

Level 2 NVQ Diploma in Maintenance Operations (Construction) (6562-02)

May 2013 Version 2.0



Qualification at a glance

Subject area	Maintenance Operations (Construction)
City & Guilds number	6562
Age group approved	16-18, 19+
Assessment	Portfolio of evidence
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 NVQ Diploma in Maintenance Operations (Construction)	6562-02	600/7855/8

Version and date	Change detail	Section
2.0 May 2013	Added optional units to the Rules of Combination Table	Structure



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	<p>This qualification is ideal for individuals working as maintenance operatives in domestic and commercial premises, to given specifications, repairing or renewing wood products, plumbing, wall and floor tiling, decorating, bricklaying and plastering, depending upon the units taken in the qualification.</p> <p>It provides an opportunity for them to demonstrate their competence in this area and gain a Level 2 NVQ Diploma in Maintenance Operations.</p>
What does the qualification cover?	<p>It covers a range of skills including carpentry and joinery; painting and decorating; plumbing; drainage; wall and floor tiling; plastering; roofing or trowel occupations such as bricklaying or stonemasonry, allowing individuals to work as multi skilled operatives upon completion of the qualification.</p>
Is the qualification part of a framework or initiative?	<p>This qualification forms the competence based element of the Intermediate Apprenticeship in Construction Building (Level 2), pathway 2: Maintenance Operations.</p>
What opportunities for progression are there?	<p>It allows learners to progress into employment as a maintenance operative or it provides opportunities for them to progress onto an Advanced Apprenticeship (Level 3) in other areas such as bricklaying, plastering, carpentry and joinery, wall and floor tiling and painting and decorating (there is not an advanced apprenticeship in maintenance operations).</p>

Structure

To achieve the **Level 2 NVQ Diploma in Maintenance Operations (Construction) (6562-02)**, learners must achieve a minimum of **82** credits.

- a total of **20** credits must come from the mandatory units (101, 218, 302, 608)
- a minimum of **8** credits from (215, 224, 239, 502), and
- a minimum of **54** credits from a minimum of **3** of the following groups:
 - Maintenance Carpentry and Joinery - (298, 323, 695, 696)
 - Maintenance Painting and Decorating - (204, 338, 669)
 - Maintenance Plumbing - (250)
 - Maintenance External Drainage - (721)
 - Maintenance Tiling - (669, 685, 708)
 - Maintenance Plastering - (105, 203)
 - Maintenance Roofing - (299, 686, 688, 694)
 - Maintenance Trowel Operations - (689, 691).

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
A/503/2772	302	Confirming work activities and resources for an occupational work area in the workplace	10
F/503/1171	608	Moving, handling and storing resources in the workplace	5
Optional			
R/600/8052	215	Clearing the site and handing over on completion in the workplace	12
D/600/8281	224	Erecting and dismantling access/working platforms in the workplace	8
T/503/9560	239	Establishing work area protection and safety in the workplace	10
F/600/7558	502	Providing and monitoring construction-related customer service in the workplace	8

Maintenance Carpentry and Joinery

T/503/2642	298	Maintaining non-structural carpentry work in the workplace	14
H/503/2717	323	Maintaining non-structural or structural components in the workplace	29
K/600/8056	695	Repairing, replacing and renewing gates, posts and fencing in the workplace	14
T/600/8058	696	Replacing glazing to windows and doors in the workplace	12

Maintenance Painting and Decorating

H/503/9683	204	Applying paint systems by brush and roller in the workplace	22
D/503/9696	338	Hanging standard paper wallcoverings in the workplace	26
M/600/8060	669	Preparing background surfaces for tiling or painting/decorating in the workplace	8

Maintenance Plumbing

R/600/7483	250	Installing basic plumbing in the workplace	16
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Maintenance External Drainage

A/503/9544	721	Installing drainage in the workplace	19
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Maintenance Tiling

M/600/8060	669	Preparing background surfaces for tiling or painting/decorating in the workplace	8
F/600/8063	685	Removing and renewing floor screeds in the workplace	18
L/503/2548	708	Tiling wall and floor surfaces in the workplace	13

