Pearson Edexcel Level 2 Diploma in Trowel Occupations (Construction)

Specification

Competence-based qualification

First registration October 2020

Pearson

About Pearson

We are the world's learning company operating in 70 countries around the world with more than 22,500 employees. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

References to third-party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

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Contents

1 Introducing the qualification

What are Pearson competence-based qualifications?

Pearson competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Learners will develop the knowledge, skills and behaviours to become competent in the area of work or job role. The requirements to be competent are set by occupational standards for the appropriate sector. Pearson has worked closely with the appropriate professional body in the development of this qualification. The qualifications are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

Qualification purpose

The Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) is for learners who are working in the role of bricklayer. This qualification is nationally recognised and is based on the ConstructionSkills National Occupational Standards (NOS).

The Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) is suitable for learners to:

- develop and demonstrate competence in building and construction
- develop the fundamental technical skills and underpinning knowledge and understanding required to become competent in the role of bricklayer. For details of the units included in this qualification, please see *Section 3 Qualification structure*
- gain recognition for existing skills and knowledge
- develop appropriate professional attitudes and behaviours that will support personal success in their job role and the long-term success of their organisation
- develop a range of interpersonal and intrapersonal skills to support progression to, and success in, further study and career advancement
- achieve a nationally-recognised Level 2 qualification
- achieve a CSCS (Construction Skills Certification Scheme) card to confirm competence and allow progression to employment.

Industry support and recognition

The Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction) was developed was developed by the CITB National Working Group, who have specialist practitioner knowledge of the competency areas covered and have experience of delivering content in terms of learning and teaching, assessment and developing practical competence. The following organisations were represented on the CITB National Working Group:

- Caxton Builders
- Lee Marley Brickwork
- MOD Royal School of Military Engineering
- Mid-Kent College Training Services
- Bridgend College
- Guild of Bricklayers.

Funding

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.

The apprenticeship funding rules can be found at www.gov.uk.

For further information on the requirements for delivery and assessment of the Apprenticeship Standards, please refer to the apprenticeship funding rules for employers at:
https://www.gov.uk/guidance/apprenticeship-funding-rules-for-employers.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Trowel Occupations (Construction)
Qualification Number (QN)	603/6466/X
Regulation start date	27/08/2020
Operational start date	01/10/2020
Approved age ranges	16–18 19+
Total Qualification Time (TQT)	670 hours.
Guided Learning Hours (GLH)	394.
Assessment	Internal assessment (portfolio of evidence).
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. Centres must follow the information in our document, *A guide to recruiting learners onto Pearson qualifications* and *Section 6 Access to qualifications*.
Pathways	This qualification includes the following pathways: • Bricklaying • Heritage Brickwork.

3 Qualification structure

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

GLH now includes assessment time and may differ from the values presented for the same units in older qualifications.

Pathway 1: Bricklaying

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
Number of mandatory units that must be achieved	5
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
4	Erecting masonry structures in the workplace	2	160
5	Setting out to form masonry structures in the workplace	2	123

Unit number	Optional units	Level	Guided learning hours
6	Erecting masonry cladding in the workplace	2	120
7	Erect thin joint masonry structures in the workplace	2	127
8	Repairing and maintaining masonry structures in the workplace	3	143
9	Placing and compacting concrete in the workplace	2	47
10	Installing drainage in the workplace	2	110
11	Installing and forming specialist masonry elements in the workplace	3	150

Pathway 2: Heritage Brickwork

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	8
Number of mandatory units that must be achieved	7
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
4	Erecting masonry structures in the workplace	2	160
5	Setting out to form masonry structures in the workplace	2	123
12	Conserving or restoring stonemasonry, brickwork or earthen structures in the workplace	3	100
13	Preparing and mixing lime mortars in the workplace	3	50

Unit number	Optional units	Level	Guided learning hours
6	Erecting masonry cladding in the workplace	2	120
7	Erect thin joint masonry structures in the workplace	2	127
8	Repairing and maintaining masonry structures in the workplace	3	143
10	Installing drainage in the workplace	2	110
14	Producing internal solid plastering finishes in the workplace	2	87
15	Applying solid render to background surfaces and producing finishes in the workplace	2	105

4 Unit endorsements for Level 2 NVQ Diploma in Trowel Occupations (Construction)

The following endorsements are the industry-approved range of job activities, contexts, machinery or tools that the assessment evidence must cover, where specified for particular units:

Unit	Endorsement
Unit 4: Erecting masonry structures in the workplace	One of the following: • Brick and block • Local material.
Unit 5: Setting out to form masonry structures in the workplace	Four of the following: • Straight (180 degrees) • Right angles (90 degrees) • Obtuse angles (between 90 and 180 degrees including batters) • Acute angles (between 0 and 90 degrees) • Curves on plan • Curves in elevation • Openings.
Unit 6: Erecting masonry cladding in the workplace	One of the following: • Brick and block • Local material Plus one of the following structures: • Pre-erected timber frame • Pre-erected concrete • Pre-erected steel • Existing masonry.
Unit 7: Erect thin joint masonry structures in the workplace	Three of the following: • Cavity wall structure • Solid wall structures • Form openings • Mix jointing compounds.

