <li>- gates</li> <li>- posts</li> <li>- fencing</li> <li>- furnishings and fixings</li> <li>- protective finishes</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- repair gates, posts and fencing</li> <li>- replace gates, posts and fencing</li> <li>- renew gates, posts and fencing</li> <li>- repair, replace and renew furnishings and fixings</li> <li>- apply protective finishings</li> <li>- use hand tools, power tools and equipment</li> <li>- work at height</li> <li>- use access equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store materials, hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when repairing, replacing and renewing gates, posts and fencing 7.6 Describe how to maintain the tools and equipment used when repairing, replacing and renewing gates, posts and fencing			

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## **Unit 12: Replacing Glazing to Windows and Doors in the Workplace**

**Unit reference number:** T/600/8058

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in replacing glazing to windows and doors 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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

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

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when replacing glazing to windows and doors</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when replacing glazing to windows and doors</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when replacing glazing to windows and doors</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to replacing glazing to windows and doors, 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 replace glazing to windows and doors</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- glass</li> <li>- glass fitting systems</li> <li>- hand and powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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, length, area and wastage associated with the method/procedure to replace glazing to windows and doors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when replacing glazing to windows and doors	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 replacing glazing to windows and doors	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to replace glazing to windows and doors to the required specification</p>	<p>7.1 Demonstrate the following work skills when replacing glazing to windows and doors:</p> <ul style="list-style-type: none"> <li>– removing, measuring, marking out, cutting, fitting, fixing, positioning and securing</li> </ul> <p>7.2 Prepare for and repair glazing in doors and windows to given working instructions</p> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– cut and prepare glass</li> <li>– prepare to replace glazing to windows and doors</li> <li>– fit and fix beading</li> <li>– apply putty and sealants</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.4 Safely use and store materials, hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when replacing glazing to windows and doors</p> <p>7.6 Describe how to maintain the tools and equipment used when replacing glazing to windows and doors</p>			

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## **Unit 13: Applying Paint Systems by Brush and Roller in the Workplace**

Unit reference number: H/503/9683

QCF level: 2

Credit value: 22

Guided learning hours: 73

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying paint 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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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"> <li>– specifications, current legislation, risk assessments, method statements and manufacturers' information</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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
<p>3 Maintain safe and healthy working practices when applying paint systems by brush and/or roller</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 paint systems by brush and/or roller</p> <p>3.2 Comply with information relating to specific risks to health when applying paint systems by brush and/or roller</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 paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply paint systems by brush and/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"> <li>– water-borne and solvent-borne coatings</li> <li>– primers, intermediate coatings (undercoats) and finishes (single pack coatings)</li> <li>– single-product systems (e.g. emulsions, varnishes)</li> <li>– solvents/thinners</li> <li>– knotting, proprietary sealers</li> <li>– brushes, rollers and other associated equipment</li> <li>– protective sheeting and masking materials</li> <li>– access equipment</li> <li>– hand tools and associated equipment</li> </ul> <p>4.3 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	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when applying paint systems by brush and/or roller	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply paint systems by brush and/or roller to the required specification</p>	<p>7.1 Demonstrate the following work skills when applying paint systems by brush and/or roller:</p> <ul style="list-style-type: none"> <li>– mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>– linear/trim/narrow-runs and broad areas by brush and/or roller</li> </ul> <p>7.3 Safely use materials, tools and associated equipment</p> <p>7.4 Safely store the materials, tools and equipment used when applying paint systems by brush and/or roller</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"> <li>– establish access requirements</li> <li>– check suitability of previously prepared surfaces</li> <li>– prepare and apply water-borne and solvent-borne coatings by brush and roller</li> <li>– prepare coatings with activators</li> <li>– coat broad areas, linear/trim/narrow runs</li> <li>– test wet and dry film thickness</li> <li>– identify how atmospheric conditions affect coatings and their application process</li> <li>– identify the working life of prepared materials</li> <li>– use access equipment</li> <li>– use brushes, rollers and associated tools and equipment</li> </ul> <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>			