Maintenance Plastering

H/600/7679	105	Preparing background surfaces for plasterwork in the workplace	12
A/600/7686	203	Applying finishing plaster to background surfaces in the workplace	18

Maintenance Roofing

K/503/9538	299	Maintaining slate and tile roofing in the workplace	14
D/600/7177	686	Removing and repairing eaves and verge finishings in the workplace	16
A/600/7607	688	Repairing and maintaining built up bituminous roofing in the workplace	16
Y/600/7050	694	Repairing roof sheeting and cladding systems in the workplace	20

Maintenance Trowel Operations

L/503/9550	689	Repairing and maintaining masonry structures in the workplace	22
M/503/3126	691	Repairing basic stonemasonry structures in the workplace	19



2 Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit www.cityandguilds.com/construction for further information.

Resource requirements

Centre staffing

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessors must 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
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	www.cityandguilds.com
Qualification approval form	www.cityandguilds.com/construction

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Assessment of the qualification:

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6562 logbook from the City and Guilds website.

Aspects to be assessed through performance in the workplace

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. Individual units will specify and exceptions to this position.

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 the NOS requirements
- performance evidence

A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience requirements could be met across the qualification to make the most efficient use of evidence.



5 Units

Availability of units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101

Conforming to general health, safety and welfare in the workplace

UAN:	A/503/1170
Level:	1
Credit value:	2
GLH:	7
Relationship to NOS:	This unit is linked to NOS COSVR641 Conform to general workplace health, safety and welfare.
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• current statutory requirements and official guidance• responsibilities, to self and others, relating to workplace health, safety and welfare• personal behaviour in the workplace• security in the workplace.

Learning outcome
The learner will: 1. comply with all workplace health, safety and welfare legislation requirements.
Assessment criteria
The learner can: 1.1 comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area 1.2 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements 1.3 comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment 1.4 state why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none">• 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 outcome	
The learner will:	
2.	recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
Assessment criteria	
The learner can:	
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: <ul style="list-style-type: none"> • resources • substances • asbestos • equipment • obstructions • storage • services • 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 outcome
The learner will: 3. comply with organisational policies and procedures to contribute to health, safety and welfare.
Assessment criteria
The learner can: 3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices 3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare 3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures 3.4 safely store health and safety control equipment in accordance with given instructions 3.5 dispose of waste and/or consumable items in accordance with legislation 3.6 state the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback 3.7 state the appropriate types of fire extinguishers relevant to the work 3.8 state how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

Learning outcome
The learner will: 4. work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.
Assessment criteria
The learner can: 4.1 demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare 4.2 state how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> • 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.

Learning outcome

The learner will:

5. comply with and support all organisational security arrangements and approved procedures.

Assessment criteria

The learner can:

- 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
 - resources.

Unit 101 Conforming to general health, safety and welfare in the workplace

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 105

Preparing background surfaces for plasterwork in the workplace

UAN:	H/600/7679
Level:	1
Credit value:	12
GLH:	40
Relationship to NOS:	This unit is linked to NOS COSVR62 Prepare background surfaces for plasterwork.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret instructions• adopt safe and healthy working practices• select tools and equipment• prepare backgrounds to receive solid and/or fibrous plasterwork.

Learning outcome
The learner will: 1. know how to comply with relevant legislation and official guidance when preparing background surfaces for plasterwork.
Assessment criteria
The learner can: 1.1 describe the different types of instruction used with the method/procedure to prepare background surfaces for plasterwork 1.2 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none">• in the workplace• below ground level• at height• with tools and equipment• with materials and substances• with movement/storage of materials• by manual handling• by mechanical lifting 1.3 describe the organisational security procedures for: <ul style="list-style-type: none">• tools• equipment• personal belongings

in relation to:

- site
- workplace
- company
- operative

1.4 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

2. maintain safe working practices when preparing background surfaces for plasterwork.

