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Pearson Edexcel Level 1 NVQ Diploma in Trowel Occupations (Construction) (QCF)

Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF)

Specification

Edexcel NVQ/competence-based qualifications (QCF)

First registration June 2013

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers work-based qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

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Publications Code N035198

Contents

Qualification titles covered by this specification

This specification provides the information you need to offer the Pearson Edexcel Level 1 NVQ Diploma in Trowel Occupations (Construction) (QCF) and the Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF):

Qualification titles	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 1 NVQ Diploma in Trowel Occupations (Construction) (QCF)	600/9081/9	10/05/13
Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF)	600/9096/0	10/05/13

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

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

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

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

These titles replace the following qualifications from June 2013:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 1 NVQ Diploma in Trowel Occupations (Construction) (QCF)	600/4001/4	15/11/11	31/05/13
Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF)	600/4133/X	01/12/11	31/05/13

Key features of the Pearson Edexcel NVQ Diplomas in Trowel Occupations (Construction) (QCF)

These qualifications are:

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

The Pearson Edexcel Level 1 NVQ Diploma in Trowel Occupations (Construction) (QCF) and the Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF) have been approved as components for the ConstructionSkills Apprenticeship framework.

What is the purpose of these qualifications?

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

Who are these qualifications for?

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

Edexcel's policy is that the qualifications should:

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

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

These qualifications allow learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction industry as defined by ConstructionSkills, the Sector Skills Council. As such, they contribute to the development of skilled labour in the sector. The qualifications may contribute towards the competence element of an Apprenticeship.

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

- Bricklayer
- Construction Operative

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

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

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 1 NVQ Diploma in Trowel Occupations (Construction) (QCF)?

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

To achieve this qualification, learners must complete 47 credits. Learners must complete all four mandatory units from Group A and a minimum of 14 credits from Group B.

Pearson Edexcel Level 1 NVQ Diploma in Trowel Occupations (Construction) (QCF)					
Unit no.	**Unit reference number**	**A - Mandatory units**	**Credit**	**Level**	**GLH**
1	K/503/9457	Preparing and Mixing Concrete and Mortars in the Workplace	8	1	27
2	M/503/9458	Laying Bricks and Blocks to Line in the Workplace	18	1	60
3	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
4	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
Unit no.	**Unit reference number**	**B – Optional units**	**Credit**	**Level**	**GLH**
5	T/503/9459	Contributing to Setting Out Basic Masonry Structures in the Workplace	16	1	53
6	K/503/9460	Jointing Brick and Block Structures in the Workplace	14	1	47

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF)?

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

To achieve this qualification, learners must complete 73 credits. Learners must complete all five mandatory units from Group A and a minimum of 14 credits from Group B.

Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) (QCF)					
Unit no.	**Unit reference number**	**A - Mandatory units**	**Credit**	**Level**	**GLH**
3	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
4	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
7	A/503/9463	Erecting Masonry Structures in the Workplace	27	2	90
8	Y/503/9471	Setting Out Masonry Structures in the Workplace	22	2	73
9	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
Unit no.	**Unit reference number**	**B – Optional units**	**Credit**	**Level**	**GLH**
10	T/503/9476	Erecting Masonry Cladding in the Workplace	24	2	80
11	H/503/9490	Erecting Thin Joint Masonry Structures in the Workplace	23	2	77
12	H/503/9506	Placing and Finishing Non-Specialist Concrete in the Workplace	21	2	70
13	K/503/9538	Maintaining Slate and Tile Roofing in the Workplace	14	2	47
14	L/503/9550	Repairing and Maintaining Masonry Structures in the Workplace	22	3	73
15	R/600/7693	Producing Internal Solid Plastering Finishes in the Workplace	22	2	73
16	D/600/7695	Producing External Solid Render Finishes in the Workplace	22	2	73

Unit no.	Unit reference number		Credit	Level	GLH
17	A/503/9544	Installing Drainage in the Workplace	19	2	63

How are the qualifications graded and assessed?

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

To pass a unit a learner must:

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

The qualifications are designed to be assessed:

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

Assessment requirements/strategy

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

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

Learners may provide evidence of occupational competence from:

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

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

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel Online.

Approvals agreement

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

Quality assurance

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

What resources are required?

