

# **Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction)**

## **Specification**

NVQs/Competence-based qualifications

First registration January 2018

## **Edexcel, BTEC and LCCI qualifications**

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# 1 Introducing Edexcel NVQs/ Competence-based qualifications

## What are NVQs/Competence-based qualifications?

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

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

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

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

## Sizes of NVQs/Competence-based qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

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

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

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction)
Qualification Number (QN)	603/2836/8
Regulation start date	20/12/2017
Operational start date	01/01/2018
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	380 hours
Guided Learning Hours (GLH)	128 hours
Assessment	Portfolio of evidence (internal assessment)
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7 Access and recruitment</i> ).  Centres must also follow the Pearson Access and Recruitment policy (see <i>Section 7 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the Funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 3 Qualification purpose

This qualification is appropriate for employees in the construction and 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 and built environment industry.

### Qualification objectives

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The Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) is for learners who work in, or who want to work in the roofing industry.

The qualification gives learners the opportunity to:

- develop the technical skills, role-related knowledge and understanding and behaviours required to work in roofing occupation job roles
- demonstrate competence in the relevant job roles
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

### Relationship with previous qualifications

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This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ in Roofing Occupations (Construction) (QCF), which has expired.

### Progression opportunities

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Learners who achieve the Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) can progress across the levels and sizes of the construction and the built environment competence and knowledge qualifications and to other occupational areas such as team leading and management. This qualification allows learners to demonstrate competence in roofing occupations at a level required by the construction and built environment industry.

The pathways are intended for learners specialising in different roofing job roles, as indicated in their titles.

### Industry support and recognition

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This qualification is supported by ConstructionSkills, the Skills Council for construction and the built environment.

### Relationship with National Occupational Standards

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This qualification is based on the National Occupational Standards for Roofing Occupations, which were set and designed by Construction Skills.

## 4 Qualification structure

### Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction)

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Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Number of units that must be achieved from the mandatory group	3
Number of units that must be achieved at Level 2 or above	2

This qualification accreditation number provides pathways to the following qualifications. Learners must choose one pathway.

Unit number	Group A – mandatory units for all pathways	Level	Guided learning hours
1	Conforming to General Health, Safety and Welfare in the Workplace	1	7
2	Conforming to Productive Working Practices in the Workplace	2	10
3	Moving, Handling and Storing Resources in the Workplace	2	17

**Pathway 1 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Roof Tiler)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	7
Total Qualification Time (TQT) for this pathway	610

Unit number	Group B – mandatory units for Pathway 1	Level	Guided learning hours
4	Installing Underlay, Battens and Roofing Components in the Workplace	2	37
5	Installing Pre-Formed Weathering Flashings to Roofs in the Workplace	2	33
6	Installing Single-Lap Roof Tiles to a Variable Gauge in the Workplace	2	43
7	Installing Plain Tile Roof Coverings in the Workplace	2	57

**Pathway 2 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Roof Slater)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	6
Total Qualification Time (TQT) for this pathway	560

Unit number	Group C – Mandatory units for Pathway 2	Level	Guided learning hours
4	Installing Underlay, Battens and Roofing Components in the Workplace	2	37
5	Installing Pre-Formed Weathering Flashings to Roofs in the Workplace	2	33
8	Installing Regular Sized Natural Roof Slate to Standard Roof Details in the Workplace	2	83

**Pathway 3 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Roof Slater and Tiler)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	8
Total Qualification Time (TQT) for this pathway	860

Unit number	Group D – mandatory units for Pathway 3	Level	Guided learning hours
4	Installing Underlay, Battens and Roofing Components in the Workplace	2	37
5	Installing Pre-Formed Weathering Flashings to Roofs in the Workplace	2	33
6	Installing Single-Lap Roof Tiles to a Variable Gauge in the Workplace	2	43
7	Installing Plain Tile Roof Coverings in the Workplace	2	57
8	Installing Regular Sized Natural Roof Slate to Standard Roof Details in the Workplace	2	83

**Pathway 4 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Fully Supported Lead and Hard Metal Roofer and Cladder)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	5
Total Qualification Time (TQT) for this pathway	530

Unit number	Group E – mandatory units for Pathway 4	Level	Guided learning hours
9	Installing Fully Supported Lead and Hard Metal Roofing, Cladding and Weatherings in the Workplace	2	93
10	Repairing and Maintaining Fully Supported Lead and Hard Metal Roofing, Cladding and Weatherings in the Workplace	2	50

### Pathway 5 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) Thatching

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	7
Total Qualification Time (TQT) for this pathway	900

Unit number	Group F – mandatory units for Pathway 5	Level	Guided learning hours
11	Preparing Roof Structures for Thatching in the Workplace	2	60
12	Preparing Thatching Materials in the Workplace	2	53
13	Thatching Roof Structures in the Workplace	2	127
14	Erecting and Dismantling Access/Working Platforms in the Workplace	2	27

### Pathway 6 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Solar Collector Roofer – Access)

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	6
Total Qualification Time (TQT) for this pathway	380

Unit number	Group G1 – mandatory units for Pathway 6	Level	Guided learning hours
15	Maintaining Slate and Tile Roofing in the Workplace	2	47
16	Installing Solar Collectors to Roofs in the Workplace	2	20
Unit number	Group G2 – optional units for Pathway 6 (learners choose ONE unit)	Level	Guided learning hours
14	Erecting and Dismantling Access/Working Platforms in the Workplace	2	27
17	Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace	2	57

**Pathway 7 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Solar Collector Roofer)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	6
Total qualification time (TQT) for this pathway	400

Unit number	Group H1 - mandatory units for Pathway 7	Level	Guided learning hours
15	Maintaining Slate and Tile Roofing in the Workplace	2	47
16	Installing Solar Collectors to Roofs in the Workplace	2	20
Unit number	Group H2 - optional units for Pathway 7 (learners choose ONE unit)	Level	Guided learning hours
18	Installing, maintaining and removing work area protection and safety equipment in the workplace	2	33
19	Clearing the Site and Handing Over on Completion in the Workplace	2	40

**Pathway 8 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Heritage Roof Tiler)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	9
Total qualification time (TQT) for this pathway	1160

Unit number	Group I - mandatory units for Pathway 8	Level	Guided learning hours
4	Installing Underlay, Battens and Roofing Components in the Workplace	2	37
5	Installing Pre-Formed Weathering Flashings to Roofs in the Workplace	2	33
6	Installing Single-Lap Roof Tiles to a Variable Gauge in the Workplace	2	43
7	Installing Plain Tile Roof Coverings in the Workplace	2	57
20	Replacing Heritage Roof Coverings in the Workplace	3	97
21	Repairing and Maintaining Heritage Roof Coverings in the Workplace	3	87

**Pathway 9 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Heritage Roof Slater)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	8
Total Qualification Time (TQT) for this pathway	1110

Unit number	Group J – mandatory units for Pathway 9	Level	Guided learning hours
4	Installing Underlay, Battens and Roofing Components in the Workplace	2	37
5	Installing Pre-Formed Weathering Flashings to Roofs in the Workplace	2	33
8	Installing Regular Sized Natural Roof Slate to Standard Roof Details in the Workplace	2	83
20	Replacing Heritage Roof Coverings in the Workplace	3	97
21	Repairing and Maintaining Heritage Roof Coverings in the Workplace	3	87

**Pathway 10 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Heritage Roof Slater and Tiler)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	10
Total Qualification Time (TQT) for this pathway	1410

Unit number	Group K – mandatory units for Pathway 10	Level	Guided learning hours
4	Installing Underlay, Battens and Roofing Components in the Workplace	2	37
5	Installing Pre-Formed Weathering Flashings to Roofs in the Workplace	2	33
6	Installing Single-Lap Roof Tiles to a Variable Gauge in the Workplace	2	43
7	Installing Plain Tile Roof Coverings in the Workplace	2	57
16	Installing Regular Sized Natural Roof Slate to Standard Roof Details in the Workplace	2	83
20	Replacing Heritage Roof Coverings in the Workplace	3	97
21	Repairing and Maintaining Heritage Roof Coverings in the Workplace	3	87

**Pathway 11 – Pearson Edexcel Level 2 NVQ Diploma in Roofing Occupations (Construction) (Heritage Fully Supported Lead and Hard Metal Roofer and Cladder)**

Minimum number of units that must be achieved for this pathway, including the mandatory units from Group A	6
Total Qualification Time (TQT) for this pathway	830

Unit number	Group L – mandatory units for Pathway 11	Level	Guided learning hours
9	Installing Fully Supported Lead and Hard Metal Roofing, Cladding and Weatherings in the Workplace	2	93
10	Repairing and Maintaining Fully Supported Lead and Hard Metal Roofing, Cladding and Weatherings in the Workplace	2	50
22	Preparing and Installing Fully Supported Lead and Hard Metal Decorative Roofing and Cladding in the Workplace	3	100

**Group AD – Additional units for pathways 1, 2, 3, 8, 9 and 10**

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

Unit number	Additional units	Level	Guided learning hours
23	Applying Solid Render to Background Surfaces and Producing Finishes in the Workplace	2	90
24	Installing Double-Lap Artificial Roof Slates in the Workplace	2	33
25	Stripping and Reclaiming Roof Coverings in the Workplace	2	50
26	Installing Components For Warm And Cold Roof Construction in the Workplace	2	33
27	Installing Single-Lap Roof Tiles To A Fixed in the Workplace	2	33
28	Installing Wood Shingle Roof Coverings in the Workplace	2	40
16	Installing Solar Collectors To Roofs in the Workplace	2	20

## Unit endorsements

Unit	Unit reference number	Unit title	Endorsement
15	47	Maintaining Slate and Tile Roofing in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> <li>• Solar collector roofer.</li> </ul> <p>Plus four of the following endorsements are required:</p> <ul style="list-style-type: none"> <li>• Slate roofs</li> <li>• Tiled roofs</li> <li>• Flashings</li> <li>• Roof ventilation inadvertently</li> <li>• Rainwater goods.</li> </ul>
12	117	Preparing Thatching Materials in the Workplace	<p>Two of the following endorsements are required:</p> <ul style="list-style-type: none"> <li>• Cereal straw</li> <li>• Water reed</li> <li>• Sedge grass</li> <li>• Heather</li> <li>• Marram</li> <li>• Bent</li> <li>• Bracken</li> <li>• Rush</li> <li>• Flax</li> <li>• Turf</li> <li>• Alternative specialist materials</li> <li>• Spars, sways, liggers.</li> </ul>
13	118	Thatching Structures in the Workplace	<p>One of the following endorsements is required:</p> <ul style="list-style-type: none"> <li>• Long straw variants (cereal straw)</li> <li>• Combed wheat reed (cereal straw)</li> <li>• Water reed</li> <li>• Sedge grass</li> <li>• Heather</li> <li>• Marram</li> <li>• Bent</li> <li>• Bracken</li> </ul>

Unit	Unit reference number	Unit title	Endorsement
			<ul style="list-style-type: none"> <li>• Rush</li> <li>• Flax</li> <li>• Turf</li> <li>• Alternative specialist materials.</li> </ul>
14	250	Erecting and Dismantling Access/Working Platforms in the Workplace	<p>One of the following endorsements is required (i.e. own area of work):</p> <ul style="list-style-type: none"> <li>• Solar collector roofer</li> <li>• Thatching.</li> </ul> <p>Plus two of the following endorsements are required:</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>
17	252	Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> <li>• Solar collector roofer.</li> </ul> <p>Plus two of the following endorsements required:</p> <ul style="list-style-type: none"> <li>• Scaffold/rigging</li> <li>• Secured steelwork structures</li> <li>• Wire and rope systems</li> <li>• Permanently installed anchorage points</li> <li>• Temporary anchorage points</li> <li>• Track systems</li> <li>• Proprietary systems.</li> </ul>
6	274	Installing Single-Lap Roof Tiles to a Variable Gauge in the Workplace	<p>One of the following endorsements is required:</p> <ul style="list-style-type: none"> <li>• New materials</li> <li>• Reclaimed materials.</li> </ul>
7	275	Installing Plain Tile Roof Coverings in the Workplace	<p>One of the following endorsements is required:</p> <ul style="list-style-type: none"> <li>• New materials</li> <li>• Reclaimed materials.</li> </ul>