Unit	Endorsement
Unit 8: Repairing and maintaining masonry structures in the workplace	One of the following: • Brick • Block • Local material. Plus 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.
Unit 9: Placing and compacting concrete in the workplace	Three of the following: • Chute • Elephant's trunk • Skip • Pump • Mono-rail • Manual.
Unit 10: Installing drainage in the workplace	One of the following: • Inspection chambers • Surface water systems • Foul water systems.
Unit 11: Installing and forming specialist masonry elements in the workplace	Install fire barriers and/or fire breaks and support angles And/or Form fire barriers and/or fire breaks and support angles Plus at least two of the following: • Brick soffit systems • Channel systems • Wind posts • Vapour and/or moisture barriers • Wall starter kits.

Unit	Endorsement
Unit 12:	One of the following: • Brickwork and/or • Stone and/or • Earth.

5 Assessment requirements

The units in this qualification are all internally assessed.

Assessment strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment requirements and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by the Construction Industry Training Board (CITB).

Language of assessment

Learners must use English only during the assessment of this qualification.

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

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy,* available on our website.

Internal assessment

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

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must:

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

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

Presenting evidence

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

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

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

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

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

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learners' knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 9 Units*.

Assessor requirements

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. The requirements for assessor qualifications and experience are stated in the assessment strategy in *Annexe A*.
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment. The requirements of internal verifiers (IVs) are stated in the assessment strategy in *Annexe A*.

6 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered Pearson competence-based qualifications need to apply for, and be granted, centre recognition and approval to offer individual qualifications.

Existing Pearson centres seeking approval to offer Pearson competence-based qualifications, will be required to submit supplementary evidence for approval, aligned with the associated Standards and/or assessment requirements.

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

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

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

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

- appropriate physical resources as outlined in the Assessment Strategy in *Annexe A* (for example a workplace in line with industry standards or a Realistic Working Environment (RWE), where permitted)
- centres must meet any specific human resource requirements outlined in the Assessment Strategy in *Annexe A*
- staff assessing learners and internally verifying programmes must meet the occupational competence requirements in the Assessment Strategy
- systems to ensure continuing professional development (CPD) for staff delivering, assessing and internally verifying the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

7 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair every learner.

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustable and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units.*

8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a Pearson competence-based qualification alongside other qualifications related to a similar Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs and competence-based qualifications.*

10 Units

This section of the specification contains the unit(s) that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 14 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. The unit assessment requirements must also be met by the evidence that is provided by the learner.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Conforming to general health, safety and welfare in the workplace

Level: 1

Unit type: Mandatory for Pathway 1 and Pathway 2

Guided learning hours: 17

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.			
		1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
		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.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 2: Conforming to productive working practices in the workplace

Level: 2

Unit type: Mandatory for Pathway 1 and Pathway 2

Guided learning hours: 20

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.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.			
		2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.			
		2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: • 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.			
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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 3: Moving, handling and storing resources in the workplace

Level: 2

Unit type: Mandatory for Pathway 1 and Pathway 2

Guided learning hours: 27

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
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 safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when 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 4: Erecting masonry structures in the workplace

Level: 2

Unit type: Mandatory for Pathway 1 and Pathway 2

Guided learning hours: 160

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.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting masonry structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, current legislation, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations governing buildings associated with erecting masonry structures.			

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 potential accidents, health hazards and the environment, whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting masonry structures.			
		3.2	Demonstrate compliance with given information and relevant legislation when erecting masonry structures in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention 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).			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to 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, cloak systems, cills, copings and cappings, lintels, fixings, ties • hand and power tools, and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage of materials associated with the method and 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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when erecting masonry structures.	6.1	Demonstrate completion of the work within the estimated allocated time.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme.			
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, plumb, levelling and securing.			
		7.2	Use and maintain hand and power tools, and equipment.			
		7.3	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 • form door and window openings • joint finishes • cills, capping and copings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	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 material • erect walling of local style • lay blocks (traditional and thin joint) • determine brick and block bonds • form and maintain the integrity of cavities • install lintels • install movement joints • install wind posts • cut bricks, blocks and local materials • form joint finishes, including mechanical pointing systems • form openings • position, level, plumb, fix and integrate brick soffit systems • position and fix cills, copings and cappings • install masonry support angles			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• prop and support structures • complete and remove temporary works • position, bond and tape insulation materials • position, fix and bed damp-proof barriers, cloak systems and cavity trays • form and install weep holes and vents • install and maintain the integrity of fire barriers and breaks • position and secure wall ties including spacing, particularly around openings and movement joints • mix mortar • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools, and equipment • work at height • use access equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when erecting masonry structures.			
		7.6	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 5: Setting out to form masonry structures in the workplace