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## **Unit 14: Hanging Standard Paper Wallcoverings in the Workplace**

**Unit reference number:** D/503/9696

**QCF level:** 3

**Credit value:** 26

**Guided learning hours:** 87

### **Unit summary**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 standard paper wallcoverings</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"> <li>– specifications, current legislation, risk assessments, method statements and manufacturers' information</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when hanging standard paper wallcoverings	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling</li> </ul> 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
<p>3 Maintain safe and healthy working practices when hanging standard paper wallcoverings</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 hanging standard paper wallcoverings</p> <p>3.2 Comply with information relating to specific risks to health when hanging standard paper wallcoverings</p> <p>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:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to hang standard paper wallcoverings</p>	<p>4.1 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"> <li>– surface preparation materials</li> <li>– pastes and adhesives</li> <li>– wallpapers</li> <li>– protective sheeting</li> <li>– rubbish containers/bags</li> <li>– access equipment</li> <li>– hand tools and associated equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity of materials required associated with the method/procedure to hang standard paper wallcoverings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings	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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to hang standard paper wallcoverings to the required specification</p>	<p>7.1 Demonstrate the following work skills when hanging standard paper wallcoverings:</p> <ul style="list-style-type: none"> <li>- shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, and cleaning-off</li> </ul> <p>7.2 Establish start and finish point and hang standard papers of substantial length to the given working instructions to the following areas:</p> <ul style="list-style-type: none"> <li>- ceilings with any type of paper</li> <li>- walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers</li> </ul> <p>7.3 Safely use materials, hand tools and associated equipment</p> <p>7.4 Safely store the materials, tools and equipment used when hanging standard paper wallcoverings</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"> <li>– establish access requirements</li> <li>– check suitability of surface to receive wallpaper</li> <li>– prepare and apply pastes and adhesives</li> <li>– prepare and hang paper to ceilings</li> <li>– prepare and hang foundation paper, textured/relief and patterned finishing papers</li> <li>– work to reveals and internal and external angles</li> <li>– work around electrical fittings and pipework</li> <li>– keep paper and adjacent surfaces clean</li> <li>– use access equipment</li> <li>– use tools and associated equipment</li> </ul> <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 15: Preparing Background Surfaces for Tiling or Painting/Decorating in the Workplace

Unit reference number: M/600/8060

QCF level: 2

Credit value: 8

Guided learning hours: 27

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### Unit summary

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

### Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Painting and decorating
- Tiling.

## **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 background surfaces for tiling or painting/decorating</p>	<p>1.1 Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, method statements, schedules and manufacturers' information</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when preparing background surfaces for tiling or painting/decorating</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when preparing background surfaces for tiling or painting/decorating</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing background surfaces for tiling or painting/decorating</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to prepare background surfaces for tiling or painting/decorating, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to prepare background surfaces for tiling or painting/decorating</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– solvents and cleaning agents</li> <li>– stripping materials and equipment</li> <li>– fillers and bonding agents</li> <li>– surface treatment materials and waterproofing agents</li> <li>– sand, cement, lime and plaster renders</li> <li>– mesh, trims and fixings</li> <li>– hand and powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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, length, area and wastage associated with the method/procedure to prepare background surfaces for tiling or painting/decorating</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing background surfaces for tiling or painting/decorating	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 preparing background surfaces for tiling or painting/decorating	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to prepare background surfaces for tiling or painting/decorating to the required specification</p>	<p>7.1 Demonstrate the following work skills when preparing background surfaces for tiling or painting/decorating:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, washing, stripping/scraping, abrading/keying, hacking, cutting out, removing, mixing, filling, levelling/flattening, brushing down and priming</li> </ul> <p>7.2 Prepare new or existing background surfaces for tiling and/or painting and decorating to given working instructions for at least five of the following:</p> <ul style="list-style-type: none"> <li>- previously painted/decorated surfaces</li> <li>- brick</li> <li>- block</li> <li>- concrete</li> <li>- render or plaster</li> <li>- manufactured board</li> <li>- wood</li> <li>- metal</li> </ul>			