Unit	Unit reference number	Unit title	Endorsement
8	276	Installing Regular Sized Natural Roof Slate to Standard Roof Details in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> <li>• New materials</li> <li>• Reclaimed materials.</li> </ul>
27	282	Installing Single-Lap Roof Tiles to a Fixed Gauge in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> <li>• New materials</li> <li>• Reclaimed materials.</li> </ul>
16	298	Installing Solar Collectors to Roofs in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> <li>• Photovoltaic</li> <li>• Solar thermal.</li> </ul>
9	327	Installing Fully Supported Lead and Hard Metal Roofing, Cladding and Weatherings in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> <li>• Lead</li> <li>• Hard metal.</li> </ul>
10	328	Repairing and Maintaining Fully Supported Lead and Hard Metal Roofing, Cladding and Weatherings in the workplace	One of the following endorsements is required: <ul style="list-style-type: none"> <li>• Lead</li> <li>• Hard metal.</li> </ul>
18	360	Installing, Maintaining and Removing Work Area Protection and Safety Equipment in the workplace	The following endorsement required is (i.e. own area of work): <ul style="list-style-type: none"> <li>• Solar collector roofer.</li> </ul>
20	501	Replacing Heritage Roof Coverings in the Workplace	Two of the following endorsements are required: <ul style="list-style-type: none"> <li>• Vernacular and roofing styles specific to geographical areas</li> <li>• Places of religious worship</li> <li>• Stately homes</li> <li>• Public buildings</li> <li>• Historic buildings</li> <li>• Castles and/or fortified buildings</li> <li>• Conservation areas</li> <li>• Listed buildings.</li> </ul>

Unit	Unit reference number	Unit title	Endorsement
21	502	Repairing and Maintaining Heritage Roof Coverings in the Workplace	Two of the following endorsements are required: <ul style="list-style-type: none"> <li>• Vernacular and roofing styles specific to geographical areas</li> <li>• Places of religious worship</li> <li>• Stately homes</li> <li>• Public buildings</li> <li>• Historic buildings<sup>11</sup></li> <li>• Castles and/or fortified buildings</li> <li>• Conservation areas</li> <li>• Listed buildings.</li> </ul>
22	687	Preparing and Installing Fully Supported Lead and Hard Metal Decorative Roofing and Cladding in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> <li>• Lead</li> <li>• Hard metals.</li> </ul>

Note: Where industry requests an awarding organisation to further endorse a unit, the awarding organisation must first seek approval from CITB (standards.qualifications@citb.co.uk) to ensure that the endorsement is appropriate for the unit.

## 5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

### Elements of good practice

#### Learner recruitment, preparation and support

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Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

## Training and assessment delivery

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Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

## Employer engagement

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Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping employers to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

## 6 Centre resource requirements

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

Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.

Where RWE is permitted, it must offer 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 human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.

There must be systems in place to ensure continuing professional development for staff delivering the qualification.

Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.

Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *NVQ Quality Assurance Centre Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website.

Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

### **Access to qualifications for learners with disabilities or specific needs**

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Equality and fairness are central to our work. Pearson's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

## 8 Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the stated qualification structure.

### Language of assessment

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Assessments for the units in this qualification are in English only.

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*. The document is available on our website.

### Internal assessment

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

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

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

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes 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.

Learners can 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 programme. The evidence provided must meet the assessment requirements for the qualification
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit’s assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification. Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website
- a combination of these.

## Assessment requirements

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The assessment strategy for the qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10 Quality assurance of centres*) and the requirements of the assessment strategy given in *Annexe A*.

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

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S) (units 7 and 28)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

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

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the Assessor, the Internal Verifier and the Pearson Standards Verifier.

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

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

## Assessment of knowledge and understanding

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Knowledge and understanding are key components of competent performance but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the ConstructionSkills assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Unit format*.

## Appeals

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Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and Appeals about Pearson Vocational Qualifications Policy*, available on our website.

## Dealing with malpractice

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

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

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

### **Internal assessment**

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

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

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

## **Learner malpractice**

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

## **Teacher/centre malpractice**

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

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

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

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

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

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

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

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

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## Reasonable adjustments to assessment

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Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website.

## Special consideration

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Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

## 9 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson NVQ/Competence-based qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

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

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

### Approvals agreement

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

## 10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the Occupational Standards for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the document the document *General Guidance for Centres and Learners*.

Additionally, centres offering the qualification as stand-alone should refer to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ & Competence-based Qualifications*, and centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document *Quality Assurance Handbook BTEC Apprenticeship*.

All three documents mentioned above are available on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

# 11 Unit format

Each unit has the following sections.

## Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Unit type

This says if the unit is mandatory or optional for the qualification. See information in *Section 4 Qualification structure* for full details.

## Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

## Unit summary

This summarises the purpose of the unit and the learning the unit offers.

## Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

## **Learning outcomes**

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

# Unit 1: Conforming to General Health, Safety and Welfare in the Workplace

**Level:** 1

**Unit type:** Mandatory

**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 in the relevant sector of industry.

## Unit assessment requirements

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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.

Update by CITB, July 2014: for assessment criteria 2.3 and 2.4: it may not be possible or necessary for the learner to list the top ten HSE safety risks, or the top five common health risks, to meet the learning outcome. Learners are allowed to meet this learning outcome by listing the current common safety and health risks.

## Learning outcomes and assessment criteria

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

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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <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>			
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.			
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.			

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

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

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

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

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

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

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

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

*(if sampled)*

# Unit 2: Conforming to Productive Working Practices in the Workplace

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Guided learning hours:</b>	<b>10</b>

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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 in the relevant sector of industry.

## Unit assessment requirements

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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

Workplace evidence of skills cannot be simulated.

## Learning outcomes and assessment criteria

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

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

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

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

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

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

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

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

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

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

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*(if sampled)*

## **Unit 3: Moving, Handling and Storing Resources in the Workplace**

**Level:** 2

**Unit type:** Mandatory

**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 in the relevant sector of industry.

### **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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

Workplace evidence of skills cannot be simulated.

## Learning outcomes and assessment criteria

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

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

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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Dispose of waste and packaging in accordance with legislation.			
		5.3	Maintain a clean work space when moving, handling or storing resources			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried 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
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>			
		7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <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>			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.			
		7.4	Describe the needs of other occupations when moving, handling and/or storing resources.			

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

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

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

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

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

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

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

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

(if sampled)

<b>Unit 4:</b>	<b>Installing Underlay, Battens and Roofing Components in the Workplace</b>
<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory unit for Pathways 1, 2, 3, 8, 9 and 10</b>
<b>Guided learning hours:</b>	<b>37</b>

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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 roofing backgrounds and components in the workplace in the relevant sector of industry.

### Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing underlay, battens and roofing components	1.1	Interpret and extract relevant information from oral/written working instructions, drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing underlay, battens and roofing components	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment 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
3	Maintain safe and healthy working practices when installing underlay, battens and roofing components	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing underlay, battens and roofing components.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing underlay, battens and roofing components in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.2	Explain why and when personal protective equipment (PPE) health and safety control equipment, identified by the principles of prevention, should be used, relating to installing underlay, battens and roofing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.4	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install underlay, battens and roofing components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>underlay, battens, counter-battens, undercloak, verge clips, eave ventilation systems and hip irons</li> <li>hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install underlay, battens and roofing components.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing underlay, battens and roofing 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 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 installing roofing backgrounds and components	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 work schedules/diaries, progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			
7	Comply with the given contract information to install underlay, battens and roofing components to the required specification	7.1	Demonstrate the following work skills when installing underlay, battens and roofing components: <ul style="list-style-type: none"> <li>• measuring, cutting, marking out, positioning and fixing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Install materials and components to eaves, verges, hips, ridges, valleys, abutments, openings, penetrations, general areas and vertical surfaces to given working instructions relating to the following for:</p> <ul style="list-style-type: none"> <li>• underlay</li> <li>• battens</li> <li>• counter battens</li> <li>• undercloaks</li> <li>• eaves ventilation systems</li> <li>• underlay support trays</li> <li>• fire-breaks.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interface</li> <li>• establish fixed points and determine the gauge to set out and fix batten positions</li> <li>• cut underlay, battens and roofing components to the required size and shape</li> <li>• fix underlay, battens and counter-battens, verge clips and hip irons</li> <li>• set out and determine overhang for wet and/or dry fix systems</li> <li>• fix undercloak for bedded verges and/or dry fix systems</li> <li>• install underlay to openings (roof lights, windows) and penetrations</li> <li>• install underlay support trays and eaves ventilation systems</li> <li>• form fire-stops</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing underlay, battens and roofing components.			
		7.6 Describe how to maintain the tools and equipment used when installing underlay, battens and roofing components.			
		7.7 Install materials and components to eaves, verges, hips, ridges, valleys, abutments, openings, penetrations, general areas and vertical surfaces to given working instructions relating to the following for: <ul style="list-style-type: none"> <li>• underlay</li> <li>• battens</li> <li>• counter battens</li> <li>• undercloaks</li> <li>• eaves ventilation systems</li> <li>• underlay support trays</li> <li>• fire-breaks.</li> </ul>			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 5: Installing Pre-formed Weathering Flashes to Roofs in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathways 1, 2, 3, 8, 9 and 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 installing pre-formed weathering flashes to roofs in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

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

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

- observation of normal work activities in the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of 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 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing pre-formed weathering flashings to roofs	1.1	Interpret and extract relevant information from oral/written working instructions, drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing pre-formed weathering flashings to roofs	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, 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
3	Maintain safe and healthy working practices when installing pre-formed weathering flashings to roofs.	3.1	Use health and safety control safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing pre-formed weathering flashings to roofs.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing pre-formed weathering flashings to roofs in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing pre-formed weathering flashings to roofs, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install pre-formed weathering flashings to roofs	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>pre-formed lead flashings, proprietary flashings, soakers, patination fluids, pointing materials.</li> <li>hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity and length associated with the method/procedure to install weathering flashings to roofs.			
		5	Minimise the risk of damage to the work and surrounding area when installing pre-formed weathering flashings to roofs	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 installing pre-formed weathering flashings to roofs	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 work schedules/diaries, progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			
7	Comply with the given contract information to install pre-formed weathering flashings to roofs to the required specification	7.1	Demonstrate the following work skills when installing pre-formed weathering flashings to roofs: <ul style="list-style-type: none"> <li>cutting, fitting, positioning, securing, dressing, pointing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Install pre-formed lead and/or proprietary flashings to single- and double-lap roof coverings, to given working instructions, relating to the following: <ul style="list-style-type: none"> <li>chimneys</li> <li>abutments</li> <li>soil and/or vent pipes</li> <li>junction saddles</li> <li>valleys</li> <li>openings (roof lights, windows).</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• cut, fit and place lead and/or proprietary soakers</li> <li>• cut and fit flashing materials to the required size and shape</li> <li>• install step flashings</li> <li>• install valley liners and saddles</li> <li>• install lead aprons, back gutters, soil and/or vent pipe flashings</li> <li>• install flashings to openings (roof lights, windows)</li> <li>• dress flashings</li> <li>• point/seal flashings</li> <li>• apply patination fluid</li> <li>• install proprietary flashings and weatherings</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing pre-formed weathering flashings to roofs.			
		7.6	Describe how to maintain the tools and equipment used when installing pre-formed weathering flashings to roofs.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 6: Installing Single-lap Roof Tiles to a Variable Gauge in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathways 1, 3, 8 and 10

**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 installing single-lap roof tiles to a variable gauge in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 single-lap roof tiles to a variable gauge 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:

- single-lap roof tiles
- single-lap artificial slates.