Level: 2

Unit type: Mandatory for Pathway 1 and Pathway 2

Guided learning hours: 123

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when setting out to form masonry structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, current legislation, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations governing buildings associated with setting out to form masonry structures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when setting out to form masonry structures.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 to form masonry structures.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when setting out to form masonry structures.			
		3.2	Demonstrate compliance with given information and relevant legislation when setting out to form masonry structures in relation to of the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to setting out to form 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).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to set out to form 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: • levels, lines, trammels, templates, profiles, tape measures, pegs, squares and fixings • hand and power tools, and setting out equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate distances, quantity, length, levels and diagonals, area and wastage of materials associated with the method and procedure to set out to form 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 to form masonry structures.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when setting out to form masonry structures.	6.1	Demonstrate completion of the work within the estimated allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme.			
7	Comply with the given contract information to set out to form masonry structures to the required specification.	7.1	Demonstrate the following work skills when setting out to form masonry structures: • measuring, marking out, levelling, plumb, positioning, transferring, transposing, fixing and securing.			
		7.2	Use and maintain hand and power tools and setting out equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Determine dimensions and positions using line, level, depth, area, height and angle to given working instructions to establish at least four of the following lines: • straight (180 degrees) • right angles (90 degrees) • obtuse angles (between 90 and 180 degrees including batters) • acute angles (between 0 and 90 degrees) • curves on plan • curves in elevation • openings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • measure and set out to form masonry structures on level and sloping ground • identify and mark datum points • make trammels, templates and profiles • mark straight lines, right angles, obtuse angles, acute angles, curves on plan, curves in elevation and openings • set out using trammels, templates and profiles • plumb from ranging lines • transfer lines and levels (spirit level, straight-edge and laser level) • determine convex and concave curves using pegs and line • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• use hand and power tools, and setting out equipment • work at height • use access equipment.			
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when setting out to form masonry structures.			
		7.6	Describe how to maintain the tools and equipment used when setting out to form masonry structures.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Erecting masonry cladding in the workplace

Level: 2

Unit type: Optional for Pathway 1 and Pathway 2

Guided learning hours: 120

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.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting masonry cladding.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, current legislation, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations associated with erecting masonry cladding.			

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, health hazards and the environment, whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe and healthy working practices when erecting masonry cladding.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting masonry cladding.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	Demonstrate compliance with given information and relevant legislation when erecting masonry cladding in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to erect masonry cladding.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • bricks, blocks, mortars, frames, insulation, damp-proof barriers, brick slips, cloak systems, cavity closers, fire breaks, lintels, fixings and ties • hand and power tools, and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage of materials associated with the method and procedure to erect masonry cladding.			
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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting masonry cladding.	6.1	Demonstrate completion of the work within the estimated allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme.			
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, levelling, plumb, fitting, fixing and securing.			
		7.2	Use and maintain hand and power tools and equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Erect brick and block and/or local material cladding to given working instructions, including the formation of openings and joint finishes, for at least one of the following structures: • pre-erected timber frame • pre-erected concrete • pre-erected steel • existing masonry structure.			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • erect brick, block and thin joint block cladding to pre-erected timber frame, concrete, steel and existing structures • clad structures using local materials • install brick slips • position and secure wall ties including spacing, particularly around openings and movement joints • form and maintain the integrity of cavities • install and maintain the integrity of fire barriers and breaks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• form joint finishes • form openings • position, level, plumb, fix and integrate brick soffit systems • install masonry support angles • prop and support structures • remove temporary structures • position, fix and bed damp-proof barriers, cloak systems and cavity trays • form and install weep holes and vents • position, bond and tape insulation materials • install wind posts • mix mortar • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• use hand and power tools, and equipment • work at height • use access equipment.			
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when erecting masonry cladding.			
		7.6	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 7: Erect thin joint masonry structures in the workplace

Level: 2

Unit type: Optional for Pathway 1 and Pathway 2

Guided learning hours: 127

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.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting thin joint masonry structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, current legislation, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations associated with erecting thin joint masonry structures.			