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"> <li>– prepare previously tiled or painted/decorated surfaces</li> <li>– remove surface contamination</li> <li>– prepare brick, block, concrete, wood, metal, render or plaster for tiling</li> <li>– prepare brick, block, concrete, wood, metal, render or plaster for painting/decorating</li> <li>– prepare manufactured board</li> <li>– mix and apply plaster, sand, cement and lime renders</li> <li>– apply primers</li> <li>– fill, level and abrade surfaces</li> <li>– apply preparatory treatments</li> <li>– use waterproof membranes</li> <li>– fix proprietary mesh and trims</li> <li>– apply movement joints</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store materials, hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when preparing background surfaces for tiling or painting/decorating 7.6 Describe how to maintain the tools and equipment used when preparing background surfaces for tiling or painting/decorating			

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

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

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

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*(if sampled)*



## Unit 16: Installing Basic Plumbing in the Workplace

Unit reference number: R/600/7483

QCF level: 2

Credit value: 16

Guided learning hours: 53

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing basic plumbing 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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Kitchen fitter
- Bathroom fitter
- Bedroom fitter.

## **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 basic plumbing</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install basic plumbing</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– sinks, basins, baths, wc's, bidets, shower trays</li> <li>– copper and plastic pipes, waste outlets, taps, valves and pumps</li> <li>– sealants and adhesives</li> <li>– associated fixings and fittings</li> <li>– hand and/or powered tools and ancillary equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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, length, area and wastage associated with the method/procedure to install basic plumbing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing basic plumbing	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 5.6 Consult with client regarding protection of property and belongings			
6 Complete the work within the allocated time when installing basic plumbing	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install basic plumbing to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing basic plumbing:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing</li> </ul> <p>7.2 Remove and install kitchen and/or bathroom and/or bedroom appliances (from the isolation point only) in compliance with current regulations and contractor's working instructions, relating to the following as appropriate to the installation:</p> <ul style="list-style-type: none"> <li>– sinks, basins, baths, wc's, bidets</li> <li>– taps, waste services, waste disposal, shower trays and shower valves</li> <li>– laundry appliances, dishwashers</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– remove and install: sinks, basins, baths, taps, waste services, wc's, bidets, shower trays, shower valves, pumps, laundry appliances and dishwashers</li> <li>– carry out bending of copper pipes</li> <li>– use compression and capillary copper fittings</li> <li>– use compression, push fit and plastic weld fittings</li> <li>– connect hot and cold water supplies</li> <li>– use hand and/or power tools and ancillary equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when installing basic plumbing 7.6 Describe how to maintain the tools and equipment used when installing basic plumbing			

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

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 17: Installing Drainage in the Workplace**

**Unit reference number:** A/503/9544

**QCF level:** 2

**Credit value:** 19

**Guided learning hours:** 63

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing drainage 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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

- Pipework
- Inspection chambers
- Surface water systems
- Foul water systems.

### **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 drainage</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules 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"> <li>– drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing the installation and construction of drainage systems</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing drainage	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> 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
<p>3 Maintain safe and healthy working practices when installing drainage</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 installing drainage</p> <p>3.2 Comply with information relating to specific risks to health when installing drainage</p> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing drainage, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install drainage</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and 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"> <li>– pipes, fittings and ancillary components</li> <li>– pre-cast (metal, concrete, clay or plastic) components</li> <li>– bricks, blocks and sandbags</li> <li>– granular materials, aggregates, cement, concrete, mortars and sand</li> <li>– sealant materials (adhesives, compounds, solvents)</li> <li>– hand and/or powered tools and equipment</li> </ul> <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, length, area and wastage associated with the method/procedure to install drainage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing drainage	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when installing drainage	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install drainage to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing drainage:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, laying, positioning, fitting, levelling, plumbing, aligning, securing and testing</li> </ul> <p>7.2 Install and test new and/or replacement, foul and/or surface water drainage for two of the following, to given working instructions:</p> <ul style="list-style-type: none"> <li>– pipework (e.g. clay, concrete, metal, or plastic)</li> <li>– inspection chambers (e.g. brick, concrete, metal or plastic)</li> <li>– surface water systems (e.g. cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems)</li> <li>– foul water systems (e.g. cess pools, septic tanks, reed beds, treatment plants)</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when installing drainage</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"> <li>– excavate trenches and provide trench support</li> <li>– confirm ground conditions, site and excavations are suitable for the drainage installation work</li> <li>– prepare bedding for pipework</li> <li>– determine levels and gradients</li> <li>– identify the differences between surface and foul water drainage</li> <li>– lay, position, level, plumb, align, fit, fix and secure new and replacement drainage systems</li> <li>– construct structures of a drainage system (storm alleviation, culverts, inspection chambers, lateral drains, overflows, sumps, filter drains, sustainable urban drainage systems)</li> </ul>			