Assessment criteria

The learner can:

- 2.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when preparing background surfaces for plasterwork
- 2.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to preparing background surfaces for plasterwork, and the:
- types
 - purpose
 - limitations
- of each type
- 2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
- fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome
The learner will: 3. select the required quantity and quality of resources for the methods of work to prepare background surfaces for plasterwork.
Assessment criteria
The learner can: 3.1 describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • limitations • defects associated with the resources in relation to hand and/or powered tools and equipment 3.2 select resources associated with own work in relation to tools and equipment 3.3 state how the resources should be used correctly 3.4 outline potential hazards associated with the resources and method of work 3.5 describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to prepare background surfaces for plasterwork.

Learning outcome
The learner will: 4. minimise the risk of damage to the work and surrounding area when preparing background surfaces for plasterwork.
Assessment criteria
The learner can: 4.1 protect the work and its surrounding area from damage 4.2 minimise damage and maintain a clean work space 4.3 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 4.4 dispose of waste in accordance with legislation 4.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 5. complete the work within the allocated time when preparing background surfaces for plasterwork.
Assessment criteria
The learner can: 5.1 demonstrate completion of the work within the allocated time 5.2 state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times.

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

Unit 105 Preparing background surfaces for plasterwork in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated. This unit must be assessed against one of the following endorsements:

- solid
- fibrous.

Unit 203

Applying finishing plaster to background surfaces in the workplace

UAN:	A/600/7686
Level:	2
Credit value:	18
GLH:	60
Relationship to NOS:	This unit is linked to COSVR65 Apply finishing plaster to background surfaces NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials and equipment• prepare and applying finishing plaster to prepared internal backgrounds.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when applying finishing plaster to background surfaces.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when applying finishing plaster to background surfaces.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - below ground level
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when applying finishing plaster to background surfaces.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when applying finishing plaster to background surfaces 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to applying finishing plaster to background surfaces, and the: <ul style="list-style-type: none"> • types • purpose • limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to apply finishing plaster to background surfaces.
Assessment criteria
The learner can: 4.1 describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • limitations • defects associated with the resources in relation to: <ul style="list-style-type: none"> • plasters • hand tools and equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment

4.3	state how: <ul style="list-style-type: none"> • the resources should be used correctly • problems associated with the resources are reported • the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to apply finishing plaster to background surfaces.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when applying finishing plaster to background surfaces.
Assessment criteria	
The learner can:	
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: <ul style="list-style-type: none"> • general workplace activities • other occupations • 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 outcome	
The learner will:	
6.	complete the work within the allocated time when applying finishing plaster to background surfaces.
Assessment criteria	
The learner can:	
6.1	demonstrate completion of the work within the allocated time
6.2	state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times.

Learning outcome

The learner will:

7. comply with the given contract information to apply finishing plaster to background surfaces to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when applying finishing plaster to background surfaces:
 - applying and finishing
- 7.2 prepare and apply finishing plasters to prepared backgrounds to contractor's working instructions
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - apply finishing plasters to vertical and horizontal surfaces in new situations
 - mix plasters
 - prepare backgrounds
 - work at height
 - use hand tools and equipment
- 7.4 safely use and store hand tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when applying finishing plaster to background surfaces
- 7.6 describe how to maintain the tools and equipment used when applying finishing plaster to background surfaces.

Unit 203

Applying finishing plaster to background surfaces in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 204

Applying paint systems by brush and roller in the workplace

UAN:	H/503/9683
Level:	2
Credit value:	22
GLH:	73
Relationship to NOS:	This unit is linked to COSVR331 Apply paint to new surfaces by brush and roller NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret instructions• adopt safe and healthy working practices• select materials, components and equipment• work on previously prepared surfaces• apply water-borne and solvent-borne coatings, using brush and roller application techniques to new surfaces.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when applying paint systems by brush and/or roller.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• specifications• current regulations• risk assessments• method statements• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• specifications• current legislation• risk assessments• method statements• manufacturers' information.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:
 - in the workplace
 - in confined spaces
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe and healthy working practices when applying paint systems by brush and/or roller.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems by brush and/or roller
- 3.2 comply with information relating to specific risks to health when applying paint systems by brush and/or roller
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - collective protective measures
 - Personal Protective Equipment (PPE)
 - Respiratory Protective Equipment (RPE)
 - Local Exhaust Ventilation (LEV)

3.4	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.5	describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

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

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller.