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, health hazards and the environment, whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting thin joint masonry structures.			
		3.2	Demonstrate compliance with given information and relevant legislation when erecting thin joint masonry structures in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention 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).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to erect thin joint 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: • blocks, jointing compounds, frames, insulation, damp-proof barriers, cloak systems, lintels, fixings, ties • hand and power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage of materials associated with the method and procedure to erect thin joint masonry structures.			
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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting thin joint masonry structures.	6.1	Demonstrate completion of the work within the estimated allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme.			
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	Use and maintain hand and power tools, and equipment.			
		7.3	Erecting thin joint masonry structures to given working instructions for at least three of the following: • cavity wall structures • solid wall structures • form openings • mix jointing compounds.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	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 • thin joint block bonds • level bed (course one) • check plumb • form and maintain the integrity of cavities • form openings • position, level, plumb, fix and integrate, brick soffit systems • install masonry support angles • position, fix and bed, damp-proof barriers, cloak systems and cavity trays • position and secure wall ties including spacing, particularly around openings • form and install movement joints • install and maintain the integrity of fire barriers and breaks • form and install weep holes and vents			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• position, bond and tape insulation materials • install wind posts • mix jointing compound • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools, and equipment • work at height • use access equipment.			
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when erecting thin joint masonry structures.			
		7.6	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 8: Repairing and maintaining masonry structures in the workplace

Level: 3

Unit type: Optional for Pathway 1 and Pathway 2

Guided learning hours: 143

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.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing and maintaining masonry structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, current legislation, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations governing buildings associated with the repair and maintenance of masonry structures.			

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, health hazards and the environment, whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe and healthy working practices when repairing and maintaining masonry structures.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing and maintaining masonry structures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	Demonstrate compliance with given information and relevant legislation when repairing and maintaining masonry structures in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to repairing and maintaining 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to repair and maintain 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, natural stones, mortars, sand, lime, additives, frames, insulation, damp-proof barriers, cloak systems, lintels and ties • fittings and fixings • hand and power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage of materials associated with the method and procedure to repair and maintain masonry structures.			
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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when repairing and maintaining masonry structures.	6.1	Demonstrate completion of the work within the estimated allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme.			
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: • measure, mark out, cut, remove, lay, position and secure.			
		7.2	Use and maintain hand and power tools, and equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Prepare, repair and maintain existing brick and/or block masonry and/or local material structures to given working instructions for at least 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • prepare, repair and maintain existing masonry structures in bricks, blocks and thin joint blocks or local materials and styles • identify materials and components and restore structures to original state • form joint finishes • form openings • prop existing walls and floors • form and maintain the integrity of cavities • position, fix and bed damp-proof barriers cloak systems and cavity trays • form and install weep holes and vents • form internal and external angles • position, bond and tape insulation materials • install and maintain the integrity of fire barriers and breaks • dress surfaces • form finishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• mix mortars • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools, and equipment • work at height • use access equipment.			
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when repairing and maintaining masonry structures.			
		7.6	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 9: Placing and compacting concrete in the workplace

Level: 2

Unit type: Optional for Pathway 1

Guided learning hours: 47

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

Evidence for assessment criteria 7.2 must be for at least three different structures/placements.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when placing and compacting concrete.	1.1	Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, current regulations governing buildings and official guidance associated with the placement and compaction of concrete.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when placing and compacting concrete.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe and healthy working practices when placing and compacting concrete.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when placing and compacting concrete.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	Demonstrate compliance with given information and relevant legislation when placing and compacting concrete in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to placing and compacting 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to place and compact concrete.	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: • aggregates, cements, concrete, reinforcement, membranes, release agents, anti-heave materials, moulds, additives and retardants • hand tools portable power tools and equipment, slump test equipment, skips, compaction equipment, poker vibrator, tampers, floats and trowels.			
		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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to place and compact concrete.			
5	Minimise the risk of damage to the work and surrounding area when placing and compacting concrete.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when placing and compacting 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.			
7	Comply with the given contract information to place and compact concrete to the required specification.	7.1	Demonstrate the following work skills when placing and compacting concrete: • measuring, marking out, inspecting, receiving, handling, transporting, placing, spreading, levelling, vibrating, compacting, testing and protecting.			
		7.2	Use and maintain hand tools, portable power tools, plant or machinery and ancillary equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Place, lay and compact concrete to given working instructions using three of the following placement methods • chute • elephant's trunk • skip • pump • mono-rail • manually.			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • identify installation quality requirements • conform to agreed specification • confirm integrity of formwork and temporary supports • handle and transport concrete • place concrete using shuts, elephant's trunk, skip, pump, mono-rail and manually • visually assess the quality of the concrete prior to and during pouring and placement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• extract samples for testing • work with, around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • compact and finish concrete • protect concrete to assist the curing process • apply curing accelerants and aids • recognise requirements for working with concretes containing additives for waterproofing and retardants • recognise and determine when additional specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • use hand tools, portable power tools, plant, machinery and equipment • work at height • use access equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when placing and compacting concrete.			
		7.6	Describe how to maintain the tools and equipment used when placing and compacting concrete.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Installing drainage in the workplace