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"> <li>– assemble pre-cast components (metal, concrete, clay and plastic) of a drainage system structure (inspection chambers, street iron work)</li> <li>– connect and seal new systems to existing systems</li> <li>– work with plant and machinery</li> <li>– use hand tools, power tools and equipment</li> <li>– conduct smoke, water, ball and close circuit television tests on drainage systems</li> <li>– work at height and below ground level</li> <li>– use access equipment</li> </ul> <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing drainage</p> <p>7.8 Describe how to maintain the tools and equipment used when installing drainage</p>			

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 18: Tiling Wall and Floor Surfaces in the Workplace**

**Unit reference number:** L/503/2548

**QCF level:** 2

**Credit value:** 13

**Guided learning hours:** 43

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in tiling wall and floor surfaces 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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 tiling wall and floor surfaces</p>	<p>1.1 Interpret and extract relevant information from drawings specifications, job details, method statements, risk assessments, control of substances hazardous to health (COSHH) assessments and manufacturers' information related to the work to be carried out</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"> <li>– drawings, specifications, job details, method statements, risk assessments, COSHH assessments, manufacturers' information and wall and floor tiling recommendations</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when tiling wall and floor surfaces	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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
<p>3 Maintain safe working practices when tiling wall and floor surfaces</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when tiling wall and floor surfaces</p> <p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tiling wall and floor surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</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 tile wall and floor surfaces</p>	<p>4.1 Select resources associated with own work in relation to materials, components, accessories, 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"> <li>– wall and floor tiles, grout, adhesives, accessories</li> <li>– hand and/or powered tools and associated equipment</li> </ul> <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 method of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to tile wall and floor surfaces</p>			

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

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

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

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## Unit 19: Removing and Renewing Floor Screeds in the Workplace

Unit reference number: F/600/8063

QCF level: 2

Credit value: 18

Guided learning hours: 60

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in removing and renewing floor screeds 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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

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

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

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

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 removing and renewing floor screeds	1.1 Interpret and extract information drawings, specifications, method statements, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, method statements, schedules and manufacturers' information</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when removing and renewing floor screeds</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when removing and renewing floor screeds</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when removing and renewing floor screeds</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to removing and renewing floor screeds 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 remove and renew floor screeds</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- floor screeds</li> <li>- bonding agents</li> <li>- hand and powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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, length, area and wastage associated with the method/procedure to remove and renew floor screeds</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when removing and renewing floor screeds	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when removing and renewing floor screeds	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to remove and renew floor screeds to the required specification</p>	<p>7.1 Demonstrate the following work skills when removing and renewing floor screeds:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, keying, mixing, applying and finishing</li> </ul> <p>7.2 Prepare, remove and renew floor screeds to given working instructions</p> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– cut out and remove defective screeds</li> <li>– prepare background surfaces</li> <li>– select and prepare materials</li> <li>– apply bonding agents</li> <li>– place, rule off and trowel screeds to float finish</li> <li>– match new screed to existing</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.4 Safely use and store materials, hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when removing and renewing floor screeds</p> <p>7.6 Describe how to maintain the tools and equipment used when removing and renewing floor screeds</p>			