Plus at least one of the following:

- new materials
- reclaimed materials.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing single-lap roof tiles to a variable gauge	1.1	Interpret and extract relevant information from oral/written working instructions, drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing single-lap roof tiles to a variable gauge	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, 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
3	Maintain safe and healthy working practices when installing single-lap roof tiles to a variable gauge	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing single-lap roof tiles to a variable gauge.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing single-lap roof tiles to a variable gauge in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to installing single-lap roof tiles to a variable gauge, and the types, purpose and limitations of each type, work situations and general work environment, in relation to: <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>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install single-lap roof tiles to a variable gauge	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>single-lap tiles, fittings, fixings, ridge and hip tiles, dry fix systems, ventilation systems proprietary roofing grade mortar, sand, cement and additives</li> <li>hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install single-lap roof tiles to a variable gauge.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing single-lap roof tiles to a variable gauge	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisation 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 single-lap roof tiles to a variable gauge	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 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
7	Comply with the given contract information to install single-lap roof tiles to a variable gauge to the required specification	7.1	Demonstrate the following work skills when installing single-lap roof tiles to a variable gauge: <ul style="list-style-type: none"> <li>measuring, setting out, marking out, cutting, fitting, mixing, positioning, securing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment			
		7.3	Install single-lap roof tiles to a variable gauge and related fittings, fixings and components to given working instructions, using new and/or reclaimed materials for roofs with the following: <ul style="list-style-type: none"> <li>general areas</li> <li>eaves</li> <li>abutments</li> <li>openings (roof lights, windows)</li> <li>dry and/or wet fix verges, ridges, hips and valleys.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• determine lap and gauge dimensions</li> <li>• cut and fit tiles, fittings and roofing components to the required size and shape</li> <li>• set out and install tiles to a variable gauge and components to eaves, verges, ridge, hips, valleys, openings (roof lights, windows) abutments and general areas</li> <li>• install vents, ridge ventilation and other high level ventilation</li> <li>• mix sand, cement and additives</li> <li>• mix proprietary roofing grade mortar</li> <li>• recognise where reclaimed materials can be used</li> <li>• understand the effects on lap and gauge when using reclaimed imperial sized tiles</li> <li>• form dry and/or wet fix finishing details</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing single-lap roof tiles to a variable gauge.			
		7.6 Describe how to maintain the tools and equipment used when installing single-lap roof tiles to a variable gauge.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 7: Installing Plain Tile Roof Coverings in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathways 1, 3, 8 and 10

**Guided learning hours:** 57

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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 plain tile roof coverings in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 plain tile roof coverings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.4:

- vertical surfaces.

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

- new materials
- reclaimed materials.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing plain tile roof coverings	1.1	Interpret and extract relevant information from oral/written working instructions, drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing plain tile roof coverings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, 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
3	Maintain safe and healthy working practices when installing plain tile roof coverings	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing plain tile roof coverings.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing plain tile roof coverings in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing plain tile roof coverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install plain tile roof coverings	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>plain tiles, fittings, fixings, ridge and hip tiles, dry fix systems, ventilation systems, proprietary roofing grade mortar, sand, cement and additives</li> <li>hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install plain tile roof coverings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing plain tile roof coverings	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 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 plain tile roof coverings	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 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
7	Comply with the given contract information to install plain tile roof coverings to the required specification	7.1	Demonstrate the following work skills when installing plain tile roof coverings: <ul style="list-style-type: none"> <li>measuring, setting out, marking out, cutting, fitting, mixing, positioning, securing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Install, plain roof tiles and related fittings, fixings and components to given working instructions, using new and/or reclaimed materials for roofs with the following: <ul style="list-style-type: none"> <li>general areas</li> <li>eaves and top course</li> <li>abutments</li> <li>openings (roof lights, widows)</li> <li>dry and/or wet fix verges, ridges, hips and valleys.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• determine lap and gauge dimensions</li> <li>• cut and fit tiles, fittings and roofing components to the required size and shape</li> <li>• set out and install tiles and components to eaves and top course, verges, ridge, hips, valleys, openings (roof lights, windows), abutments and general areas</li> <li>• set out and install tiles to vertical surfaces including gable ends, openings, penetrations and internal and external corners</li> <li>• mix sand, cement and additives</li> <li>• mix proprietary roofing grade mortar</li> <li>• install vents, ridge ventilation and other high level ventilation</li> <li>• form dry and/or wet fix finishing details</li> <li>• recognise where reclaimed materials can be used</li> <li>• understand the effects on lap and gauge when using reclaimed imperial sized tiles</li> <li>• understand the uses and limitations of hand-made/crafted clay tiles</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>recognise when specialist skills and knowledge are required and report accordingly</li> <li>recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>use hand tools, power tools and equipment</li> <li>work at height</li> <li>use access equipment/working platforms.</li> </ul>			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing plain tile roof coverings.			
		7.6 Describe how to maintain the tools and equipment used when installing plain tile roof coverings.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 8: Installing Regular Sized Natural Roof Slate to Standard Roof Details in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathways 2, 3, 9 and 10

**Guided learning hours:** 83

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## **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing regular sized natural roof slate to standard roof details in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 regular sized natural roof slate to standard roof details 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:

- new materials
- reclaimed materials.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing regular sized natural roof slate to standard roof details	1.1	Interpret and extract relevant information from oral/written working instructions, drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing regular sized natural roof slate to standard roof details	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, 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
3	Maintain safe and healthy working practices when installing regular sized natural roof slate to standard roof details	3.1	<p>Demonstrate compliance with given information and relevant legislation when installing regular sized natural roof slate to standard roof details in relation to the following:</p> <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.2	<p>Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to installing regular sized natural roof slate to standard roof details, 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>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.4 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
		3.5 Demonstrate compliance with given information and relevant legislation when installing regular sized natural roof slate to standard roof details in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install regular sized natural roof slate to standard roof details	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>regular sized natural slates, fixings, ridge and hip tiles, dry fix systems, ventilation systems, proprietary roofing grade mortar, sand, cement and additives</li> <li>hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install regular sized natural roof slate to standard roof details.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing regular sized natural roof slate to standard roof details	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 in relation to the work 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 regular sized natural roof slate to standard roof details	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 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
7	Comply with the given contract information to install regular sized natural roof slate to standard roof details to the required specification	7.1	Demonstrate the following work skills when installing regular sized natural roof slate to standard roof details: <ul style="list-style-type: none"> <li>measuring, setting out, marking out, grading, holing, cutting, fitting, mixing, positioning, securing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Install regular sized natural roof slates to battens and/or boards and related fittings, fixings and components to given working instructions, using new and/or reclaimed materials for roofs with the following:</p> <ul style="list-style-type: none"> <li>• general areas</li> <li>• eaves and top course</li> <li>• abutments</li> <li>• openings (roof lights, windows)</li> <li>• dry and/or wet fix verges, ridges, hips and valleys.</li> </ul>			
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• determine lap and gauge dimensions</li> <li>• cut and fit slates, fittings and roofing components to the required size and shape</li> <li>• grade and hole slates</li> <li>• fix slates to battens or direct to boarded areas</li> <li>• set out and install slates and components to eaves and top course, verges, ridge, hips, valleys, openings (roof lights, windows), abutments, and general areas</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>• install vents, ridge ventilation and other high level ventilation</li> <li>• mix sand, cement and additives</li> <li>• mix proprietary roofing grade mortar</li> <li>• form dry and/or wet fix finishing details</li> <li>• recognise where reclaimed materials can be used</li> <li>• understand the effects on lap and gauge when using reclaimed imperial sized slates</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul>			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing regular sized natural roof slate to standard roof details.		
		7.6	Describe how to maintain the tools and equipment used when installing regular sized natural roof slate to standard roof details.		

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 9: Installing Fully Supported Lead and Hard Metal Roofing, Cladding and Weatherings in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathway 4 and 11

**Guided learning hours:** 93

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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 fully supported lead and hard metal roofing, cladding and weatherings in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 resources for hard and soft metal roofing and weathering 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 endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the learner is being assessed.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing fully supported lead and hard metal roofing, cladding and weatherings	1.1	Interpret and extract relevant information from oral/written instructions, drawings, specifications, schedules method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written instructions, drawings, electronic data, specifications, schedules, method statements, risk assessments, manufacturers' information and current 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 installing fully supported lead and hard metal roofing, cladding and weatherings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment 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, buildings, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing fully supported lead and hard metal roofing, cladding and weatherings	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing fully supported lead and hard metal roofing, cladding and weatherings.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing fully supported lead and hard metal roofing, cladding and weatherings in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing fully supported lead and hard metal roofing, cladding and weatherings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install fully supported lead and hard metal roofing, cladding and weatherings	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• lead, hard metal, underlay, vents, fixings, finishings and ancillary items</li> <li>• hand tools, power tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install fully supported lead and hard metal roofing, cladding and weatherings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing fully supported lead and hard metal roofing, cladding and weatherings	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 fully supported lead and hard metal roofing, cladding and weatherings	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 install fully supported lead and hard metal roofing, cladding and weatherings to the required specification	7.1	Demonstrate the following work skills when installing fully supported lead and hard metal roofing, cladding and weatherings: <ul style="list-style-type: none"> <li>measuring, setting out, cutting, profiling, positioning, securing and jointing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Prepare substrate and install, to given working instructions, fully supported flat lead roofing or low pitched hard metal roofing.			
		7.4	Prepare substrate and install, to given working instructions, fully supported lead or hard metal roofing to the following: <ul style="list-style-type: none"> <li>pitched roofs</li> <li>vertical cladding.</li> </ul>			
		7.5	Install two of the following fully supported lead or hard metal weatherings to horizontal, vertical and inclined surfaces to given working instructions: <ul style="list-style-type: none"> <li>soffits</li> <li>cornices or parapets</li> <li>gutters.</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>• identify and report faults with sub-structure and roof interfaces</li> <li>• clean/clear substrate</li> <li>• lay underlay if required</li> <li>• install/fabricate ventilation systems</li> <li>• set out joints</li> <li>• prepare/fabricate lead or hard metal (cut to length and profile)</li> <li>• install fully supported flat lead roofing or low pitched hard metal roofing</li> <li>• install fully supported lead or hard metal pitched roofs and vertical cladding</li> <li>• install fully supported lead or hard metal weatherings to vertical, horizontal and inclined surfaces and abutments for soffits, cornices/parapets and gutters</li> <li>• join and terminate lead or hard metal in width and length</li> <li>• ensure the integrity of joints, fixings and ventilation</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</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
		7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing fully supported lead and hard metal roofing, cladding and weatherings.			
		7.8 Describe how to maintain the tools and equipment used when installing fully supported lead and hard metal roofing, cladding and weatherings.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 10: Repairing and Maintaining Fully Supported Lead and Hard Metal Roofing, Cladding and Weatherings in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathway 4 and 11

**Guided learning hours:** 50

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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 and maintaining fully supported lead and hard metal roofing, cladding and weatherings in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 metal roofing and weathering to the substrate 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 endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the learner is being assessed.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings	1.1	Interpret and extract relevant information from oral/written instructions, drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written instructions, drawings, electronic data, specifications, schedules, method statements, risk assessments, manufacturers' information and current 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 repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment 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, buildings, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings.			
		3.2	Demonstrate compliance with given information and relevant legislation when repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings, and the types, purpose and limitations of each type, the work situation and general environment, in relation to: <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>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to repair and maintain fully supported lead and hard metal roofing, cladding and weatherings	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• lead, hard metal, underlay, fixings, finishings, ancillary items and substrate</li> <li>• hand tools, power tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair and maintain fully supported lead and hard metal roofing, cladding and weatherings.			