Level: 2

Unit type: Optional for Pathway 1 and Pathway 2

Guided learning hours: 110

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.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing drainage.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements 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, schedules, risk assessments, method statements, manufacturers' information, verbal, written and graphical instructions, permits, and current regulations and official guidance 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, health hazards and the environment whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe and healthy working practices when installing drainage.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing drainage.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	Demonstrate compliance with given information and relevant legislation when installing drainage in relation to at least two of the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to install 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 tools, power tools and ancillary equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, volume, area and wastage associated with the method and 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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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, productivity targets and time scales • how times are estimated • 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: • checking, measuring, marking out, cutting, laying, positioning, fitting, joining, levelling, plumbing, aligning, securing and testing.			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Lay bedding materials, install and test pipework(clay, concrete, metal or plastic) for new and/or replacement, foul and/or surface water drainage for at least one of the following to given working instructions: • inspection chambers (brick, concrete, metal or plastic) • surface water systems (cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems) • foul water systems (cess pools, septic tanks, reed beds, treatment plants) • surround pipe with specified materials • place backfill to trench using given work instructions for both compacted and free drainage material.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	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 • recognise the dangers of loads and structures at the edge of excavations • deal with groundwater • work around other utility services • install geotextile materials • prepare different types of bedding for pipework: sand, shingle, cementitious • determine levels and gradients • identify the differences between surface and foul water drainage • measure, mark and cut drainage materials • lay, position, level, plumb, align, fit, join, fix and secure new and replacement drainage systems • lift and transport assembled drainage systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• construct structures of a drainage system (storm alleviation, culverts, inspection chambers, lateral drains, overflows, sumps, filter drains, sustainable urban drainage systems) • 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 • prepare for conducting smoke, water, ball, air and mandrel tests on drainage systems • work, around and in close proximity to plant and machinery including lifting equipment • store and dispose of removed drainage components • follow specified hygiene procedures particularly when dealing with foul water draining systems • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• use hand tools, power tools and equipment • work at height and below ground level • use access equipment.			
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when installing drainage.			
		7.6	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*)

Unit 11: Installing and forming specialist masonry elements in the workplace

Level: 3

Unit type: Optional for Pathway 1

Guided learning hours: 150

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing and forming specialist masonry elements.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations associated with installing and forming specialist masonry support elements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing and forming specialist masonry elements.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe and healthy working practices when installing and forming specialist masonry elements.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing and forming specialist masonry elements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	Demonstrate compliance with given information and relevant legislation when installing and forming specialist masonry elements in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to install and form specialist masonry elements, 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to install and form specialist masonry elements.	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: • specialist masonry support elements • fittings and fixings • hand and power tools, and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, volume, length, width, area and wastage of materials associated with the method and procedure to install and form specialist masonry elements.			
5	Minimise the risk of damage to the work and surrounding area when installing and forming specialist masonry elements.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when installing and forming specialist masonry elements.	6.1	Demonstrate completion of the work within the estimated allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • types of productivity targets and time scales • how times are estimated • 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 and form specialist masonry elements to the required specification.	7.1	Demonstrate the following work skills when: • positioning, levelling, plumb, adjusting and fixing.			
		7.2	Use and maintain hand and power tools and equipment.			
		7.3	Install and/or form fire barriers and/or breaks and support angles plus at least two of the following specialist masonry support elements to given working instructions: • brick soffit systems • channel systems • wind posts • vapour and/or moisture barriers • wall starter kits.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • identify the types, uses and characteristics of specialist masonry support elements; brick soffit systems, support angles, fire barriers and breaks, wind posts and wall starter kits • position, level, plumb, fix and integrate brick soffit systems • install and adjust masonry support angles • install and maintain the integrity of fire barriers and breaks • form and maintain the integrity of cavities • position and secure wall ties including spacing, particularly around openings • position and fix damp-proof barriers, cloak systems and cavity trays • form and install weep holes and vents • position bond and tape insulation materials • install wind posts • use wall starter kits			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools, and equipment • work at height • use access equipment.			
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when installing and forming specialist masonry elements.			
		7.6	Describe how to maintain the tools and equipment used when installing and forming specialist masonry elements.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Conserving or restoring stonemasonry, brickwork or earthen structures in the workplace