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Unit 20: Preparing Background Surfaces for Plasterwork in the Workplace

Unit reference number: H/600/7679

QCF level: 1

Credit value: 12

Guided learning hours: 40

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### Unit summary

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

### Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Solid
- Fibrous.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain safe working practices when preparing background surfaces for plasterwork	2.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when preparing background surfaces for plasterwork  2.2 Explain why and when personal protective equipment (PPE) should be used, relating to preparing background surfaces for plasterwork, and the types, purpose and limitations of each type  2.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
3 Select the required quantity and quality of resources for the methods of work to prepare background surfaces for plasterwork	3.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – hand and/or powered tools and equipment  3.2 Select resources associated with own work in relation to tools and equipment  3.3 State how the resources should be used correctly  3.4 Outline potential hazards associated with the resources and method of work  3.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare background surfaces for plasterwork			

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

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

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## Unit 21: Applying Finishing Plaster to Background Surfaces in the Workplace

Unit reference number: A/600/7686

QCF level: 2

Credit value: 18

Guided learning hours: 60

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying finishing plaster to background surfaces 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 in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

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

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

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

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 finishing plaster to background surfaces</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply finishing plaster to background surfaces</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- plasters</li> <li>- hand tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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, length, area and wastage associated with the method/procedure to apply finishing plaster to background surfaces</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying finishing plaster to background surfaces	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when applying finishing plaster to background surfaces	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply finishing plaster to background surfaces to the required specification</p>	<p>7.1 Demonstrate the following work skills when applying finishing plaster to background surfaces:</p> <ul style="list-style-type: none"> <li>– applying and finishing</li> </ul> <p>7.2 Prepare and apply finishing plasters to prepared backgrounds to contractor’s working instructions</p> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– apply finishing plasters to vertical and horizontal surfaces in new situations</li> <li>– mix plasters</li> <li>– prepare backgrounds</li> <li>– work at height</li> <li>– use hand tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when applying finishing plaster to background surfaces</p> <p>7.6 Describe how to maintain the tools and equipment used when applying finishing plaster to background surfaces</p>			

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Unit 22: Maintaining Slate and Tile Roofing in the Workplace

Unit reference number: K/503/9538

QCF level: 2

Credit value: 14

Guided learning hours: 47

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### Unit summary

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

### Assessment requirements/evidence requirements

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

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

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

- slate roofs
- tiled roofs
- flashings
- roof ventilation
- rainwater goods.

## **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 maintaining slate and tile roofing</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules 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"> <li>– drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing</p>	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 maintaining slate and tile roofing</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 maintaining slate and tile roofing</p> <p>3.2 Comply with information relating to specific risks to health when maintaining slate and tile roofing</p> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining slate and tile roofing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <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</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 maintain slate and tile roofing</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and 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"> <li>– slates, tiles, battens, underlays, sand, cement, limes, vents, lead, additives, guttering, downpipes and fixings</li> <li>– hand and/or powered tools and equipment</li> </ul> <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, length, area and wastage associated with the method/procedure to maintain slate and tile roofing</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to maintain slate and tile roofing to the required specification</p>	<p>7.1 Demonstrate the following work skills when maintaining slate and tile roofing:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, removing, fitting, positioning and securing</li> </ul> <p>7.2 Repair specified roof areas to given working instructions for four of the following:</p> <ul style="list-style-type: none"> <li>– slate roofs (local material and style)</li> <li>– tiled roofs (local material and style)</li> <li>– flashings</li> <li>– roof ventilation</li> <li>– rainwater goods</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when maintaining slate and tile roofing</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"> <li>– remove existing battens, underlays, slates and tiles</li> <li>– replace new battens and underlays</li> <li>– remove, replace and treat lead work/flashings (patination oil)</li> <li>– re-point</li> <li>– position and secure roof ventilation</li> <li>– remove and replace guttering and downpipes</li> <li>– mix mortar</li> <li>– work with plant and machinery</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining slate and tile roofing</p> <p>7.7 Describe how to maintain the tools and equipment used when maintaining slate and tile roofing</p>			

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Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## Unit 23: **Repairing Roof Sheeting and Cladding Systems in the Workplace**

Unit reference number: Y/600/7050

QCF level: 2

Credit value: 20

Guided learning hours: 67

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### Unit summary

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

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of repairing roof sheeting and cladding systems to be effective and reliable when confirming a learner's competence.