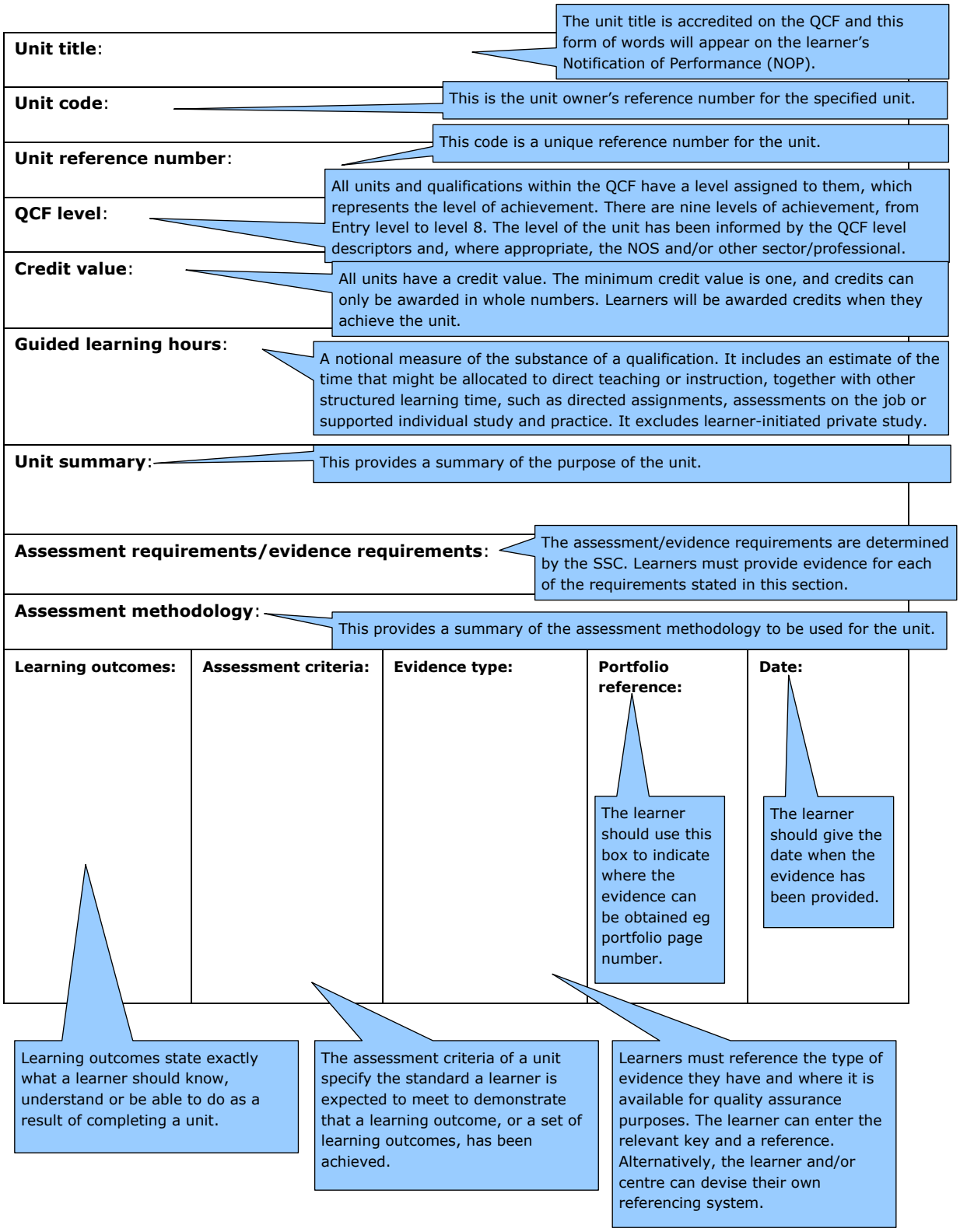
Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the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

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

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

Unit format

Each unit in this specification contains the following sections.