Level: 3

Unit type: Mandatory for Pathway 2

Guided learning hours: 100

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conserving or restoring stonemasonry, brickwork or earthen structures in the workplace within the relevant sector of industry.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when conserving or restoring stonemasonry, brickwork or earthen structures.	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturers' information and method statements.			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation 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 conserving or restoring stonemasonry, brickwork or earthen structures.	2.1	Describe their responsibilities under current legislation and official guidance 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	State what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe working practices when conserving or restoring stonemasonry, brickwork or earthen structures.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving or restoring stonemasonry, brickwork or earthen structures.			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring stonemasonry, brickwork or earthen structures, and the types, purpose and limitations of each type.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
4	Select the required quantity and quality of resources for the methods of work to conserve or restore stonemasonry, brickwork or earthen structures.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: • timber, props, bricks, stone, aggregates, cements, lime, mortar (lime and cements), earth, damp-proof barriers (slate), insulation, fixings, aftercare equipment and associated ancillary items • hand and/or powered tools and equipment.			
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.			
		4.4	Outline potential hazards associated with the resources and method of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to conserve or restore stonemasonry, brickwork or earthen structures.			
5	Minimise the risk of damage to the work and surrounding area when conserving or restoring stonemasonry, brickwork or earthen structures.	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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when conserving or restoring stonemasonry, brickwork or earthen structures.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: • 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 conserve or restore stonemasonry, brickwork or earthen structures to the required specification.	7.1	Demonstrate the following work skills when conserving or restoring stonemasonry, brickwork or earthen structures: • measuring, marking out, removing, raking out, renewing, shaping, shoring, propping, strutting, plumbing, levelling, fitting, finishing, positioning and securing.			
		7.2	Prepare, conserve, repair or refurbish existing stonemasonry, brickwork or earthen structures to given working instructions, to: • replicate existing structures • stabilise existing structures • prepare mortars appropriately to the existing • joint finishes • integrate surface finishes.			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • erect and dismantle temporary support to structures • replicate existing structures to agreed specification (honest repair)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• stabilise structures • joint finish structures to agreed specification • prepare mortars to agreed specification • render surfaces • validate appropriate ways in which the work should be carried out • recognise sensitive areas • maintain heritage and archaeological integrity • maintain the principles of minimum intervention and reversible alterations • stop work at the point when conjecture begins and report findings • record work carried out (written, photographic or digital) • recognise and/or report endangered/protected flora and fauna • remove deteriorated and/or inappropriate materials • maintain existing structures • integrate existing and new constructional components or finishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• store salvageable materials and structural components • use hand tools, power tools and equipment • work at height • use access equipment.			
		7.4	Safely use and store materials, hand tools, portable power tools and ancillary equipment.			
		7.5	State the needs of other occupations and how to communicate within a team when conserving or restoring stonemasonry, brickwork or earthen structures.			
		7.6	Describe how to maintain the tools and equipment used when conserving or restoring stonemasonry, brickwork or earthen structures.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Preparing and mixing lime mortars in the workplace

Level: 3

Unit type: Mandatory for Pathway 2

Guided learning hours: 50

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

This unit is Level 3 whereas the overarching qualification is Level 2. Therefore, it is important to ensure that the evidence that learners produce for this unit matches the level of demand for Level 3.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing and mixing lime mortars.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, 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 preparing and mixing lime mortars.	2.1	Describe their responsibilities under current legislation and official guidance 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	State what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe working practices when preparing and mixing lime mortars.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing and mixing lime mortars.			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to preparing and mixing lime mortars, and the types, purpose and limitations of each type.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
4	Select the required quantity and quality of resources for the methods of work to prepare and mix lime mortars.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: • aggregates, non-hydraulic lime, hydraulic lime, putty limes, pozzolans, fibres, additives • ancillary items • hand and/or powered tools, plant, machinery and equipment.			
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.			
		4.4	Outline potential hazards associated with the resources and method of work.			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare and mix lime mortars.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing and mixing lime mortars.	5.1	Protect the work and its surrounding area from damage.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.4	Dispose of waste in accordance with legislation.			
		5.5	State why the disposal of waste should be carried out in relation to the work.			
6	Complete the work within the allocated time when preparing and mixing lime mortars.	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 prepare and mix lime mortars to the required specification.	7.1	Demonstrate the following work skills when preparing and mixing lime mortars: • measuring, sampling, grading, batching, mixing, adding, knocking up and storing.			
		7.2	Prepare at least two of the following lime mortars (coarse and fine stuff) mechanically and/or by hand to given working instructions: • hydraulic limes and non-hydraulic limes • lime mortars with additives • lime mortars with fibres (natural or synthetic).			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • source and select materials, aggregates, pozzolans, pigments, additives, fibres • apply the lime cycles • batch materials • mix lime mortars – hydraulic, non-hydraulic, putty, render (with additives and fibres) • use hand tools, power tools and equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• use plant and machinery • work at height • use access equipment.			
		7.4	Safely use and store materials, hand tools, portable power tools, plant and machinery and ancillary equipment.			
		7.5	State the needs of other occupations and how to communicate within a team when preparing and mixing lime mortars.			
		7.6	Describe how to maintain the plant/machinery, tools and equipment used when preparing and mixing lime mortars.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Producing internal solid plastering finishes in the workplace