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 fully supported lead and hard metal roofing, cladding and weatherings	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 fully supported lead and hard metal roofing, cladding and weatherings	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 repair and maintain fully supported lead and hard metal roofing, cladding and weatherings to the required specification	7.1	Demonstrate the following work skills when repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings: <ul style="list-style-type: none"> <li>measuring, marking/setting out, removing, cutting, jointing, fixing or dressing, positioning and securing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Repair and maintain fully supported lead and hard metal roofing or cladding and weatherings to horizontal, vertical and inclined surfaces to given working instructions relating to the following: <ul style="list-style-type: none"> <li>remove, repair or replace defective coverings/components</li> <li>install and/or repair lead or hard metal.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• identify access arrangements</li> <li>• inspect surfaces to determine condition and identify defects</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• remove, replace, cut, joint, fix or dress to repair defective coverings/components</li> <li>• lay underlay if required</li> <li>• install and/or repair fully supported lead or hard metal roofing, cladding and weatherings to horizontal, vertical and inclined surfaces</li> <li>• ensure the integrity of joints</li> <li>• remove blockages to ensure free drainage</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</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
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings.			
		7.6 Describe how to maintain the tools and equipment used when repairing and maintaining fully supported lead and hard metal roofing, cladding and weatherings.			

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

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

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

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

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

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

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

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 which cross-references them 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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when preparing roof structures for thatching	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, in confined spaces, 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.			
		2.4	Describe the types of fire extinguishers available when preparing roof structures for thatching and describe how and when they are used.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to prepare roof structures for thatching	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• timber, fixings</li> <li>• cleaning agents and timber treatments</li> <li>• hand and/or portable powered tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare roof structures for thatching.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing roof structures for thatching	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 preparing roof structures for thatching	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 prepare roof structures for thatching to the required specification	7.1	Demonstrate the following work skills when preparing roof structures for thatching: <ul style="list-style-type: none"> <li>measuring, marking out, removing and repairing.</li> </ul>			
		7.2	Prepare for thatching to given working instructions by: <ul style="list-style-type: none"> <li>removing existing thatch (full and/or partial)</li> <li>reinforcing and making good roof structure</li> <li>cleaning and treating roof structure.</li> </ul>			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.4	Safely store the materials, tools and equipment used when preparing roof structures for thatching.			
	7.5	<p>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 thatch (full or partial)</li> <li>• assess the integrity of roof structures</li> <li>• identify areas that require preparation, cleaning, treatment, repair, replacement and reinforcement</li> <li>• salvage and store components and materials that can be reused</li> <li>• protect replacement and salvaged materials</li> <li>• reinforce and make good roof structure</li> <li>• prepare, handle and apply cleaning and treatment substances and solutions</li> <li>• confirm the prepared structure will support the proposed thatch materials thicknesses and depths to provide optimum long term performance</li> <li>• work on buildings of historical significance</li> <li>• apply fire prevention measures</li> <li>• use hand tools, portable 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
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing roof structures for thatching.			
		7.7	Describe how to maintain the tools and equipment used when preparing roof structures for thatching.			

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

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

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

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

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

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

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

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

*(if sampled)*

<b>Unit 12:</b>	<b>Preparing Thatching Materials in the Workplace</b>
<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory unit for Pathway 5</b>
<b>Guided learning hours:</b>	<b>53</b>

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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 thatching materials in the workplace in the relevant sector of industry.

### Unit assessment requirements

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 thatching materials to be effective and reliable when confirming a learner's competence.

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

- long straw
- combed wheat reed
- water reed
- sedge grass
- coppice materials
- heather
- marram
- bent
- bracken
- rush
- flax
- turf
- other specialist local materials.

## **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 which cross-references them 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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when preparing thatching materials	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, 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	Describe the types of fire extinguishers available when preparing thatching materials and describe how and when they are used.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to prepare thatching materials	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>cereal straw, water reed, sedge grass, heather, marram, bent, bracken, rush, flax and turf (other suitable material)</li> <li>coppice materials (spars, sways and liggers)</li> <li>hand and/or portable powered tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare thatching materials.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing thatching materials	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 preparing thatching materials	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 prepare thatching materials to the required specification	7.1	Demonstrate the following work skills when preparing thatching materials: <ul style="list-style-type: none"> <li>measuring, bedding, damping, shaking, butting, bundling, bunching, pulling, yealming, tying, splitting and twisting.</li> </ul>			
		7.2	Prepare two of the following thatching materials to given working instructions: <ul style="list-style-type: none"> <li>cereal straw</li> <li>water reed</li> <li>sedge grass</li> <li>heather</li> <li>marram</li> <li>bent</li> <li>bracken</li> <li>rush</li> <li>flax</li> <li>turf</li> <li>alternative specialist materials</li> <li>spars, sways and liggers.</li> </ul>			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely store the materials, tools and equipment used when preparing thatching materials.			
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>• recognise thatch materials</li> <li>• prepare for use: cereal straw (long straw, combed wheat reed), water reed, sedge grass, heather, marram, bent, bracken, rush, flax, turf or alternative specialist materials</li> <li>• produce yealms, bunches, bundles, nitches and wads</li> <li>• make spars, sways and liggers</li> <li>• make dollies or ridge rolls and straw bonds</li> <li>• gather/harvest thatching material</li> <li>• work on buildings of historical significance</li> <li>• use hand tools, portable power tools and equipment</li> <li>• work at height</li> <li>• use access equipment.</li> </ul>			
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing thatching materials.			
	7.7 Describe how to maintain the tools and equipment used when preparing thatching materials.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 13: Thatching Structures in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathway 5

**Guided learning hours:** 127

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## **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in thatching structures in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 thatching materials to be effective and reliable when confirming a learner's competence.

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

- long straw
- combed wheat reed
- water reed
- sedge grass
- coppice materials
- heather
- marram
- bent
- bracken
- rush
- flax
- turf
- other specialist local materials.

## **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 which cross-references them 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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when thatching structures	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, 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	Describe the types of fire extinguishers available when thatching structures and describe how and when they are used.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to thatch structures	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• hatch materials: cereal straw (long straw variants, combed wheat reed), water reed</li> <li>• specialist materials: sedge grass, heather, marram, bent, bracken, rush, flax and turf or other suitable material</li> <li>• coppice materials (spars, sways and liggers)</li> <li>• netting</li> <li>• lead</li> <li>• mortar</li> <li>• fixings and ancillary items</li> <li>• hand and/or portable powered tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to thatch structures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when thatching 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 thatching 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
7	7 Comply with the given contract information to thatch structures to the required specification	7.1	Demonstrate the following work skills when thatching structures: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, positioning, securing and finishing.</li> </ul>			
		7.2	Thatch structures to form main coatwork, eaves, gables and ridge work, to given working instructions, to provide a surface to prevent the penetration of water, using one of the following: <ul style="list-style-type: none"> <li>long straw variants (cereal straw)</li> <li>combed wheat reed (cereal straw)</li> <li>water reed</li> <li>specialist materials: sedge grass, heather, marram, bent, bracken, rush, flax, turf or others.</li> </ul>			
		7.3	Prepare spars, sways and liggers to given working instructions.			
		7.4	Safely use materials, hand tools, portable power tools and ancillary equipment.			
		7.5	Safely store the materials, tools and equipment used when thatching structures.			

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>• thatch structures with long straw variants (cereal straw)</li> <li>• thatch structures with combed wheat reed (cereal straw)</li> <li>• thatch structures with water reed</li> <li>• thatch structures with specialist materials: sedge grass, heather, marram, bent, bracken, rush, flax and turf or other suitable material</li> <li>• prepare spars, sways and liggers</li> <li>• use thatching materials to form main coatwork, eaves, gables and ridge work</li> <li>• form joins with other materials and abutments</li> <li>• ensure thickness and depth of thatch materials will provide optimum long term performance</li> <li>• position fixings to secure and maintain the integrity of the thatch (depth and spacing)</li> <li>• apply fire prevention measures</li> <li>• work on buildings of historical significance</li> <li>• use hand tools, portable 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
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when thatching structures.			
		7.8	Describe how to maintain the tools and equipment used when thatching structures.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 14: Erecting and Dismantling Access/Working Platforms in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathway 5  
Optional unit for Pathway 6

**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 erecting and dismantling access/working platforms in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- own occupational area of work.
- Plus two or more of the following:
- ladders/crawler boards
  - stepladders/platform steps
  - proprietary towers
  - trestle platforms
  - mobile scaffold towers
  - proprietary staging/podiums.

## **Assessment 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms	1.1	Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>specifications, current legislation, method statements, risk assessments 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 erecting and dismantling access/working platforms	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, in confined areas, with tools and equipment, 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	State what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe working practices when erecting and dismantling access/working platforms	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <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>			
		4.2	Select resources associated with own work in relation to materials, components, tools and equipment.			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.			
		4.4	Outline potential hazards associated with the resources and method of work.			
		4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms	5.1	Protect the work and its surrounding area from damage.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other			
		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
7	Comply with the given contract information to erect and dismantle access/working platforms to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> <li>moving, positioning/erecting, securing, checking, dismantling and removing.</li> </ul>			
		7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <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
		7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <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>			
		7.4 Safely use and store materials, hand tools and ancillary equipment.			
		7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.			
		7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 15: Maintaining Slate and Tile Roofing in the Workplace**

**Level:** 2

**Unit type:** Mandatory unit for Pathway 6 and 7

**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 in the relevant sector of industry.

## **Unit assessment requirements**

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining slate and tile roofing	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>drawings, risk assessments, method statements, specifications, schedules, 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 slate and tile roofing	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, 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
3	Maintain safe and healthy working practices when maintaining slate and tile roofing	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.			
		3.2	Comply with information relating to specific risks to health when maintaining slate and tile roofing.			
		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: <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>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to maintain slate and tile roofing	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <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>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain slate and tile roofing.			

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
7	Comply with the given contract information to maintain slate and tile roofing to the required specification	7.1	Demonstrate the following work skills when maintaining slate and tile roofing: <ul style="list-style-type: none"> <li>measuring, marking out, removing, fitting, positioning and securing.</li> </ul>			
		7.2	Repair specified roof areas to given working instructions for four of the following: <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>			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.			
		7.4	Safely store the materials, tools and equipment used when maintaining slate and tile roofing.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>• remove existing battens, underlays, slates and tiles</li> <li>• replace new battens and underlays</li> <li>• remove, replace and treat lead work/flashings (patianation 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>			
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining slate and tile roofing.			
	7.7 Describe how to maintain the tools and equipment used when maintaining slate and tile roofing.			