Units

Unit 1: Preparing and Mixing Concrete and Mortars in the Workplace

Unit reference number: K/503/9457

QCF level: 1

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and mixing concrete and mortars in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to comply with relevant legislation and official guidance when preparing and mixing concrete and mortars	1.1 Describe the different types of relevant information used with the method/procedure to prepare and mix concrete and mortars 1.2 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 1.3 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 1.4 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain safe and healthy working practices when preparing and mixing concrete and mortars	2.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when preparing and mixing concrete and mortars 2.2 Comply with information relating to specific risks to health when preparing and mixing concrete and mortars 2.3 State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing and mixing concrete and mortars, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 2.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 2.5 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
3 Select the required quantity and quality of resources for the methods of work to prepare and mix concrete and mortars	3.1 Select resources associated with own work in relation to materials, components, tools and equipment 3.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – aggregate, sand, lime, cement, water, additives – hand tools and mixing plant and equipment 3.3 State how the resources should be used correctly 3.4 State how any problems associated with the resources are reported 3.5 Outline any potential hazards associated with the resources and methods of work 3.6 Describe how to calculate quantity, volume and wastage associated with the method/procedure to prepare and mix concrete and mortars			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Minimise the risk of damage to the work and surrounding area when preparing and mixing concrete and mortars	4.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 4.2 Minimise damage and maintain a clean work space. 4.3 Dispose of waste in accordance with current legislation 4.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.5 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			
5 Complete the work within the allocated time when preparing and mixing concrete and mortars	5.1 Demonstrate completion of the work within the allocated time 5.2 State the purpose of the work programme 5.3 State why deadlines should be kept in relation to agreed start and finish times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Comply with the given contract information to prepare and mix concrete and mortars to the required specification	6.1 Demonstrate the following work skills when preparing and mixing concrete and mortars : – gauging and mixing 6.2 Gauge and mix mortars and/or concrete to given working instructions 6.3 Safely use materials, hand tools, mixing plant and equipment and ancillary equipment 6.4 Safely store the materials, tools and equipment used when preparing and mixing concrete and mortars 6.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – gauge and mix concrete and mortars by hand and mixer – carry out pre-use checks on mechanical mixers – use hand tools, mixing plant and equipment – work with plant and machinery 6.6 State the needs of other occupations and how to effectively communicate within a team when preparing and mixing concrete and mortars 6.7 Describe how to maintain the tools and equipment used when preparing and mixing concrete and mortars			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 2: Laying Bricks and Blocks to Line in the Workplace

Unit reference number: M/503/9458

QCF level: 1

Credit value: 18

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in laying bricks and blocks to line in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to comply with relevant legislation and official guidance when laying bricks and blocks to line	1.1 Describe the different types of relevant information used with the method/procedure to lay bricks and blocks to line 1.2 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 1.3 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 1.4 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain safe and healthy working practices when laying bricks and blocks to line	2.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when laying bricks and blocks to line 2.2 Comply with information relating to specific risks to health when laying bricks and blocks to line 2.3 State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to laying bricks and blocks to line, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 2.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 2.5 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
3 Select the required quantity and quality of resources for the methods of work to lay bricks and blocks to line	3.1 Select resources associated with own work in relation to materials, components, tools and equipment 3.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – bricks, blocks, mortar, thin joint mixes, wall ties, DPC/DPM, cavity insulation – hand tools and equipment 3.3 State how the resources should be used correctly 3.4 State how any problems associated with the resources are reported 3.5 Outline any potential hazards associated with the resources and methods of work 3.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay bricks and blocks to line			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Minimise the risk of damage to the work and surrounding area when laying bricks and blocks to line	4.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 4.2 Minimise damage and maintain a clean work space 4.3 Dispose of waste in accordance with current legislation 4.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.5 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			
5 Complete the work within the allocated time when laying bricks and blocks to line	5.1 Demonstrate completion of the work within the allocated time 5.2 State the purpose of the work programme 5.3 State why deadlines should be kept in relation to agreed start and finish times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Comply with the given contract information to lay bricks and blocks to line to the required specification	6.1 Demonstrate the following work skills when laying bricks and blocks to line: – measuring, marking out and laying 6.2 Lay to given working instructions (to line only and joint finished as required): – brickwork – traditional and/or thin bed blocks 6.3 Safely use materials, hand tools and equipment 6.4 Safely store the materials, tools and equipment used when laying bricks and blocks to line 6.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – lay to line common and facing bricks, traditional and thin joint blocks – lay damp-proof courses and membranes (tanking, gasproof membranes) – form a joint finish – use hand tools and equipment – work with plant and machinery – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.6 State the needs of other occupations and how to effectively communicate within a team when laying bricks and blocks to line 6.7 Describe how to maintain the hand tools and ancillary equipment used when laying bricks and blocks to line			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 3: Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

QCF level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Comply with 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback 3.7 State the appropriate types of fire extinguishers relevant to the work 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare 4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace 4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with and support all organisational security arrangements and approved procedures	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