Assessment criteria

The learner can:

- 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
 - 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 outcome

The learner will:

6. complete the work within the allocated time when applying paint systems by brush and/or roller.

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - types of progress charts, timetables and estimated times
 - organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome	
The learner will:	
7.	comply with the given contract information to apply paint systems by brush and/or roller to the required specification
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when applying paint systems by brush and/or roller: <ul style="list-style-type: none"> • mixing • pouring • diluting • loading • laying-on • laying-off • cutting-in
7.2	apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: <ul style="list-style-type: none"> • linear/trim/narrow-runs and broad areas by brush and/or roller
7.3	safely use: <ul style="list-style-type: none"> • materials • tools • associated equipment
7.4	safely store the: <ul style="list-style-type: none"> • materials • tools • equipment <p>used when applying paint systems by brush and/or roller</p>
7.5	describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • establish access requirements • check suitability of previously prepared surfaces • prepare and apply water-borne and solvent-borne coatings by brush and roller • prepare coatings with activators • coat broad areas, linear/trim/narrow runs • test wet and dry film thickness • identify how atmospheric conditions affect coatings and their application process • identify the working life of prepared materials • use access equipment • use brushes, rollers and associated tools and equipment
7.6	describe the needs of other occupations and how to effectively communicate within a team when applying paint systems by brush and roller

7.7 describe how to maintain:

- brushes
- rollers
- associated tools and equipment

used when applying paint systems by brush and/or roller.

Unit 204 Applying paint systems by brush and roller in the workplace

Supporting information

Guidance

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

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

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

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

- decorative finishing
- industrial painting.

Unit 215

Clearing the site and handing over on completion in the workplace

UAN:	R/600/8052
Level:	2
Credit value:	12
GLH:	40
Relationship to NOS:	This unit is linked to COSVR524 Clear site and hand over on completion NOS.
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• provide appropriate information for the client, customer or their representative.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when clearing the site and handing over on completion.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• method statements• schedules• manufacturers' information.

Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when clearing the site and handing over on completion.
Assessment criteria	
The learner can:	
2.1	describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome	
The learner will:	
3.	maintain safe working practices when clearing the site and handing over on completion.
Assessment criteria	
The learner can:	
3.1	use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when clearing the site and handing over on completion
3.2	explain why and when Personal Protective Equipment (PPE) should be used, relating to clearing the site and handing over on completion, and the types, purpose and limitations of each type
3.3	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to clear the site and hand over on completion.

Assessment criteria

The learner can:

- 4.1 describe the:
 - characteristics
 - quality
 - uses
 - limitationsdefects associated with the resources in relation to hand and powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - 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 outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when clearing the site and handing over on completion.

Assessment criteria

The learner can:

- 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
 - 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 outcome
The learner will: 6. complete the work within the allocated time when clearing the site and handing over on completion.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none">• types of progress charts, timetables and estimated times• organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to clear the site and hand over on completion to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when clearing the site and handing over on completion:
- finishing
 - positioning
 - dismantling
 - clearing
 - cleaning
 - tidying
 - securing
- 7.2 complete the task and hand the site over, in accordance with given working instructions, ensuring:
- excess materials are removed
 - the quality of the finished task matches the given specification
 - the client, customer or their representative is provided with relevant information and advice
 - the clients, customer or their representative accepts the condition of the completed task and site
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- identify required finish quality
 - remove and dispose of hazardous waste
 - identify information that will be required by the client, customer or their representative
 - remove excess materials
 - clean and clear the task and surrounding area
 - complete records as appropriate
 - 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
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when clearing the site and handing over on completion
- 7.6 describe how to maintain the tools and equipment used when clearing the site and handing over on completion.

Unit 215 Clearing the site and handing over on completion in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- own occupational area of work.

Unit 218

Conforming to productive working practices in the workplace

UAN:	J/503/1169
Level:	2
Credit value:	3
GLH:	10
Relationship to NOS:	This unit is linked to the COSVR642 Conform to productive work practices National Occupational Standard.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• communicate productively with line management, colleagues and customers• interpret information• plan and carry out productive working practices• work with others or as an individual.