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

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

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

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

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

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

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

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

*(if sampled)*

<b>Unit 16:</b>	<b>Installing Solar Collectors to Roofs in the Workplace</b>
<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory unit for Pathway 6 and 7 Additional unit for Pathways 1, 2, 3, 8, 9 and 10</b>
<b>Guided learning hours:</b>	<b>20</b>

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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 solar collectors to roofs in the workplace in the relevant sector of industry.

### Unit assessment requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- photovoltaic
- solar thermal.

### 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing solar collectors to roofs	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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, 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 installing solar collectors to roofs	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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when installing solar collectors to roofs	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 installing solar collectors to roofs.			
		3.2	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing solar collectors to roofs, 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>			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.			
		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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install solar collectors to roofs	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• solar collector installation kits</li> <li>• hand and/or powered tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and method of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install solar collectors to roofs.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing solar collectors to roofs	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 installing solar collectors to roofs	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 installing solar collectors to roofs to the required specification	7.1	Demonstrate the following work skills when installing solar collectors to roofs: <ul style="list-style-type: none"> <li>removing, measuring, marking out, cutting, fitting, fixing, positioning, securing and replacing.</li> </ul>			
		7.2	Prepare for and install solar collectors to roof to given working instructions for one of the following: <ul style="list-style-type: none"> <li>integrated photovoltaic</li> <li>mounted photovoltaic</li> <li>integrated solar thermal</li> <li>mounted solar thermal.</li> </ul>			
		7.3	Reinstate roof coverings to given working instructions.			
		7.4	Safely use and handle materials.			
		7.5	Safely use hand tools, portable power tools and ancillary equipment.			
		7.6	Safely store the materials, tools and equipment used when installing solar collectors to roofs.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>• assess the installation area</li> <li>• check the direction the roof is facing</li> <li>• remove or leave out waterproofing elements</li> <li>• mark out for installation using given templates or dimensions</li> <li>• prepare and weatherproof penetrations</li> <li>• fix additional supports</li> <li>• secure fixtures, fittings and collector.</li> </ul>			
	7.8 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>• reinstate roof covering including flashings</li> <li>• install solar panels during construction and as retrofit to existing buildings</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment.</li> </ul>			
	7.9 Describe the needs of other occupations and how to effectively communicate within a team when installing solar collectors to roofs.			
	7.10 Describe how to maintain the tools and equipment used when installing solar collectors to roofs.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 17: Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace**

**Level:** 2

**Unit type:** Optional unit for Pathway 6

**Guided learning hours:** 57

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## **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in utilising provision of fall protection systems and/or equipment in the workplace within the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 utilising provision of fall protection systems and/or equipment to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own occupational area of work and two of the following endorsements:

- scaffold/rigging
- secured steelwork structures
- wire and rope systems
- permanent anchorage points
- temporary anchorage points
- track systems
- proprietary 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when utilising provision of fall protection systems and/or equipment	1.1	Interpret and extract information from plans, drawings, specifications, method statements, risk assessments, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, regulations and official guidance associated with the provision of fall protection systems.</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when utilising provision of fall protection systems and/or equipment	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	State what the accident reporting procedures are and who is responsible for making reports.			
3	Avoid risk by maintaining safe working practices when utilising provision of fall protection systems and/or equipment	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when utilising provision of fall protection systems and/or equipment.			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to utilising provision of fall protection systems and/or equipment, and the types, purpose and limitations of each type.			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to utilise provision of fall protection systems and/or equipment	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• collective protective equipment</li> <li>• full body harness</li> <li>• lanyard with and without shock absorber</li> <li>• associated hooks, rings and buckles</li> <li>• tools and equipment.</li> </ul>			
		4.2	Select resources associated with own work in relation to materials and components, tools and equipment.			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.			
		4.4	Outline potential hazards associated with the resources and method of work.			
		4.5	Describe how to calculate quantity associated with the method/procedure to utilise provision of fall protection systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when utilising provision of fall protection systems and/or equipment	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 safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when utilising provision of fall protection systems and/or equipment	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 utilise provision of fall protection systems to the required specification and/or equipment	7.1	Demonstrate the following work skills when utilising provision of fall protection systems and/or equipment: <ul style="list-style-type: none"> <li>wearing, attaching, setting out, positioning, securing, checking and removing.</li> </ul>			
		7.2	Employ and utilise fall protection systems and/or equipment to given working instructions, using recognised anchor points for two of the following: <ul style="list-style-type: none"> <li>scaffold/rigging</li> <li>secured steelwork structures</li> <li>wire and rope systems</li> <li>permanently installed anchorage points</li> <li>temporary anchorage points</li> <li>track systems</li> <li>proprietary systems.</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>• locate and position fall protection systems</li> <li>• wear safety harnesses, attach and secure to fall protection system's equipment</li> <li>• identify the differences between, fall arrest, restraint and access systems and harnesses</li> <li>• identify the differences between shock absorbent and restraining lanyards</li> <li>• visually inspect the fall protection system and equipment for security, safety and operational movement</li> <li>• identify the thorough examination and test criteria for fall protection equipment (inertia reels, eyebolts and anchor points)</li> <li>• apply hierarchy of control measures for working at height</li> <li>• detach and remove fall protection attire and equipment</li> <li>• comply with a rescue plan</li> <li>• use hand tools</li> <li>• use access equipment.</li> </ul>			
	<p>7.4 Safely use and store materials, hand tools, and fall protection systems and equipment.</p>			
	<p>7.5 State the needs of other occupations and how to communicate within a team when utilising provision for fall protection systems.</p>			
	<p>7.6 Describe how to maintain the tools, systems and equipment used when utilising provision of fall protection systems and/or equipment.</p>			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 18: Installing, Maintaining and Removing Work Area Protection and Safety Equipment in the Workplace**

**Level:** 2

**Unit type:** Optional unit for Pathway 7

**Guided learning hours:** 55

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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 in the relevant sector of industry.

## **Unit assessment requirements**

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when establishing work area protection and safety	1.1	Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, verbal and written instructions, current 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, health hazards and the environment, 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 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
3	Maintain safe and healthy working practices when installing, maintaining and removing work area protection and safety equipment	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing, maintaining and removing work area protection and safety equipment.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing, maintaining and removing work area protection and safety equipment in relation to at least two of the following: <ul style="list-style-type: none"> <li>• safe use of access equipment</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing, maintaining and removing work area protection and safety equipment, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install, maintain and remove work area protection and safety equipment	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• safety and security equipment (cones, tapes, fences, barriers, hoarding, doors, gates)</li> <li>• protection and safety notices</li> <li>• signs and lighting</li> <li>• hand tools, power tools and equipment.</li> </ul>			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length and area associated with the method and procedure to install, maintain and remove work area protection and safety equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing, maintaining and removing work area protection and safety equipment	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and 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, maintaining and removing work area protection and safety equipment	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 productivity targets and time scales</li> <li>• how times are estimated</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 install, maintain and remove work area protection and safety equipment to the required specification	7.1	Demonstrate the following work skills when installing, maintaining and removing work area protection and safety equipment: <ul style="list-style-type: none"> <li>measuring, setting out, positioning, assembling, constructing, securing, dismantling and removing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to protection equipment, barriers, fences and at least one of the following: <ul style="list-style-type: none"> <li>protection and safety notices</li> <li>safety lighting.</li> </ul>			
		7.4	Report work undertaken.			

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>• conform to agreed specification</li> <li>• confirm the location of utility services and ensure they are protected</li> <li>• prepare and set out area protection equipment to required dimensions</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>• monitor and check accuracy during progress and on completion of work</li> <li>• install, maintain and remove work area protection equipment in public areas</li> <li>• transport, load and off load work area protection equipment</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>use hand tools, power tools and equipment</li> <li>work at height</li> <li>use access equipment.</li> </ul>			
		7.6 Describe the needs of other occupations and how to communicate effectively within a team when installing, maintaining and removing work area protection and safety equipment in the workplace.			
		7.7 Describe how to maintain the tools and equipment used when installing, maintaining and removing work area protection and safety equipment in the workplace.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 19: Clearing the Site and Handing Over on Completion in the Workplace**

**Level:** 2

**Unit type:** Optional unit for Pathway 7

**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 in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 which cross-references them 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

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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to clear the site and hand over on completion	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• fittings and fixings</li> <li>• hand and/or portable powered tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when clearing the site and handing over on completion	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 clearing the site and handing over on completion	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 clear the site and hand over on completion to the required specification	7.1	Demonstrate the following work skills when clearing the site and handing over on completion: <ul style="list-style-type: none"> <li>finishing, positioning, dismantling, clearing, cleaning, tidying and securing.</li> </ul>			
		7.2	Complete the task and hand the site over, in accordance to given working instructions, ensuring the following: <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> <li>records, reports and documentation are completed and registered.</li> </ul>			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.			
		7.4	Safely store the materials, tools and equipment used when clearing the site and handing over on completion.			

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>• identify required finish quality</li> <li>• remove and dispose of hazardous waste and non-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>• secure site or work area</li> <li>• recognise and determine when specific skills and knowledge are require and report accordingly</li> <li>• make recommendations for specialist intervention</li> <li>• work on buildings of historical significance</li> <li>• complete records, reports and documentation, work sheets, guarantees, warranties, customer service information</li> <li>• register documentation</li> <li>• use hand tools, portable 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
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when clearing the site and handing over on completion.			
		7.7	Describe how to maintain the tools and equipment used when clearing the site and handing over on completion.			

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

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

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

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

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

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

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

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

*(if sampled)*

<b>Unit 20:</b>	<b>Replacing Heritage Roof Coverings in the Workplace</b>
<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory unit for Pathway 8, 9 and 10</b>
<b>Guided learning hours:</b>	<b>97</b>

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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 heritage roof coverings in the workplace in the relevant sector of industry

### **Unit assessment requirements**

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when replacing heritage roof coverings	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations 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 replacing heritage roof coverings	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	State what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe working practices when replacing heritage roof coverings	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 heritage roof coverings.			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to replacing heritage roof coverings, and the types, purpose and limitations of each type.			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to clear the site and hand over on completion	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>battens, sarking boards, sand, cement, lime, underlay, tiles, natural slates/stone slates, fittings, flashings, insulation, fixings, ventilators and associated ancillary items</li> <li>hand and/or powered tools and equipment.</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.			
		4.4	Outline potential hazards associated with the resources and method of work.			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to replace heritage roof coverings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when replacing heritage roof coverings	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 heritage roof coverings	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 replace heritage roof coverings to the required specification	7.1	Demonstrate the following work skills when replacing heritage roof coverings: <ul style="list-style-type: none"> <li>removing, cleaning, stacking, storing, preparing, measuring, marking out, fixing, fitting, finishing, positioning and securing.</li> </ul>			
		7.2	Strip existing roof coverings and replace full roofs or elevations to given working instructions relating to at least two of the following: <ul style="list-style-type: none"> <li>vernacular and roofing styles specific to geographical areas (e.g. Kent pegs, Yorkshire stone slates)</li> <li>places of religious worship</li> <li>stately homes</li> <li>public buildings</li> <li>historic buildings</li> <li>castles and/or fortified buildings</li> <li>conservation areas</li> <li>listed buildings.</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Replace roof coverings in the following areas to given working instructions: <ul style="list-style-type: none"> <li>• verges</li> <li>• eaves</li> <li>• ridge</li> <li>• hips</li> <li>• valleys</li> <li>• openings</li> <li>• top and side abutments</li> <li>• general areas.</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 and salvage reusable existing roof coverings</li> <li>• determine gauge and fix battens and underlays (where required) appropriate to the roof covering</li> <li>• fix direct to boarded surfaces (sarking)</li> <li>• replace full or partial natural slates/stone slates and/or tiled roofs in keeping with the existing roof covering or an earlier style where required</li> <li>• mix and apply mortar to meet the requirements of the contract</li> <li>• validate appropriate ways in which the work should be carried out</li> <li>• recognise sensitive areas</li> <li>• maintain heritage and archaeological integrity</li> <li>• maintain the principles of minimum intervention and reversible alterations</li> <li>• stop work at the point when conjecture begins and report findings</li> <li>• record work carried out (written, photographic or digital)</li> <li>• recognise and/or report endangered/protected flora and fauna</li> <li>• remove deteriorated and/or inappropriate materials</li> <li>• maintain existing structure</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>• integrate existing and new constructional components or finishes</li> <li>• store salvageable materials and structural components</li> <li>• use hand tools, power tools and equipment</li> <li>• use ancillary equipment</li> <li>• work at height</li> <li>• use access equipment.</li> </ul>			
		7.5 Safely use and store materials, hand tools, portable power tools and ancillary equipment.			
		7.6 State the needs of other occupations and how to communicate within a team when replacing heritage roof coverings.			
		7.7 Describe how to maintain the tools and equipment used when replacing heritage roof coverings.			