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

Unit reference number: F/503/1171

QCF level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making the reports 2.4 State the appropriate types of fire extinguishers relevant to the work 2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when moving, handling and/or storing resources	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources 3.2 Use lifting aids safely as appropriate to the work 3.3 Protect the environment in accordance with safe working practices as appropriate to the work 3.4 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	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: – lifting and handling aids – container(s) – fixing, holding and securing systems 4.3 Describe how the resources should be handled and how any problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Dispose of waste and packaging in accordance with legislation 5.3 Maintain a clean work space when moving, handling or storing resources 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried 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: – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given 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: – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques 7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources 7.4 Describe the needs of other occupations when moving, handling and/or storing resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 5: Contributing to Setting Out Basic Masonry Structures in the Workplace

Unit reference number: T/503/9459

QCF level: 1

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in contributing to setting out basic masonry structures in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- determine dimensions
- construct and position profiles
- position ranging lines
- transfer levels.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to comply with relevant legislation and official guidance when contributing to setting out basic masonry structures	1.1 Describe the different types of relevant information used with the method/procedure to contribute to setting out basic masonry structures 1.2 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 1.3 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 1.4 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain safe and healthy working practices when contributing to setting out basic masonry structures	2.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when contributing to setting out basic masonry structures 2.2 Comply with information relating to specific risks to health when contributing to setting out basic masonry structures 2.3 State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to contributing to setting out basic masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 2.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 2.5 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
3 Select the required quantity and quality of resources for the methods of work to contribute to setting out basic masonry structures	3.1 Select resources associated with own work in relation to materials, components, fixings, tools and setting out equipment 3.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber for profiles and fixings – hand and setting out equipment 3.3 State how the resources should be used correctly 3.4 State how any problems associated with the resources are reported 3.5 Outline any potential hazards associated with the resources and methods of work 3.6 Describe how to calculate quantity, length and area associated with the method/procedure to contribute to setting out basic masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Minimise the risk of damage to the work and surrounding area when contributing to setting out basic masonry structures	4.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 4.2 Minimise damage and maintain a clean work space 4.3 Dispose of waste in accordance with current legislation 4.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.5 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			
5 Complete the work within the allocated time when contributing to setting out basic masonry structures	5.1 Demonstrate completion of the work within the allocated time 5.2 State the purpose of the work programme 5.3 State why deadlines should be kept in relation to agreed start and finish times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Comply with the given contract information to contribute to setting out basic masonry structures to the required specification	6.1 Demonstrate the following work skills when contributing to setting out basic masonry structures: – measuring, marking out, levelling, positioning and securing 6.2 Assist in setting out basic building structures to given working instructions by carrying out two of the following: – determine dimensions – construct and position profiles – position ranging lines – transfer levels 6.3 Safely use materials, hand tools and ancillary equipment 6.4 Safely store the materials, tools and equipment used when contributing to setting out basic masonry structures 6.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assist with setting out basic building structures – construct and position profiles – position ranging lines – transfer levels – use hand tools and setting out equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.6 State the needs of other occupations and how to effectively communicate within a team when contributing to setting out basic masonry structures 6.7 Describe how to maintain the tools and equipment used when contributing to setting out basic masonry structures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 6: Jointing Brick and Block Structures in the Workplace

Unit reference number: K/503/9460

QCF level: 1

Credit value: 14

Guided learning hours: 47

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They 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:

- new brickwork
- new blockwork
- existing brickwork
- existing blockwork.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to comply with relevant legislation and official guidance when jointing brick and block structures	1.1 Describe the different types of relevant information used with the method/procedure to joint brick and block structures 1.2 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 1.3 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 1.4 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain safe and healthy working practices when jointing brick and block structures	2.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when jointing brick and block structures 2.2 Comply with information relating to specific risks to health when jointing brick and block structures 2.3 State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to jointing brick and block structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 2.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 2.5 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
3 Select the required quantity and quality of resources for the methods of work to joint brick and block structures	3.1 Select resources associated with own work in relation to materials, tools and equipment 3.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – jointing/pointing mixes, sand, cement, lime mortars and additives – hand tools and equipment 3.3 State how the resources should be used correctly 3.4 State how any problems associated with the resources are reported 3.5 Outline any potential hazards associated with the resources and methods of work 3.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to joint brick and block structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Minimise the risk of damage to the work and surrounding area when contributing to joint brick and block structures	4.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 4.2 Minimise damage and maintain a clean work space 4.3 Dispose of waste in accordance with current legislation 4.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.5 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			
5 Complete the work within the allocated time when jointing brick and block structures	5.1 Demonstrate completion of the work within the allocated time 5.2 State the purpose of the work programme 5.3 State why deadlines should be kept in relation to agreed start and finish times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Comply with the given contract information to joint brick and block structures to the required specification	6.1 Demonstrate the following work skills when jointing brick and block structures: – measuring, marking out, raking out, mixing and jointing 6.2 Joint and point masonry structures to given working instructions, for one of the following: – new brickwork or blockwork – existing brickwork or blockwork 6.3 Safely use materials, hand tools and equipment 6.4 Safely store the materials, tools and equipment used when jointing brick and block structures 6.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – form jointed finishes in new masonry work – rake out and form pointed finishes in existing masonry work – mix jointing/pointing material – use hand tools and equipment – work with plant and machinery – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.6 State the needs of other occupations and how to effectively communicate within a team when jointing brick and block structures 6.7 Describe how to maintain the hand tools and ancillary equipment used when jointing brick and block structures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 7: Erecting Masonry Structures in the Workplace