Learning outcome
The learner will: 1. communicate with others to establish productive work practices.
Assessment criteria
The learner can: 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 outcome
The learner will: 2. follow organisational procedures to plan the sequence of work.
Assessment criteria
The learner can: 2.1 interpret relevant information from organisational procedures in order to plan the sequence of work 2.2 plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively 2.3 describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> • 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 outcome
The learner will: 3. maintain relevant records in accordance with the organisational procedures.
Assessment criteria
The learner can: 3.1 complete relevant documentation according to the occupation as required by the organisation 3.2 describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> • job cards • worksheets • material/resource lists • time sheets 3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.

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

Unit 218 **Conforming to productive working practices in the workplace**

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

Unit 224

Erecting and dismantling access/working platforms in the workplace

UAN:	D/600/8281
Level:	2
Credit value:	8
GLH:	27
Relationship to NOS:	This unit is linked to COSVR250 Erect and dismantle access/working platforms NOS.
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials and equipment• erect and dismantle access equipment suitable for the work operations.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• specifications• method statements• risk assessments• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• specifications• current legislation• method statements• risk assessments• manufacturers' information.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • at height • in confined areas • with tools and equipment • with movement/storage of materials • by manual handling 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to <ul style="list-style-type: none"> • site • workplace • company • operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when erecting and dismantling access/working platforms.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms 3.2 explain why, when and how Personal Protective Equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the: <ul style="list-style-type: none"> • types • purpose • limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.
Assessment criteria	
The learner can:	
4.1	describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • trestles • proprietary staging/podiums • proprietary towers • mobile scaffold towers • protection equipment and notices • tools and ancillary equipment
4.2	select resources associated with own work in relation to materials, components, tools and equipment
4.3	state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.
Assessment criteria	
The learner can:	
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: <ul style="list-style-type: none"> • general workplace activities • other occupations • 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 outcome
The learner will: 6. complete the work within the allocated time when erecting and dismantling access/working platforms.
Assessment criteria
The learner can: 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 organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to erect and dismantle access/ working platforms to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when erecting and dismantling access/working platforms:
 - moving
 - positioning/erecting
 - securing
 - checking
 - dismantling
 - removing
- 7.2 erect, dismantle and store **two** of the following access equipment to given access regulations:
 - ladders/crawler boards
 - stepladders/platform steps
 - proprietary towers
 - trestle platforms
 - mobile scaffold towers
 - proprietary staging/podiums
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - provide protection to the work area
 - establish a base for equipment
 - erect proprietary access equipment to manufacturer's instructions suitable for the work
 - erect non-proprietary access equipment suitable for the work
 - place protective screens and notices
 - check/monitor equipment during the period of use
 - dismantle and store access equipment
 - use tools and equipment
 - work at height
- 7.4 safely use and store materials, hand tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms
- 7.6 describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

Unit 224 **Erecting and dismantling access/working platforms in the workplace**

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- own occupational area of work.

Plus two or more of the following:

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

Unit 239

Establishing work area protection and safety in the workplace

UAN:	T/503/9560
Level:	2
Credit value:	10
GLH:	33
Relationship to NOS:	This unit is linked to COSVR360 Establish work area protection and safety NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare, provide for and maintain the protection and safety of the occupational area of work.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when establishing work area protection and safety.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• plans• risk assessments• method statements• specifications• schedules• site inspections• 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	<p>describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • plans • risk assessments • method statements • specifications • schedules • site inspection reports • manufacturers' information • regulations and official guidance associated with protecting work areas.
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Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when establishing work area protection and safety.
Assessment criteria	
The learner can:	
2.1	<p>describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling • by mechanical lifting
2.2	<p>describe the organisational security procedures for:</p> <ul style="list-style-type: none"> • tools • equipment • personal belongings <p>in relation to:</p> <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe and healthy working practices when establishing work area protection and safety.
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when establishing work area protection and safety 3.2 comply with information relating to specific risks to health when establishing work area protection and safety 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to establish work area protection and safety.