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

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

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

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

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

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

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

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

*(if sampled)*

<b>Unit 21:</b>	<b>Repairing and Maintaining Heritage Roof Coverings in the Workplace</b>
<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory unit for Pathway 8, 9 and 10</b>
<b>Guided learning hours:</b>	<b>87</b>

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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 and maintaining heritage roof coverings in the workplace in the relevant sector of industry.

### **Unit assessment requirements**

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing and maintaining heritage roof coverings	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations 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 repairing and maintaining heritage roof coverings	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	State what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when repairing and maintaining heritage roof coverings	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 heritage roof coverings.			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to repairing and maintaining heritage roof coverings, and the types, purpose and limitations of each type.			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to repair and maintain heritage roof coverings	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>battens, sarking boards, sand, cement, lime, underlay, tiles, natural slates/stone slates, fittings, flashings, insulation, fixings, ventilators and associated ancillary items</li> <li>hand and/or powered tools and equipment.</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.			
		4.4	Outline potential hazards associated with the resources and method of work.			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair and maintain heritage roof coverings.			

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 heritage roof coverings	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 heritage roof coverings	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 and maintain heritage roof coverings to the required specification	7.1	Demonstrate the following work skills when repairing and maintaining heritage roof coverings: <ul style="list-style-type: none"> <li>removing, cleaning, stacking, storing, preparing, measuring, marking out, fixing, fitting, finishing, positioning and securing.</li> </ul>			
		7.2	Repair existing roof coverings and carry out maintenance to roofs or elevations to given working instructions, relating to at least two of the following: <ul style="list-style-type: none"> <li>vernacular and roofing styles specific to geographical areas (e.g. Kent pegs, Yorkshire stone slates)</li> <li>places of religious worship</li> <li>stately homes</li> <li>public buildings</li> <li>historic buildings</li> <li>castles and/or fortified buildings</li> <li>conservation areas</li> <li>listed buildings.</li> </ul>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.3	Repair and maintain roofs to given working instructions in at least three of the following ways: <ul style="list-style-type: none"> <li>• replace natural slates/stone slates and/or tiles</li> <li>• replace battens</li> <li>• replace hip and ridge coverings</li> <li>• replace flashings</li> <li>• clear and treat blockages to gutters, outlets and other draining areas</li> <li>• re-bed and point</li> <li>• torch (back pointing).</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>• differentiate between like-for-like repairs and honest repairs, including date marking</li> <li>• remove and salvage reusable existing roof coverings</li> <li>• identify and resolve roof leaks, blockages and general repairs in keeping with the existing roof covering</li> <li>• fix slate or stone to boarded surfaces (sarking)</li> <li>• identify and implement preventative remedial and maintenance work</li> <li>• mix and apply mortar to meet the requirements of the contract</li> <li>• torch (back point)</li> <li>• validate appropriate ways in which the work should be carried out</li> <li>• recognise sensitive areas</li> <li>• maintain heritage and archaeological integrity</li> <li>• maintain the principles of minimum intervention and reversible alterations</li> <li>• stop work at the point when conjecture begins and report findings</li> <li>• record work carried out (written, photographic or digital)</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>• recognise and/or report endangered/protected flora and fauna</li> <li>• remove deteriorated and/or inappropriate materials</li> <li>• maintain existing structure</li> <li>• integrate existing and new constructional components or finishes</li> <li>• store salvageable fabric, materials and structural components</li> <li>• use hand tools, power tools and equipment</li> <li>• use ancillary equipment</li> <li>• work at height</li> <li>• use access equipment.</li> </ul>			
		7.5 Safely use and store materials, hand tools, portable power tools and ancillary equipment.			
		7.6 State the needs of other occupations and how to communicate within a team when repairing and maintaining heritage roof coverings.			
		7.7 Describe how to maintain the tools and equipment used when repairing and maintaining heritage roof coverings.			

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

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

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

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

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

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

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

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

*(if sampled)*

<b>Unit 22:</b>	<b>Preparing and Installing Fully Supported Lead and Hard Metal Decorative Roofing and Cladding in the Workplace</b>
<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory unit for Pathway 11</b>
<b>Guided learning hours:</b>	<b>100</b>

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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 and installing fully supported lead and hard metal decorative roofing and cladding in the workplace in the relevant sector of industry.

### **Unit assessment requirements**

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing and installing fully supported lead and hard metal decorative roofing and cladding	1.1	Interpret and extract relevant information from oral/written instructions, drawings, specifications, schedules method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written instructions, drawings, electronic data, specifications, schedules, method statement, risk assessments, manufacturers' information and current 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 preparing and installing fully supported lead and hard metal decorative roofing and cladding	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, 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, buildings, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when preparing and installing fully supported lead and hard metal decorative roofing and cladding	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when preparing and installing fully supported lead and hard metal decorative roofing and cladding.			
		3.2	Demonstrate compliance with given information and relevant legislation when preparing and installing fully supported lead and hard metal decorative roofing and cladding in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to preparing and installing fully supported lead and hard metal decorative roofing and cladding and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to prepare and install fully supported lead and hard metal decorative roofing and cladding	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• lead, hard metal, underlay, vents, fixings, fittings and ancillary items</li> <li>• hand tools, power tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare and install fully supported lead or hard metal decorative roofing and cladding.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing and installing fully supported lead and hard metal decorative roofing and cladding	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 preparing and installing fully supported lead and hard metal decorative roofing and cladding	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 prepare and install fully supported lead and hard metal decorative roofing and cladding to the required specification	7.1	Demonstrate the following work skills when preparing and installing fully supported lead and hard metal decorative roofing and cladding: <ul style="list-style-type: none"> <li>measuring setting/marketing out, profiling, cutting, jointing, positioning, securing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Prepare and install fully supported lead or hard metal decorative roofing and cladding, incorporating coverings/weathering, to two of the following roof profiles to given working instructions <ul style="list-style-type: none"> <li>tapered</li> <li>concave</li> <li>convex</li> <li>segmented.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• install/fabricate ventilation systems</li> <li>• lay underlay if required</li> <li>• prepare and install fully supported lead or hard metal decorative roofing and cladding to tapered, concave, convex or segmented profiles (spires, domes, capola, onion, barrel vault structures)</li> <li>• install fully supported lead or hard metal coverings/weatherings to surfaces and abutments for soffits, cornices/parapets and gutters</li> <li>• set/mark out roof/cladding</li> <li>• prepare/fabricate lead or hard metal (cut to length and profile)</li> <li>• join and terminate lead or hard metal in width and length</li> <li>• ensure the integrity of joints, fixings and ventilation</li> <li>• validate appropriate ways in which the work should be carried out</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date		
			<ul style="list-style-type: none"> <li>• recognise sensitive areas</li> <li>• maintain heritage and archaeological integrity</li> <li>• maintain the principles of minimum intervention and reversible alterations</li> <li>• stop work at the point when conjecture begins and report findings</li> <li>• record work carried out (written, photographic or digital)</li> <li>• recognise and/or report endangered/protected flora and fauna</li> <li>• remove deteriorated and/or inappropriate materials</li> <li>• maintain existing structure</li> <li>• integrate existing and new constructional components or finishes</li> <li>• store salvageable fabric, materials and structural components</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
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when preparing and installing fully supported lead and hard metal decorative roofing and cladding.			
		7.6 Describe how to maintain the tools and equipment used when preparing and installing fully supported lead and hard metal decorative roofing and cladding.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 23: Applying Solid Render to Background Surfaces and Producing Finishes in the Workplace**

**Level:** 2

**Unit type:** Additional unit for Pathway 1, 2, 3, 8, 9 and 10

**Guided learning hours:** 90

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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 solid render to background surfaces and producing finishes in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

This unit must be assessed in a work environment and in accordance with the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying solid render to background surfaces and producing finishes	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statement, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current 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 applying solid render to background surfaces and producing finishes	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment 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
3	Maintain safe and healthy working practices when applying solid render to background surfaces and producing finishes	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying solid render to background surfaces and producing finishes.			
		3.2	Demonstrate compliance with given information and relevant legislation when applying solid render to background surfaces and producing finishes in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to applying solid render to background surfaces and producing finishes and the types, purpose and limitations of each type, the work situation and general work environment in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to apply solid render to background surfaces and produce finishes	4.1	Select resources associated with own work in relation to materials, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• render, sand, lime, cement and additives</li> <li>• bellcasts and beads, expanded metal lath (EML)</li> <li>• dash, rough-cast (harling, wet dash), proprietary pre-cast finish, synthetic and non-synthetic renders</li> <li>• reinforcement, stress patches, sealants, fixings and fittings</li> <li>• hand tools, portable power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply external solid render to background surfaces and produce finishes.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying solid render to background surfaces and producing finishes	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 solid render to background surfaces and producing finishes	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 apply solid render to background surfaces and produce finishes to the required specification	7.1	Demonstrate the following work skills when applying solid render to background surfaces and producing finishes: <ul style="list-style-type: none"> <li>measuring, marking out, mixing, applying and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Apply base coats, reinforcing mesh and stress patches			
		7.4	Prepare background surfaces, mix and apply solid render to bellcasts, internal and external angles, walls, reveals and soffits and to one of the following background surfaces to given working instructions: <ul style="list-style-type: none"> <li>brick</li> <li>block</li> <li>concrete</li> <li>rubble stone masonry</li> <li>external insulation</li> <li>expanded metal lath (EML).</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Produce a plain-faced finish coat to external walls and/or external insulation plus one of the following finishes to given working instructions:</p> <ul style="list-style-type: none"> <li>• dash</li> <li>• rough-cast (harling, wet dash)</li> <li>• synthetic or non-synthetic renders</li> <li>• proprietary pre-cast.</li> </ul>			
	<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>• carry out pre-installation checks to include structural integrity, dampness, vents, services (gas, electric, water, media cables)</li> <li>• mix render to the required strength for background surfaces and supporting fixtures</li> <li>• prepare backgrounds surfaces</li> <li>• recognise the procedures to check flues and combustion air ventilation</li> <li>• understand the implications of existing guarantees and warranties</li> <li>• apply base coats, reinforcing mesh and stress patches</li> <li>• apply multiple coat renders to external walls</li> <li>• form internal and external angles, reveals, expansion joints and bellcasts</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>• position, secure and apply renders to expanded metal lath (EML)</li> <li>• apply, dash, plain faced coat, rough-cast (harling, wet-dash), synthetic and non-synthetic renders, proprietary pre-cast finishes and sealants to external surfaces and external insulation including door and window reveals</li> <li>• complete post installation checks: compliance with specifications, resistance to water penetration, anchorage/fixing, vents, services (gas, electric, water, media cables)</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, portable power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul>			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when applying solid render to background surfaces and producing finishes.		
		7.8	Describe how to maintain the tools and equipment used when applying solid render to background surfaces and producing finishes.		