Unit reference number: A/503/9463

QCF level: 2

Credit value: 27

Guided learning hours: 90

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They 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:

- brick and blockwork
- local material.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting masonry structures	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: – drawings, specifications, risk assessments, method statements, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when erecting masonry structures	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 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 erecting masonry structures	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 erecting masonry structures 3.2 Comply with information relating to specific risks to health when erecting masonry structures 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect masonry 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: – bricks, blocks, mortars, frames, insulation, damp-proof barriers, lintels, fixings, ties – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect masonry structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting masonry structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting masonry structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect masonry structures to the required specification	7.1 Demonstrate the following work skills when erecting masonry structures: – measuring, marking out, laying, positioning and securing 7.2 Erect masonry in brick and block and/or local materials to given working instructions for the following: – cavity wall structures – blockwork structures – solid wall structures – door and window openings – joint finishes 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when erecting masonry structures			

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: – erect cavity walling and solid walling using brick and block and local materials – erect walling of the local style – lay blocks (traditional and thin joint) – determine brick and block bonds – form joint finishes – form openings for doors and windows – prop and support structures – complete and remove temporary works 7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – position insulation materials – position damp-proof barriers, cavity trays and weep holes – position wall ties – mix mortar – use hand tools, power tools and equipment – work with plant and machinery – work at height – use access equipment			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Setting Out Masonry Structures in the Workplace

Unit reference number: Y/503/9471

QCF level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They 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:

- brick
- block
- local material.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when setting out masonry structures	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: – drawings, specifications, risk assessments, method statements, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when setting out masonry structures	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 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 setting out masonry structures	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when setting out masonry structures 3.2 Comply with information relating to specific risks to health when setting out masonry structures 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to set out masonry structures	4.1 Select resources associated with own work in relation to hand tools, materials, components and fixings, and setting out equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – levels, lines, profiles, tape measures, pegs, squares and fixings – hand tools and setting out equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate distances, length, levels and diagonals, quantity and area associated with the method/procedure to set out masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when setting out masonry structures	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when setting out masonry structures	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to set out masonry structures to the required specification	7.1 Demonstrate the following work skills when setting out masonry structures: – measuring, marking out, levelling, plumbing, positioning and securing 7.2 Set out regular shaped structures to given working instructions in one of the following: – brick – block – local materials 7.3 Safely use materials, hand tools and setting out equipment 7.4 Safely store the materials, tools and equipment used when setting out masonry structures 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out brick, traditional and thin joint blocks and structures of local materials on level and sloping ground – construct corner profiles – plumb from ranging lines – transfer levels (spirit level, straight-edge, water levels and laser level) – use hand tools and setting out equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when setting out masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 Describe how to maintain the tools and equipment used when setting out masonry structures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 9: Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Communicate with others to establish productive work practices	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively 1.2 Describe the different methods of communicating with line management, colleagues and customers 1.3 Describe how to use different methods of communication to ensure that the work carried out is productive			
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: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment			

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: – job cards – worksheets – material/resource lists – time sheets 3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain good working relationships when conforming to productive working practices	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships 4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others 4.3 Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations 4.4 Describe why it is important to work effectively with line management, colleagues and customers 4.5 Describe how working relationships could have an effect on productive working 4.6 Describe how to apply principles of equality and diversity when communicating and working with others			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10: Erecting Masonry Cladding in the Workplace

Unit reference number: T/503/9476

QCF level: 2

Credit value: 24

Guided learning hours: 80

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They 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:

- brick and block
- local material.