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.2 describe the:
 - characteristics
 - quality
 - uses
 - sustainability
 - limitations
 - defectsassociated with the resources in relation to:
 - safety and security barriers
 - protection and safety notices
 - temporary structures
 - signs and lighting
 - hand and/or powered tools and equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
 - quantity
 - length
 - areaassociated with the method/procedure to establish work area protection and safety.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when establishing work area protection and safety.
Assessment criteria
The learner can: 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: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when establishing work area protection and safety.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome	
The learner will:	
7.	comply with the given contract information to establish work area protection and safety to the required specification.
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when establishing work area protection and safety: <ul style="list-style-type: none"> • measuring, setting out, positioning, assembling, constructing, securing and dismantling
7.2	install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following: <ul style="list-style-type: none"> • protection and safety notices • safety lighting
7.3	safely use: <ul style="list-style-type: none"> • materials • hand tools • portable power tools • ancillary equipment
7.4	safely store the materials, tools and equipment used when establishing work area protection and safety
7.5	describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • plan for the protection and the safety of the work and surrounding environment • install, check and maintain the protection and safety equipment • dismantle and remove protection and safety equipment • install safety notices • install lighting systems • use hand tools, power tools and equipment • work at height • use access equipment
7.6	describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety
7.7	describe how to maintain the tools and equipment used when establishing work area protection and safety.

Unit 239 **Establishing work area protection and safety in the workplace**

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- own occupational area of work

Unit 250

Installing basic plumbing in the workplace

UAN:	R/600/7483
Level:	2
Credit value:	16
GLH:	53
Relationship to NOS:	This unit is linked to COSVR122 Install basic plumbing NOS.
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• remove and install domestic plumbing, water and waste services (from the isolation point only) to kitchens and/or bathrooms and/or bedrooms• work on new, alteration or refurbishment contracts.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when installing basic plumbing.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when installing basic plumbing.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
 - by mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when installing basic plumbing.

Assessment criteria

The learner can:

- 3.1 use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing basic plumbing
- 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to installing basic plumbing, and the:
 - types
 - purpose
 - limitationsof each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to install basic plumbing.
Assessment criteria	
The learner can:	
4.1	describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • sinks, basins, baths, WCs, bidets, shower trays • copper and plastic pipes, waste outlets, taps, valves and pumps • sealants and adhesives • associated fixings and fittings • hand and/or powered tools and ancillary equipment
4.2	select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment
4.3	state: <ul style="list-style-type: none"> • how the resources should be used correctly • how problems associated with the resources are reported • 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: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to install basic plumbing.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when installing basic plumbing.
Assessment criteria
The learner can: 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: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work 5.6 consult with client regarding protection of property and belongings.

Learning outcome
The learner will: 6. complete the work within the allocated time when installing basic plumbing.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome	
The learner will:	
7.	comply with the given contract information to install basic plumbing to the required specification.
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when installing basic plumbing: <ul style="list-style-type: none"> • measuring • marking out • fitting • finishing • positioning • securing
7.2	remove and install kitchen and/or bathroom and/or bedroom appliances (from the isolation point only) in compliance with current regulations and contractor's working instructions, relating to the following as appropriate to the installation: <ul style="list-style-type: none"> • sinks, basins, baths, WCs, bidets • taps, waste services, waste disposal, shower trays and shower valves • laundry appliances, dishwashers
7.3	describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • remove and install: <ul style="list-style-type: none"> ○ sinks ○ basins ○ baths ○ taps ○ waste services ○ WCs ○ Bidets ○ shower trays ○ shower valves ○ pumps ○ laundry appliances ○ dishwashers • carry out bending of copper pipes • use compression and capillary copper fittings • use compression, push fit and plastic weld fittings • connect hot and cold water supplies • use hand and/or power tools and ancillary equipment
7.4	safely use and store hand tools, portable power tools and ancillary equipment
7.5	state the needs of other occupations and how to communicate within a team when installing basic plumbing
7.6	state the needs of other occupations and how to communicate within a team when installing basic plumbing.

Unit 250 Installing basic plumbing in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- kitchen fitter
- bathroom fitter
- bedroom fitter.