Level: 2

Unit type: Optional for Pathway 2

Guided learning hours: 87

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.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing internal solid plastering finishes.	1.1	Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current 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 internal solid plastering finishes.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment 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 producing internal solid plastering finishes.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing internal solid plastering finishes.			
		3.2	Demonstrate compliance with given information and relevant legislation when producing internal solid plastering finishes in relation to the following: • safe use of access equipment/working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to producing internal solid plastering finishes, 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).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to produce internal solid plastering finishes.	4.1	Select resources associated with own work in relation to materials, tools and ancillary equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • backing coat and finishing plasters, sand, lime, cement and additives • beads, trims, and fibre/paper tapes • manufactured boards • hand tools, portable power tools and ancillary equipment.			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when producing internal solid plastering finishes.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.			
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 producing internal solid plastering finishes: • measuring, marking out, preparing, mixing, applying and finishing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Prepare background surfaces, mix and apply internal plasters to given working instructions to the following: • one-coat work • two-coat work • 90° internal and external angle			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• reveals, cills and soffits (door and/or windows) • walls and ceilings.			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • mix plaster • prepare backgrounds surfaces • install expanded metal lath (EML) and timber lath • apply and finish one- and two-coat plasterwork to internal solid backgrounds, EML, timber lath backgrounds, and manufactured boards to walls and ceilings • form internal and external angles, reveals and expansion joints • recognise and determine when specialist skills and knowledge are required and report accordingly • understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • use hand tools, portable power tools and ancillary equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• work at height • use access equipment/working platforms.			
		7.5	Describe the needs of other occupations and how to effectively 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 15: Applying solid render to background surfaces and producing finishes in the workplace

Level: 2

Unit type: Optional for Pathway 2

Guided learning hours: 105

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying solid render to background surfaces and producing finishes.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statement, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying solid render to background surfaces and producing finishes.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: • 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 applying solid render to background surfaces and producing finishes.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying solid render to background surfaces and producing finishes.			
		3.2	Demonstrate compliance with given information and relevant legislation when applying solid render to background surfaces and producing finishes in relation to the following: • safe use of access equipment/working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health.			
		3.3	Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to applying solid render to background surfaces and producing finishes and the types, purpose and limitations of each type, the work situation and general work environment in relation to • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to apply solid render to background surfaces and produce finishes.	4.1	Select resources associated with own work in relation to materials, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • render, sand, lime, cement and additives • bellcasts and beads, expanded metal lath (EML) • dash, rough-cast (harling, wet dash), proprietary pre-cast finish, synthetic and non-synthetic renders • reinforcement, stress patches, sealants, fixings and fittings • hand tools, portable power tools and ancillary equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply external solid render to background surfaces and produce finishes.			
5	Minimise the risk of damage to the work and surrounding area when applying solid render to background surfaces and producing finishes.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when applying solid render to background surfaces and producing finishes.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.			
7	Comply with the given contract information to apply solid render to background surfaces and produce finishes to the required specification.	7.1	Demonstrate the following work skills when applying solid render to background surfaces and producing finishes • measuring, marking out, mixing, applying and finishing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Apply base coats, reinforcing mesh and stress patches.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Prepare background surfaces, mix and apply solid render to bellcasts, internal and external angles, walls, reveals and soffits and to one of the following background surfaces to given working instructions • brick • block • concrete • rubble stone masonry • external insulation • expanded metal lath (EML).			
		7.5	Produce a plain-faced finish coat to external walls and/or external insulation plus one of the following finishes to given working instructions • dash • rough-cast (harling, wet dash) • synthetic or non-synthetic renders • proprietary pre-cast.			