Plus against one of the following:

- timber frame structures
- concrete structures
- steel structures
- existing structures.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting masonry cladding	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: – drawings, specifications risk assessments, method statements, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when erecting masonry cladding	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 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 erecting masonry cladding	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 erecting masonry cladding 3.2 Comply with information relating to specific risks to health when erecting masonry cladding 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting masonry cladding, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect masonry cladding	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: – bricks, blocks, mortars, frames, insulation, damp-proof barriers, lintels, fixings and ties – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect masonry cladding			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when erecting masonry 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 erecting masonry 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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect masonry cladding to the required specification	7.1 Demonstrate the following work skills when erecting masonry cladding: – measuring, marking out, laying, positioning and securing 7.2 Erect brick and block and/or local material cladding to given working instructions, including the formation of door and window openings and joint finishes, for one of the following structures: – pre-erected timber frame – pre-erected concrete – pre-erected steel – existing 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when erecting masonry cladding			

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: – erect brick, traditional and thin joint blocks cladding to pre-erected timber frame, concrete, steel and existing structures – clad structures using local materials – lay bricks, blocks (traditional and thin joint) – form joint finishes – form openings for doors and windows – prop and support structures – complete and remove temporary structures – position damp-proof barriers – mix mortar – use hand tools, power tools and equipment – work with plant and machinery – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting masonry cladding 7.7 Describe how to maintain the tools and equipment used when erecting masonry cladding			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11: Erecting Thin Joint Masonry Structures in the Workplace

Unit reference number: H/503/9490

QCF level: 2

Credit value: 23

Guided learning hours: 77

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They 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 three of the following endorsements:

- cavity wall structures
- solid wall structures
- form door and window openings
- mix jointing compounds.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting thin joint masonry structures	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: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when erecting thin joint masonry structures	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 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 erecting thin joint masonry structures	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 erecting thin joint masonry structures 3.2 Comply with information relating to specific risks to health when erecting thin joint masonry structures 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting thin joint masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect thin joint masonry structures	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: – blocks, jointing compounds, frames, insulation, damp-proof barriers, lintels, fixings, ties – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect thin joint masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when erecting thin joint masonry structures	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when erecting thin joint masonry structures	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect thin joint masonry structures to the required specification	7.1 Demonstrate the following work skills when erecting thin joint masonry structures: – measuring, marking out, cutting, preparing, laying, positioning and securing 7.2 Erect thin joint masonry block structures to given working instructions for three of the following: – cavity wall structures – solid wall structures – form door and window openings – mix jointing compounds 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when erecting thin joint masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect thin joint masonry structures to the required specification	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – erect cavity walling and solid walling using thin joint blocks – determine thin joint block bonds – level bed (course one) – form openings for doors and windows – position damp-proof barriers – position and fix ties – mix jointing compound – work with plant and machinery – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting thin joint masonry structures 7.7 Describe how to maintain the tools and equipment used when erecting thin joint masonry structures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 12: Placing and Finishing Non-Specialist Concrete in the Workplace

Unit reference number: H/503/9506

QCF level: 2

Credit value: 21

Guided learning hours: 70

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in placing and finishing non-specialist concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They 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 three of the following endorsements:

- concrete slabs/bases
- form slab edging
- position reinforcement
- form surface finish.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when placing and finishing non-specialist concrete	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: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when placing and finishing non-specialist concrete	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 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 placing and finishing non-specialist concrete	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when placing and finishing non-specialist concrete 3.2 Comply with information relating to specific risks to health when placing and finishing non-specialist concrete 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to placing and finishing non-specialist concrete, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to place and finish non-specialist concrete	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: – concrete, fabric reinforcement, timber, plywood, proprietary slab edgings and fixings – hand tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to place and finish non-specialist concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when placing and finishing non-specialist concrete	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 placing and finishing non-specialist concrete	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to place and finish non-specialist concrete to the required specification	7.1 Demonstrate the following work skills when placing and finishing non-specialist concrete: – measuring, marking out, laying, compacting, finishing, positioning and securing 7.2 Lay and finish concrete to given working instructions for three of the following: – concrete slabs/bases (footing, oversites or paths) – form slab edging – position reinforcement – form surface finish (tamped, floated, brushed and trowelled) 7.3 Safely use materials, hand tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when placing and finishing non-specialist concrete			

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: – transport, lay, compact, cure and protect concrete with tamped, floated, brushed and trowelled finishes – place fabric reinforcement – concrete mix ratios (volume and gauge boxes) – place concrete into formwork and shuttering – form slab edging – work with plant and machinery – use hand tools and ancillary equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when placing and finishing non-specialist concrete 7.7 Describe how to maintain the tools and equipment used when placing and finishing non-specialist concrete			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 13: Maintaining Slate and Tile Roofing in the Workplace