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 24: Installing Double-Lap Artificial Roof Slates in the Workplace**

**Level:** 2

**Unit type:** Additional unit for Pathway 1, 2, 3, 8, 9 and 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 installing double-lap artificial roof slates in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 double-lap artificial roof slates installing double-lap artificial roof slates 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:

- new materials
- reclaimed materials.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing double-lap artificial roof slates	1.1	Interpret and extract relevant information from oral/written working instructions, drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing double-lap artificial roof slates	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, 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
3	Maintain safe and healthy working practices when installing double-lap artificial roof slates.	3.1	Use health and safety control equipment safely and comply with the methods of works to carry out the activity in accordance with current legislation and organisational requirements when installing double-lap artificial roof slates.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing double-lap artificial roof slates in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing double-lap artificial roof slates, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install double-lap artificial roof slates	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>double-lap artificial slates, fittings, fixings, ridge and hip tiles, dry fix systems and ventilation systems</li> <li>hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install double-lap artificial roof slates.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing double-lap artificial roof slates	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 double-lap artificial roof slates	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 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
7	Comply with the given contract information to install double-lap artificial roof slates to the required specification	7.1	Demonstrate the following work skills when installing double-lap artificial roof slates: <ul style="list-style-type: none"> <li>measuring, setting out, marking out, cutting, fitting, positioning, securing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Install double-lap artificial slates and related fittings, fixings and components to given working instructions, using new materials for roofs with the following: <ul style="list-style-type: none"> <li>general areas</li> <li>eaves and top course</li> <li>abutments</li> <li>openings (roof lights, windows)</li> <li>dry fix verges, ridges, hips and valleys.</li> </ul>			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>assess suitability of sub-structure</li> <li>identify and report faults with sub-structure and roof interfaces</li> <li>determine lap and gauge dimensions</li> <li>cut and fit slates, fittings and roofing components to the required size and shape</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>• install undereaves, eaves and top course</li> <li>• set out and install slates and components to eaves and top course, verges, ridge, hips, valleys, openings (roof lights, windows), abutments, and general areas</li> <li>• set out and install double-lap artificial roof slates to vertical surfaces including gable ends, openings, penetrations, internal and external corners</li> <li>• install vents, ridge ventilation and other high level ventilation</li> <li>• form dry fix finishing details</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul>			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing double-lap artificial roof slates.		
		7.6	Describe how to maintain the tools and equipment used when installing double-lap artificial roof slates.		

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

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

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

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

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

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

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

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

*(if sampled)*

# Unit 25: Stripping and Reclaiming Roof Coverings in the Workplace

**Level:** 2

**Unit type:** Additional unit for Pathway 1, 2, 3, 8, 9 and 10

**Guided learning hours:** 50

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## Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in stripping and reclaiming roof coverings in the workplace in the relevant sector of industry.

## Unit assessment requirements

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 stripping and reclaiming pitched roof coverings 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:

- remove and reclaim
- remove and dispose.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when stripping and reclaiming roof coverings	1.1	Interpret and extract relevant information from oral/written working instructions, drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 stripping and reclaiming roof coverings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, 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
3	Maintain safe and healthy working practices when stripping and reclaiming roof coverings	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when stripping and reclaiming roof coverings.			
		3.2	Demonstrate compliance with given information and relevant legislation when stripping and reclaiming roof coverings. in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to stripping and reclaiming roof coverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to strip and reclaim roof coverings	4.1	Select resources associated with own work in relation to tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity associated with the method/procedure to strip and reclaim roof coverings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when stripping and reclaiming roof coverings	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 stripping and reclaiming roof coverings	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 strip and reclaim roof coverings to the required specification	7.1	Demonstrate the following work skills when stripping and reclaiming roof coverings: <ul style="list-style-type: none"> <li>removing, reclaiming, de-nailing, re-holing, re-sizing, cleaning and sorting.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Remove, reclaim and/or dispose of weathering materials and ancillary components to given working instructions, plus two of the following: <ul style="list-style-type: none"> <li>natural slates</li> <li>plain tiles</li> <li>single-lap tiles</li> <li>stone slates.</li> </ul>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.4	Prepare surface and materials ready for re-roofing in accordance with given working instructions.			
	7.5	<p>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>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• position temporary stop boards at eaves</li> <li>• remove existing roof coverings</li> <li>• clear roof of debris and nails in rafters and other roof timbers</li> <li>• sort removed roof coverings and dispose of unwanted materials</li> <li>• reclaim reusable tiles and natural slates, stone slates and weatherings</li> <li>• assess the suitability of materials to be reclaimed</li> <li>• determine sizes of imperial and metric slates</li> <li>• stack/store reclaimed materials for reuse</li> <li>• prepare materials for reuse, including de-nailing, re-holing and re-sizing</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment/work platforms.</li> </ul>			
		7.6 Liaise with clients regarding procedures for carrying out the work and protecting property and the surrounding area			
		7.7 Describe the needs of other occupations and how to effectively communicate within a team when stripping and reclaiming roof coverings.			
		7.8 Describe how to maintain the tools and equipment used when stripping and reclaiming roof coverings.			

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

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

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

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

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

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

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

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

*(if sampled)*

# **Unit 26: Installing Components for Warm and Cold Roof Construction in the Workplace**

**Level:** 2

**Unit type:** Additional unit for Pathway 1, 2, 3, 8, 9 and 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 installing components for warm and cold roof construction in the workplace in the relevant sector of industry.

## **Unit assessment requirements**

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

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

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

Workplace evidence of skills cannot be simulated.

## **Assessment methodology**

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

An assessment record must be created that identifies the assessment criteria that have been met and which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing components for warm and cold roof construction	1.1	Interpret and extract relevant information from oral/written working instructions, drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing components for warm and cold roof construction	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment 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.			
3	Maintain safe and healthy working practices when installing components for warm and cold roof construction	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing components for warm and cold roof construction.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing components for warm and cold roof construction in relation to the following: <ul style="list-style-type: none"> <li>safe use of access equipment/working platforms</li> <li>safe use, storage and handling of materials, tools and equipment</li> <li>specific risks to health.</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing components for warm and cold roof construction, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install components for warm and cold roof construction	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• underlays, counter-battens, quilt and rigid insulation and ventilation systems</li> <li>• hand tools, power tools and equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install components for warm and cold roof construction.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing components for warm and cold roof construction	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 components for warm and cold roof construction	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 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
7	Comply with the given contract information to install components for warm and cold roof construction to the required specification	7.1	Demonstrate the following work skills when installing components for warm and cold roof construction: <ul style="list-style-type: none"> <li>measuring, cutting, marking out, fitting, positioning and securing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Install the following roofing components to roofs with ridges, verges, hips and valleys, openings, penetrations and abutments to given working instructions to construct a warm and cold roof: <ul style="list-style-type: none"> <li>counter-battens</li> <li>ventilation systems</li> <li>over and/or between rafter level insulation</li> <li>ceiling level insulation</li> <li>access hatch insulation.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• cut and fit warm and cold roof materials and components to the required size, shape and dimension</li> <li>• fix underlay and counter-battens to roof design</li> <li>• install ventilation systems</li> <li>• install over and/or between rafter level insulation</li> <li>• install ceiling level insulation</li> <li>• install access hatch insulation</li> <li>• remove ineffective/damaged insulation from roof area</li> <li>• check and maintain adequate ventilation</li> <li>• check supporting timber at hips, valleys, ridges, abutments and openings</li> <li>• recognise the principles of warm/cold roof construction</li> <li>• recognise ceiling construction, including air tightness, air layers and vapour control layers</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>• use hand tools, power tools and ancillary equipment</li> <li>• work at height</li> <li>• use access equipment.</li> </ul>			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing components for warm and cold roof construction.			
		7.6 Describe how to maintain the tools and equipment used when installing components for warm and cold roof construction.			

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

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

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

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

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

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

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

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

*(if sampled)*

<b>Unit 27:</b>	<b>Installing Single-Lap Roof Tiles to a Fixed Gauge in the Workplace</b>
<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Additional unit for Pathway 1, 2, 3, 8, 9 and 10</b>
<b>Guided learning hours:</b>	<b>33</b>

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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 single-lap roof tiles to a fixed gauge in the workplace in the relevant sector of industry.

### Unit assessment requirements

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

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 single-lap roof tiles to a fixed gauge 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:

- new materials
- reclaimed materials.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing single-lap roof tiles to a fixed gauge	1.1	Interpret and extract relevant information from oral/written working instructions drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing single-lap roof tiles to a fixed gauge	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, 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
3	Maintain safe and healthy working practices when installing single-lap roof tiles to a fixed gauge	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing single-lap roof tiles to a fixed gauge.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing single-lap roof tiles to a fixed gauge in relation to the following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing single-lap roof tiles to a fixed gauge, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install single-lap roof tiles to a fixed gauge	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• single-lap fixed gauge tiles, fittings, fixings, ridge and hip tiles, dry fix systems, ventilation systems, proprietary roofing grade mortar, sand, cement and additives.</li> <li>• hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install single-lap roof tiles to a fixed gauge.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing single-lap roof tiles to a fixed gauge	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 single-lap roof tiles to a fixed gauge	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 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
7	Comply with the given contract information to install single-lap roof tiles to a fixed gauge to the required specification	7.1	Demonstrate the following work skills when installing single-lap roof tiles to a fixed gauge: <ul style="list-style-type: none"> <li>measuring, setting out, marking out, cutting, fitting, mixing, positioning, securing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools, and ancillary equipment.			
		7.3	Install single-lap fixed gauge roof tiles and related fittings, fixings and components given working instructions, using new and/or reclaimed materials for roofs with the following: <ul style="list-style-type: none"> <li>general areas</li> <li>eaves and top course</li> <li>abutments</li> <li>openings (roof lights, windows)</li> <li>dry and/or wet fix verges, ridges, hips and valleys.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• determine lap and gauge dimensions</li> <li>• cut and fit tiles, fittings and roofing components to the required size and shape</li> <li>• set out and install tiles and components to eaves and top course, verges, ridge, hips, valleys, openings (roof lights, windows) abutments and general areas</li> <li>• install vents, ridge ventilation and other high level ventilation</li> <li>• mix sand, cement and additives</li> <li>• mix proprietary roofing grade mortar</li> <li>• form dry and/or wet fix finishing details</li> <li>• recognise where reclaimed materials can be used</li> <li>• understand the effects on lap and gauge when using reclaimed imperial sized tiles</li> <li>• understand the uses and limitations of hand-made/crafted clay tiles</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> <li>recognise when specialist skills and knowledge are required and report accordingly</li> <li>recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>use hand tools, power tools and equipment</li> <li>work at height</li> <li>use access equipment.</li> </ul>			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing single-lap roof tiles to a fixed gauge.			
		7.6 Describe how to maintain the tools and equipment used when installing single-lap roof tiles to a fixed gauge.			

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

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

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

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

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

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

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

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

*(if sampled)*

<b>Unit 28:</b>	<b>Installing Wood Shingle Roof Coverings in the Workplace</b>
<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Additional unit for Pathway 1, 2, 3, 8, 9 and 10</b>
<b>Guided learning hours:</b>	<b>40</b>

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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 wood shingle roof coverings in the workplace in the relevant sector of industry.