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 repairing roof sheeting and cladding systems</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and/or method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, regulations governing buildings, oral/written procedures for dealing with damaged or incorrect materials and/or resources and site induction</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when repairing roof sheeting and cladding systems</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials, by manual handling and mechanical lifting and with mechanical access equipment</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when repairing roof sheeting and cladding systems</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing roof sheeting and cladding systems</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to repairing roof sheeting and cladding systems, and the types, purpose and limitations of each type</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, falls, rescue procedures 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 repair roof sheeting and cladding systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– mechanical fixings and fasteners, flashings, fittings, insulation, sealers and fillers, metal and translucent sheets, composite panels, fibre cement systems, condensation and vapour control, related materials and components</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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, length, area and wastage associated with the method/procedure to repair roof sheeting and cladding systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when repairing roof sheeting and cladding systems	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 repairing roof sheeting and cladding systems	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to repairing roof sheeting and cladding systems to the required specification</p>	<p>7.1 Demonstrate the following work skills when repairing roof sheeting and cladding systems:</p> <ul style="list-style-type: none"> <li>– removing, replacing, renewing and making good</li> </ul> <p>7.2 Identify and repair defects in roof sheeting and cladding to contractor’s working instructions for:</p> <ul style="list-style-type: none"> <li>– roof leaks/condensation</li> <li>– damaged sheets and components</li> <li>– minor surface coating defects</li> <li>– damaged or missing flashings</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– identify defects</li> <li>– remove or recover defective materials</li> <li>– carry out repairs to sheet components</li> <li>– repair coating defects</li> <li>– prevent water leaks and condensation</li> <li>– check quality and suitability of work on completion or at the end of the day</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use of access equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when repairing roof sheeting and cladding systems  7.6 Describe how and when to maintain the tools and equipment used when repairing roof sheeting and cladding systems			

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## **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 repairing and maintaining built up bituminous roofing</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, manufacturers' information and oral/written instructions</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information and oral/written procedures for dealing with damaged and incorrect materials and/or resources</li> </ul>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when repairing and maintaining built up bituminous roofing</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing and maintaining built up bituminous roofing</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to repairing and maintaining built up bituminous roofing, 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> <p>3.4 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with repairing and maintaining built up bituminous roofing as relevant to the operations</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 repair and maintain built up bituminous roofing</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– bitumen, torch-on felts, pedestrian surfacing, solar protection, vapour control layers, outlets, gutters, vents, base and cap sheets, flashings, edge trims, associated fixings and fittings</li> <li>– hand tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, 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 apply simple multiplication, subtraction, addition and division to occupational tasks when repairing and maintaining built up bituminous roofing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when repairing and maintaining built up bituminous roofing	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when repairing and maintaining built up bituminous roofing	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of work schedules/diaries, progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to repair and maintain built up bituminous roofing to the required specification</p>	<p>7.1 Demonstrate the following work skills when repairing and maintaining built up bituminous roofing:</p> <ul style="list-style-type: none"> <li>– identifying, evaluating, removing, measuring, marking out, cutting, fitting, applying, positioning and securing</li> </ul> <p>7.2 Repair and maintain, to contractor’s working instructions, built up bituminous roofing and associated materials and components with:</p> <ul style="list-style-type: none"> <li>– cracks and blisters</li> <li>– cap sheets/surface materials</li> <li>– leaks</li> <li>– damaged insulation/decking</li> <li>– debris and blockages</li> <li>– upstands</li> </ul>			