Unit reference number: K/503/9538

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to 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: – slates, tiles, battens, underlays, sand, cement, limes, vents, lead, additives, guttering, downpipes and fixings – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, 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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to maintain slate and tile roofing to the required specification	7.1 Demonstrate the following work skills when maintaining slate and tile roofing: – measuring, marking out, removing, fitting, positioning and securing 7.2 Repair specified roof areas to given working instructions for four of the following: – slate roofs (local material and style) – tiled roofs (local material and style) – flashings – roof ventilation – rainwater goods 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: – remove existing battens, underlays, slates and tiles – replace new battens and underlays – remove, replace and treat lead work/flashings (patianation oil) – re-point – position and secure roof ventilation – remove and replace guttering and downpipes – mix mortar – work with plant and machinery – use hand tools, power tools and equipment – work at height – use access equipment 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*)

Unit 14: Repairing and Maintaining Masonry Structures in the Workplace

Unit reference number: L/503/9550

QCF level: 3

Credit value: 22

Guided learning hours: 73

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge. They 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:

- brick
- block
- local style.

Plus against three of the following:

- match existing materials
- continue existing bonding
- match existing quality of structure
- form openings
- prop existing walls and floors
- form internal and external angles.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when repairing and maintaining masonry structures	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: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when repairing and maintaining masonry structures	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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 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 repairing and maintaining masonry structures	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when repairing and maintaining masonry structures 3.2 Comply with information relating to specific risks to health when repairing and maintaining masonry structures 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing and maintaining masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to repair and maintain masonry structures	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: – bricks, blocks, natural stones, mortars, sand, lime, additives, frames, insulation, damp-proof barriers, lintels, fixings and ties – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair and maintain masonry structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when repairing and maintaining masonry structures	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when repairing and maintaining masonry structures	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to repair and maintain masonry structures to the required specification	7.1 Demonstrate the following work skills when repairing and maintaining masonry structures: – measuring, marking out, removing, laying, positioning and securing 7.2 Repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following: – match existing materials – continue existing bonding – match existing quality of structure – form openings – prop existing walls and floors – form internal and external angles 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when repairing and maintaining masonry structures			

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: – repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles – form joint finishes – form openings – prop existing walls and floors – form internal and external angles – dress surfaces – form finishes – mortar mix ratios (volume, gauge boxes and colour) – work with plant and machinery – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining masonry structures 7.7 Describe how to maintain the tools and equipment used when repairing and maintaining masonry structures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 15: Producing Internal Solid Plastering Finishes in the Workplace

Unit reference number: R/600/7693

QCF level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing internal solid plastering finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing internal solid plastering finishes to be effective and reliable when confirming a learner's competence.

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

- expanded metal lath (EML) strips

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing internal solid plastering finishes	1.1 Interpret and extract information from drawings, specifications, 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: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			
2 Know how to comply with relevant legislation and official guidance when producing internal solid plastering finishes	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – 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 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 producing internal solid plastering finishes	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing internal solid plastering finishes 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to producing internal solid plastering finishes, 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 produce internal solid plastering finishes	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – undercoat and finishing plasters, sands, limes, cement and additives – beads and trims, scrim and tapes – manufactured boards and expanded metal lath (EML) – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, 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 produce internal solid plastering finishes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when producing internal solid plastering finishes	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 producing internal solid plastering finishes	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to produce internal solid plastering finishes to the required specification	7.1 Demonstrate the following work skills when: – measuring, marking out, preparing, mixing, applying and finishing 7.2 Prepare materials and apply internal plasterwork to contractor's working instructions: – one-coat work (finishing plasters) – two-coat work – internal and external angle – reveals, cills and soffits (door and/or windows) – expanded metal lath (EML) strips 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare backgrounds – install expanded metal lath (EML) – apply and finish one- and two-coat plasterwork to internal solid backgrounds, EML and manufactured board walls and ceilings – form internal and external angles, reveals and expansion joints – mix plaster – work at height – use hand tools, power tools and equipment			

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 16: Producing External Solid Render Finishes in the Workplace

Unit reference number: D/600/7695

QCF level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing external solid render finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing external solid render finishes to be effective and reliable when confirming a learner's competence.

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

- installation of expanded metal lath (EML).