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: • carry out pre-installation checks to include structural integrity, dampness, vents, services (gas, electric, water, media cables) • mix render to the required strength for background surfaces and supporting fixtures • prepare backgrounds surfaces • recognise the procedures to check flues and combustion air ventilation • understand the implications of existing guarantees and warranties • apply base coats, reinforcing mesh and stress patches • apply multiple coat renders to external walls • form internal and external angles, reveals, expansion joints and bellcasts • position, secure and apply renders to expanded metal lath (EML)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			• apply, dash, plain faced coat, rough-cast (harling, wet-dash), synthetic and non-synthetic renders, proprietary pre-cast finishes and sealants to external surfaces and external insulation including door and window reveals • complete post installation checks: compliance with specifications, resistance to water penetration, anchorage/fixing, vents, services (gas, electric, water, media cables) • recognise and determine when specialist skills and knowledge are required and report accordingly • understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • use hand tools, portable power tools and ancillary equipment • work at height • use access equipment/working platforms.			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when applying solid render to background surfaces and producing finishes.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.8	Describe how to maintain the tools and equipment used when applying solid render to background surfaces and producing finishes.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

11 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

12 Malpractice

Dealing with malpractice in assessment

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

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

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

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

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

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

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

Learner malpractice

- The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete Joint Council for Qualifications (JCQ) *Form M1* (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

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

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

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

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

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

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

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

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet: *A guide to the awarding bodies' appeals process.*

13 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) or *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

14 Glossary

Section A – General terminology used in specification

Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Competence	The minimum knowledge, skills and behaviours required to perform a job role effectively.
Endorsement	Industry-approved range of job activities, contexts, machinery or tools that the assessment evidence must cover, where specified for particular units.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.
Workplace simulation	Realistic tasks carried out in the workplace that are additional to the normal work duties for the day to produce evidence for criteria that are very challenging to meet in the natural course of work.

Section B – Terms used in knowledge and understanding criteria

Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
State	Express information in clear and precise terms.

Annexe A: Consolidated Assessment Strategy for Construction and the Built Environment

Introduction

This assessment strategy provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the 2Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

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

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

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

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

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

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

Principles

1. External quality control of assessment

1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors and verifiers.

1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.

1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQs or SVQs, including aspects informing incremental change.

1.4 The Forum will, in respect of this strategy:

- build on the good relationships with awarding organisations
- provide opportunities to identify and address particular issues of external quality control
- contribute to improving quality and consistency
- support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
- provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
- discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
- inform the continuous improvement of NOS, and awards derived from them
- identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.

1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.

1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

2. Aspects to be assessed through performance in the workplace

2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).

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

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

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

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

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

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

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

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

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

3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.

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

4. Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that assessors:

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

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

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

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

4.1.3 only assess in their acknowledged area of occupational competence

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

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

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

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

  or hold one of the following

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

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

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

4.2 Awarding organisations must ensure that **internal verifiers**:

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

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

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

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

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

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

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

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

or hold one of the following

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

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

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

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

or one of the following

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

4.3 Awarding organisations must ensure that **external verifiers:**

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

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

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

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

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

4.3.4 are prepared to participate in activities for their continued professional development.

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

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

or hold one of the following

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

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

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

Level 3:

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

or one of the following

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

Level 4:

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

4.4. Selection and appointment of assessors and verifiers

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

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

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

Appendix A

ConstructionSkills' standard evidence notes for awarding organisations

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

Standard note 1:

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

Standard note 2:

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

Standard note 3:

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

Standard note 4:

Either:

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

OR

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

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

Appendix B

Additional Information On Assessment Guidance For Awarding Organisations Relevant To Specific NVQ or SVQ Qualifications and Units

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

Additional Information on the Assessment of CITB NVQ Units only

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

Thermal Insulation NVQ and SVQ units and qualifications

- Training Providers offering Thermal Insulation NVQ and SVQ units and qualifications:
  - must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are Thermal Installation installers with at least 5 years verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
    - curriculum vitae and employer endorsement
    - references
    - possession of a relevant NVQ/SVQ, or vocationally related qualification
    - interview

    (The verification process must be recorded and available for audit)
  - will provide opportunities to identify and address particular issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

Appendix C

Guidance on the use of simulation

Introduction

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

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

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

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

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

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

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

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

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

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

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, Awarding Bodies can arrange with their centres to apply the following principles.

1 Units cannot be assessed using simulation alone – there must be some supporting work-based evidence.

2 A centre's strategy for simulation must be examined and approved by the external verifier.

3 The location and environment of simulation must be agreed with the internal verifier prior to taking place, and must be checked by the internal verifier.

4 The nature of the contingency and the physical environment must be realistic and candidates should not be given any indication as to exactly what contingencies they may come across.

5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.

6 There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.

7 All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.

8 All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer etc.) and also similar realistic facilities.

9 Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares Apprentices. The GTA model is where a number of like-minded employers come together to create a separate business entity, which sources appropriate training and delivers Apprenticeships by providing work experience across the range of engaged businesses.

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