### Unit assessment requirements

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

- the Additional Requirements for Qualifications using the title NVQ
- the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the 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 of 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 wood shingle roof coverings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.3:

- vertical surfaces.

## 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 which cross-references them 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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing wood shingle roof coverings	1.1	Interpret and extract relevant information from oral/written working instructions drawings, specifications, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>oral/written working instructions, electronic data, drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, organisational procedures and current 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 installing wood shingle roof coverings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment 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
3	Maintain safe and healthy working practices when installing wood shingle roof coverings	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing wood shingle roof coverings.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing wood shingle roof coverings in relation to following: <ul style="list-style-type: none"> <li>• safe use of access equipment/working platforms</li> <li>• safe use, storage and handling of materials, tools and equipment</li> <li>• specific risks to health.</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing wood shingle roof coverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to install wood shingle roof coverings	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• wood shingles, pre-formed hip and ridge units, vents and fixings</li> <li>• hand tools, power tools and ancillary equipment.</li> </ul>			
		4.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install wood shingle roof coverings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing wood shingle roof coverings	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 wood shingle roof coverings	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 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
7	Comply with the given contract information to install wood shingle roof coverings to the required specification	7.1	Demonstrate the following work skills when installing wood shingle roof coverings: <ul style="list-style-type: none"> <li>measuring, setting out, marking out, cutting, fitting, positioning, securing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Install wood shingles and related fittings, fixings and components to given working instructions, using new materials for roofs with the following: <ul style="list-style-type: none"> <li>general areas</li> <li>verges</li> <li>ridges</li> <li>hips</li> <li>valleys</li> <li>eaves and top course</li> <li>abutments</li> <li>openings (roof lights, windows)</li> <li>vertical surfaces.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>• assess suitability of sub-structure</li> <li>• identify and report faults with sub-structure and roof interfaces</li> <li>• cut and fit wooden shingles, fittings and roofing components to the required size and shape</li> <li>• set out and install wood shingles to eaves and top course, verges, ridge, hips, valleys, openings (roof lights, windows), abutments, vertical and general areas</li> <li>• set out and install wood shingle to vertical surfaces including gable ends, openings, penetrations, internal and external corners</li> <li>• install pre-formed ridge/hip units</li> <li>• install vents</li> <li>• recognise when specialist skills and knowledge are required and report accordingly</li> <li>• recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment/working platforms.</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing wood shingle roof coverings.			
		7.6 Describe how to maintain the tools and equipment used when installing wood shingle roof coverings.			

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

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

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

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

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

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

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

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

*(if sampled)*

## 12 Further information and useful publications

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

Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

Books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

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

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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

# 13 Professional development and training

## Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

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

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## Training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

**Regional support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

**Online support:** find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

## 14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

## Annexe A: Assessment strategy

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### **Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)**

#### **Introduction**

This assessment strategy<sup>1</sup> provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated Construction Skills Assessment Strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

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

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

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

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

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

Appendix D provides guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests.

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

*<sup>1</sup> Please note that there is now a separate Assessment Strategy for Construction and the Built Environment – Plant and Lifting Operations. This assessment strategy will also apply where plant or lifting units, sourced from the Plant Operations or Controlling Lifting Operations' suite of units, are used in other NVQs and SVQs*

## Principles

### 1. External quality control of assessment

- 1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:
- workplace evidence
  - the use of simulation
  - the occupational competence of assessors and verifiers.
- 1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.
- 1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQs or SVQs, including aspects informing incremental change.
- 1.4 The Forum will, in respect of this strategy:
- build on the good relationships with awarding organisations
  - provide opportunities to identify and address particular issues of external quality control
  - contribute to improving quality and consistency
  - support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
  - provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
  - discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
  - inform the continuous improvement of NOS, and awards derived from them
  - identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.
- 1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.
- 1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

### 2. Aspects to be assessed through performance in the workplace

- 2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and

witness testimony as relevant. ConstructionSkills National Working Groups will specify any exceptions to this position (see section 3).

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

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

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

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

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

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

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

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

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

3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the

candidate and the assessor, and which are then agreed by the internal and external verifiers.

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

#### **4. Occupational expertise requirements for assessors and verifiers**

4.1 Awarding organisations must ensure that assessors:

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

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

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

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

4.1.3 only assess in their acknowledged area of occupational competence

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

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

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

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

or hold one of the following

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

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

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

4.2 Awarding organisations must ensure that internal verifiers:

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

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

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

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

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

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

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

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

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

or hold one of the following

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

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

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

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

or one of the following

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

4.3 Awarding organisations must ensure that external verifiers:

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

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

- interview

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

- 4.3.2 have sufficient expertise so they have an up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- 4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)
- 4.3.4 are prepared to participate in activities for their continued professional development
- 4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':
- RQF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
  - RQF Level 4 Certificate in Leading the External Quality Assurance of Assessment
  - an appropriate External Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

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

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

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

Level 3:

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

or one of the following

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

Level 4:

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

#### 4.4 Selection and appointment of assessors and verifiers

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

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

All assessors should have experience as well as, not in lieu of, qualifications.

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

## Appendix A

### ConstructionSkills standard evidence notes for awarding organisations

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

Standard note 1:

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

Standard note 2:

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

Standard note 3:

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

Standard note 4:

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

With the possible exceptions:

*For Unit 7: Installing Plain Tile Roof Coverings in the Workplace*

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.4:

- vertical surfaces.

*For Unit 28: Installing Wood Shingle Roof Coverings in the Workplace*

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.3:

- vertical surfaces.

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

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

## Appendix B

### **ADDITIONAL INFORMATION ON ASSESSMENT GUIDANCE FOR AWARDING ORGANISATIONS RELEVANT TO SPECIFIC NVQ OR SVQ QUALIFICATIONS AND UNITS**

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

#### Additional Information on the Assessment of CITB NVQ Units only

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

#### Thermal Insulation NVQ and SVQ units and qualifications

- Training Providers offering Thermal Insulation NVQ and SVQ units and qualifications:
  - must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are Thermal Installation installers with at least 5 years verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
    - curriculum vitae and employer endorsement
    - references
    - possession of a relevant NVQ/SVQ, or vocationally related qualification
    - interview
  - (The verification process must be recorded and available for audit)
  - will provide opportunities to identify and address particular issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

## Appendix C

### Guidance on the use of simulation

#### Introduction

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

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

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

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

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

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

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

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

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

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

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

1. Units cannot be assessed using simulation alone – there must be some supporting work-based evidence.
2. A centre's strategy for simulation must be examined and approved by the external verifier.
3. The location and environment of simulation must be agreed with the internal verifier prior to taking place, and must be checked by the internal verifier.
4. The nature of the contingency and the physical environment must be realistic and candidates should not be given any indication as to exactly what contingencies they may come across.
5. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.
6. There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.
7. All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.
8. All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer etc.) and also similar realistic facilities.
9. Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence, which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

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

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

## **Appendix D**

### **Guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests**

#### **1. Introduction**

This Appendix refers only to the SVQs in the following craft areas at SCQF Level 6

- Bricklaying
- Roofing Occupations
- Carpentry and Joinery
- Stonemasonry
- Floorcovering
- Wall and Floor Tiling
- Painting and Decorating
- Woodmachining
- Plastering.

An Industry Skills Test Unit is included in the SVQ structures and involves the candidate attending a competence assessment in the final six months of the delivery of the SVQ. Successful achievement of this Skills Test/SVQ demonstrates that the learner has sufficient technical expertise, knowledge and skill to meet the expectations of employers in terms of Occupational Competence.

The Occupational Competence of learners must be assessed in accordance with industry requirements as prescribed in National Occupational Standards and Skills Testing Criteria available from CITB.

Learners should not be put forward for their Skills Test until they are deemed ready to be assessed as competent.

Simulation must take place for the Industry Skills Test Units. The activities that will be undertaken should demonstrate competence in these craft areas, as contained within each Skills Test Criteria.

#### **2. Industry Skills Test**

The Industry Skills Test is the final part of the assessment process for the SVQ. Each craft occupation will have its own arrangements developed by the Awarding Organisation which will be compliant with the Skills Test Criteria.

Details of these assessments will be based on Industry recommendations and will be developed by the Awarding Organisation. Each Awarding Organisation shall ensure a nationally consistent approach to Skills Testing for the industry/occupation concerned.

#### **3. Arrangements to be made between Skills Test Providers and Awarding Organisations**

3.1 The Skills Test is part of the assessment process/requirements for the qualification structures identified in this appendix. It is to be conducted at the end of the assessment process to confirm occupational competence.

3.2 Each industry will have its own requirements which are compatible to and reflect their particular necessities in terms of assessing occupational competence within the Skills Test Criteria. The arrangements will be agreed by Awarding Organisations and delivering centres accordingly.

3.3 The purpose of these arrangements is to define the roles and responsibilities of the Awarding Organisations and centres involved with facilitating, managing and administering the Skills Tests for each industry.

3.4 These arrangements only relate to the SVQs listed in this appendix of the assessment strategy or their revisions/replacements as determined by CITB.

#### **4. Roles and Responsibilities**

4.1 The Skills Test Criteria will be determined by CITB in partnership with industry employers and the Skills Test Specifications/Assessments will be determined by the Awarding Organisations.

4.2 The Skills Test venues and facilities will be provided by Awarding Organisations' approved centres and comply with the requirements identified in the Skills Test Criteria and Specifications developed by Awarding Organisations.

4.3 Awarding Organisation External Verifiers (EVs) will be responsible for quality assuring the Assessment Materials and Marking Guidance in accordance with the Awarding Organisation's compliance requirements. CITB will provide Awarding Organisations with a summary of the principles of the Skills Test marking regime and criteria as examples of best practice in terms of its integrity, robustness and consistency.

4.4 CITB will be responsible for the maintenance of the Skills Test Criteria.

#### **5. Currency of these Arrangements**

It is expected that the currency of these arrangements will match with the accreditation period of the qualifications, or units therein as relevant. CITB, in partnership with the Awarding Organisations will review the arrangements bi-annually or as appropriate, subject to any revisions to the qualifications.

#### **6. Occupational expertise requirements for Industry Skills Test Assessors and Industry Expert Witnesses**

6.1 Awarding organisations must ensure that assessors meet the occupational expertise requirements as detailed in section 4.1 of the Assessment Strategy.

The Assessors role is to uphold the integrity and standards during the test and to make judgement and final assessment decisions after the test. Final assessment decisions should be accurately recorded for evidence (including photographic)

6.2 Skills Test Industry Expert Witnesses:

- must not employ any of the candidates involved in the Skills Test to ensure an independent observation
- must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area being assessed. This must be of sufficient depth to be effective and reliable when observing the marking of the Skills Test. Expert Witnesses' experience, knowledge and understanding could be verified by either of the following -
  - curriculum vitae
  - references
  - possession of a relevant vocationally related qualification
  - corporate membership of a relevant professional institution
  - interview
- must only observe in their acknowledged area of occupational competence
- have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this appendix
- are prepared to participate in training activities for their continued professional development.

6.4 Selection and appointment of Skills Test Industry Expert Witnesses

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the occupational area they will observe, to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area. This should be of sufficient depth to credibly verify judgements and assessments to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

Whilst Expert Witnesses cannot accredit the final award of the Skills Test, if they disagree with the assessment decision made by the Assessor, they can appeal directly to the Awarding Organisation.

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