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing external solid render finishes	1.1 Interpret and extract information from drawings, specifications, 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: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing external solid render finishes	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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			
		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 producing external solid render finishes	3.1	Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing external solid render finishes			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to producing external solid render finishes, 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 produce external solid render finishes	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – renders, sands, limes, cement and additives – bellcasts and beads – expanded metal lath (EML) – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, 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 produce external solid render finishes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when producing external solid render finishes	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 producing external solid render finishes	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to produce external solid render finishes to the required specification	7.1 Demonstrate the following work skills when – measuring, marking out, mixing, applying and finishing 7.2 Prepare materials and apply render to external backgrounds to contractor's working instructions for: – brick and/or block and/or concrete surfaces – bellcasts – internal and external angles – reveals – walls – installation of expanded metal lath (EML) 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare backgrounds – apply and finish multiple coat render to external walls – form internal and external angles, reveals, expansion joints and bellcasts – position and secure expanded metal lath (EML) – mix rendering – work at height – use hand tools, power tools and equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when producing external solid render finishes 7.6 Describe how to maintain the tools and equipment used when producing external solid render finishes			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 17: Installing Drainage in the Workplace

Unit reference number: A/503/9544

QCF level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- pipework
- inspection chambers
- surface water systems
- foul water systems.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing drainage	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: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing the installation and construction of drainage systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing drainage	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 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 drainage	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing drainage 3.2 Comply with information relating to specific risks to health when installing drainage 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing drainage, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install drainage	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: – pipes, fittings and ancillary components – pre-cast (metal, concrete, clay or plastic) components – bricks, blocks and sandbags – granular materials, aggregates, cement, concrete, mortars and sand – sealant materials (adhesives, compounds, solvents) – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install drainage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing drainage	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when installing drainage	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install drainage to the required specification	7.1 Demonstrate the following work skills when installing drainage: – measuring, marking out, laying, positioning, fitting, levelling, plumbing, aligning, securing and testing 7.2 Install and test new and/or replacement, foul and/or surface water drainage for two of the following to given working instructions: – pipework (e.g. clay, concrete, metal, or plastic) – inspection chambers (e.g. brick, concrete, metal or plastic) – surface water systems (e.g. cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems) – foul water systems (e.g. cess pools, septic tanks, reed beds, treatment plants) 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when installing drainage			

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: – excavate trenches and provide trench support – confirm ground conditions, site and excavations are suitable for the drainage installation work – prepare bedding for pipework – determine levels and gradients – identify the differences between surface and foul water drainage – lay, position, level, plumb, align, fit, fix and secure new and replacement drainage systems – construct structures of a drainage system (storm alleviation, culverts, inspection chambers, lateral drains, overflows, sumps, filter drains, sustainable urban drainage systems)			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assemble pre-cast components (metal, concrete, clay and plastic) of a drainage system structure (inspection chambers, street iron work) – connect and seal new systems to existing systems – conduct smoke, water, ball and close circuit television tests on drainage systems – work with plant and machinery – use hand tools, power tools and equipment – work at height and below ground level – use access equipment 7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing drainage 7.8 Describe how to maintain the tools and equipment used when installing drainage			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Further information

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

Customer Services: 0844 463 2535

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

Useful publications

Related information and publications include:

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

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website, www.edexcel.com.

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

How to obtain National Occupational Standards

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

Professional development and training

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

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

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

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

The training we provide:

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

Annexe A: Progression pathways

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

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist / professional qualification	NVQ/competence
6					We have too many qualifications to list in this space. Please refer to
5			Edexcel BTEC Level 5 HN Diploma in Construction		We have too many qualifications to list in this space. Please refer to
4			Edexcel BTEC Level 4 HN Certificate in Construction		We have too many qualifications to list in this space. Please refer to
3		Edexcel Level 3 Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma, Extended Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment	We have too many qualifications to list in this space. Please refer to

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist / professional qualification	NVQ/competence
2		Edexcel Level 2 Diploma in Construction and the Built Environment	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician)	We have too many qualifications to list in this space. Please refer to
1		Edexcel Level 1 Diploma in Construction and the Built Environment	Edexcel BTEC Level 1 Award, Certificate, Diploma in Construction (QCF)	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment	We have too many qualifications to list in this space. Please refer to
Entry			Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

Edexcel quality-assurance processes will involve:

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

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

Annexe C: Registration and certification

Registration

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

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

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

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

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

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

Certification

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

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

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

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

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

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

Annexe D: Assessment strategy

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

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For more information on Edexcel and BTEC qualifications please visit our website: www.edexcel.com

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