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"> <li>– identify and evaluate defects</li> <li>– carry out appropriate repairs and maintenance</li> <li>– apply pour and roll applications</li> <li>– apply torch-on applications</li> <li>– use bitumen boilers and torches</li> <li>– install kerbs, edges, drips, outlets, upstands, trims, pipes, openings, gutters, stop ends and flashing details</li> <li>– use hand tools and equipment</li> <li>– work at height from buildings</li> <li>– use access equipment</li> </ul> <p>7.4 Safely use and store hand tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when repairing and maintaining built up bituminous roofing</p> <p>7.6 Describe how to maintain the tools and equipment used when repairing and maintaining built up bituminous roofing</p>			

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

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*(if sampled)*

## Unit 25: Removing and Repairing Eaves and Verge Finishings in the Workplace

Unit reference number: D/600/7177

QCF level: 2

Credit value: 16

Guided learning hours: 53

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### Unit summary

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

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of removing and repairing eaves and verge finishings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## **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 removing and repairing eaves and verge finishings</p>	<p>1.1 Interpret and extract information from drawings, scales, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, scales, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when removing and repairing eaves and verge finishings</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> <li>– near telephone lines and overhead power supplies</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when removing and repairing eaves and verge finishings</p>	<p>3.1 Use personal protective equipment (PPE), access equipment and handle asbestos cement materials (as applicable) safely to carry out the activity, in accordance with legislation and organisational requirements when removing and repairing eaves and verge finishings</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to removing and repairing eaves and verge finishings, and the types, purpose and limitations of each type</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 remove and repair eaves and verge finishings</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, tiles and slates, sarking, fixings, fittings, sand and cement</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work, with particular emphasis on asbestos cement materials</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to remove and repair eaves and verge finishings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when removing and repairing eaves and verge finishings	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when removing and repairing eaves and verge finishings	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to remove and repair eaves and verge finishings to the required specification</p>	<p>7.1 Demonstrate the following work skills when removing and repairing eaves and verge finishings:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, removing, replacing, fitting, positioning and securing</li> </ul> <p>7.2 Remove to contractor's working instructions:</p> <ul style="list-style-type: none"> <li>- gutters and pipework, fascias, bargeboards, soffits</li> <li>- tiles/slates, battens, sarking</li> </ul> <p>7.3 Repair/replace to contractor's working instructions:</p> <ul style="list-style-type: none"> <li>- rafters and/or joist feet</li> <li>- tile battens, sarking, tiles and slates</li> <li>- application of appropriate timber preservative</li> <li>- roof pointing to verges</li> </ul>			

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

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

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Date: \_\_\_\_\_

*(if sampled)*





## **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 repairing and maintaining masonry structures</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules 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"> <li>– drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when repairing and maintaining masonry structures</p>	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 repairing and maintaining masonry structures</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 repairing and maintaining masonry structures</p> <p>3.2 Comply with information relating to specific risks to health when repairing and maintaining masonry structures</p> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing and maintaining masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <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</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 repair and maintain masonry structures</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and 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"> <li>– bricks, blocks, natural stones, mortars, sand, lime, additives, frames, insulation, damp-proof barriers, lintels, fixings and ties</li> <li>– hand and/or powered tools and equipment</li> </ul> <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, length, area and wastage associated with the method/procedure to repair and maintain masonry structures</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to repair and maintain masonry structures to the required specification</p>	<p>7.1 Demonstrate the following work skills when repairing and maintaining masonry structures:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, removing, laying, positioning and securing</li> </ul> <p>7.2 Repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following:</p> <ul style="list-style-type: none"> <li>- match existing materials</li> <li>- continue existing bonding</li> <li>- match existing quality of structure</li> <li>- form openings</li> <li>- prop existing walls and floors</li> <li>- form internal and external angles</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when repairing and maintaining masonry structures</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"> <li>– repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles</li> <li>– form joint finishes</li> <li>– form openings</li> <li>– prop existing walls and floors</li> <li>– form internal and external angles</li> <li>– dress surfaces</li> <li>– form finishes</li> <li>– mortar mix ratios (volume, gauge boxes and colour)</li> <li>– work with plant and machinery</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining masonry structures</p> <p>7.7 Describe how to maintain the tools and equipment used when repairing and maintaining masonry structures</p>			

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

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

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## 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 repairing basic stonemasonry structures</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules and risk assessments</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"> <li>– drawings, specifications, schedules, method statements, risk assessments, technical information and appropriate regulations</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when repairing basic stonemasonry structures</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 working practices when repairing basic stonemasonry structures</p>	<p>3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing basic stonemasonry structures</p> <p>3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing basic stonemasonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, occupational injuries and other task-related hazards</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 repair basic stonemasonry structures</p>	<p>4.1 Select resources associated with own work in relation to materials, components, appropriate fixings, 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"> <li>– natural stones, plain and dressed, fixings, fine aggregates, cement, lime additives, adhesives, dampness barriers, colourings, insulation, props and struts</li> <li>– hand and/or powered tools and equipment</li> </ul> <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 method of work</p> <p>4.6 Describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to repair basic stonemasonry structures</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to repair basic stonemasonry structures to the required specification	<p>7.1 Demonstrate the following work skills when repairing basic stonemasonry structures:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, cutting out, removing, renewing, fixing and finishing</li> </ul> <p>7.2 Repair stonemasonry structures in plain and part dressed stone to given working instructions to:</p> <ul style="list-style-type: none"> <li>- cavity and solid stone walling</li> <li>- individual damaged/defective stones</li> <li>- replicate stones</li> <li>- clean beds and joints</li> <li>- match finishes</li> </ul> <p>7.3 Safely use materials, hand tools and/or portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when repairing basic stonemasonry structures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- repair existing stonemasonry structures in matching materials and finishes</li> <li>- prop existing structures</li> <li>- cut out and replace stones</li> <li>- clean beds and joints</li> <li>- mix mortars and adhesives</li> <li>- use hand tools, power tools and equipment</li> <li>- work at height</li> <li>- use access equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing basic stonemasonry structures</p> <p>7.7 Describe how to maintain the tools and equipment used when repairing basic stonemasonry structures</p>			

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

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

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Further information

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For information on our qualifications, please contact our Customer Services team on the following number:

Customer Services: 0844 463 2535

Calls may be recorded for quality and training purposes. Our telephone lines are open between 8 a.m. and 5.30p.m., Monday to Friday.

## Useful publications

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Related information and publications include:

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

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website, [www.edexcel.com](http://www.edexcel.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](http://www.ukstandards.co.uk)

## Professional development and training

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

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

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

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

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

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8				
7				
6				There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
5		Pearson BTEC Level 5 HND Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
4		Pearson BTEC Level 4 HNC Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
3		Pearson BTEC Level 3 Certificate , Subsidiary Diploma, Extended Diploma in Construction and the Built Environment (QCF)	Pearson BTEC Level 3 Award in Construction and the Built Environment (Specialist: Construction) (QCF)	There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Pearson BTEC Level 2 Certificate, Extended Certificate in Construction (QCF)	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Specialist: Construction) (QCF)	Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
1				
Entry				

# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

Edexcel quality-assurance processes will involve:

- gaining centre recognition and approval - if a centre is not currently approved to offer Edexcel qualifications - and qualification approval through satisfying the Edexcel approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Edexcel 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 C: Registration and certification

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### Registration

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

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

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

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

Appropriate steps should be taken to assess each applicant's potential and a professional judgement 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 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 Edexcel NVQ Qualifications*, available on our website: [www.edexcel.com](http://www.edexcel.com).

### Certification

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

Certificates are issued weekly according to the schedule of dates published in the *Edexcel 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.

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Edexcel will maintain the integrity of Edexcel QCF 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, Edexcel will exercise the right to:

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

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

## Annexe D: Assessment strategy

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

Publications Code N035204 June 2013

For more information on Edexcel and BTEC qualifications please  
visit our website: [www.edexcel.com](http://www.edexcel.com)

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