Unit 298

Maintaining non-structural carpentry work in the workplace

UAN:	T/503/2642
Level:	2
Credit value:	14
GLH:	47
Relationship to NOS:	This unit is linked to COSVR12 Maintain non-structural carpentry work NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• repair defective timber frames, mouldings and sash cords.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when maintaining non-structural carpentry work.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• manufacturers' information 1.2 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• manufacturers' information 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented

1.4	<p>describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • regulations governing buildings.
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Learning outcome

<p>The learner will:</p> <p>2. know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work.</p>

Assessment criteria

<p>The learner can:</p> <p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/ storage of materials • by manual handling • by mechanical lifting <p>2.2 describe the organisational security procedures for:</p> <ul style="list-style-type: none"> • tools • equipment • personal belongings <p>in relation to:</p> <ul style="list-style-type: none"> • site • workplace • company • operative <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports</p> <p>2.4 state the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used.</p>

Learning outcome	
The learner will:	
3.	maintain safe working practices when maintaining non-structural carpentry work.
Assessment criteria	
The learner can:	
3.1	use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural carpentry work
3.2	explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV)
3.3	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.4	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to maintain non-structural carpentry work.

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.2 describe the:
 - characteristics
 - quality
 - uses
 - sustainability
 - limitations
 - defectsassociated with the resources in relation to:
 - timber
 - manufactured sheet material
 - prefabricated components
 - ironmongery
 - metals
 - sash cord
 - adhesives
 - sealants
 - guttering
 - downpipe
 - fixings and associated ancillary items
 - hand and/or powered tools and equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and method of work
- 4.6 describe how to calculate:
 - quantity
 - length
 - area
 - wastageassociated with the method/procedure to maintain non-structural carpentry work.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when maintaining non-structural carpentry work.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to maintaining non-structural carpentry work to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when maintaining non-structural carpentry work:
 - measuring
 - marking out
 - splicing
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 repair and/or replace **four** of the following to given working instructions:
 - frames
 - mouldings
 - doors
 - windows (including replacement glazing)
 - door and/or window ironmongery
 - verge and/or eaves
 - guttering and downpipes
 - sash cords
- 7.3 prime the repair to the work to given working instructions
- 7.4 safely use and handle materials
- 7.5 safely use hand tools, portable power tools and ancillary equipment
- 7.6 safely store the materials, tools and equipment used when maintaining non-structural carpentry work
- 7.7 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - splice and replace frames and mouldings
 - repair and replace doors and windows
 - repair and replace ironmongery
 - repair or replace guttering, downpipes
 - replace sash cords
 - replace architraves, skirting, dado rails and picture rails
 - form joints associated with repairs
 - use hand tools, power tools and equipment
 - work at height
 - use access equipment
- 7.8 describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work

- | | |
|------|---|
| 7.9 | describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work |
| 7.10 | describe how to maintain the tools and equipment used when maintaining non-structural carpentry work. |

Unit 298 **Maintaining non-structural carpentry work in the workplace**

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

Unit 299

Maintaining slate and tile roofing in the workplace

UAN:	K/503/9538
Level:	2
Credit value:	14
GLH:	47
Relationship to NOS:	This unit is linked to COSVR47 Maintain slate and tile roofing NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare and carry out repair of specified areas of slate and tiled roofs.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when maintaining slate and tile roofing.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• risk assessments• method statements• specifications• schedules• 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 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• risk assessments• method statements• specifications• schedules• manufacturers' information• regulations governing buildings.

Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing.
Assessment criteria	
The learner can:	
2.1	describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling • by mechanical lifting
2.2	describe the organisational security procedures for: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome	
The learner will:	
3.	maintain safe and healthy working practices when maintaining slate and tile roofing.
Assessment criteria	
The learner can:	
3.1	use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when maintaining slate and tile roofing
3.2	comply with information relating to specific risks to health when maintaining slate and tile roofing
3.3	explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining slate and tile roofing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV)

- | | |
|-----|---|
| 3.4 | describe how the relevant health and safety control equipment should be used in accordance with the given instructions |
| 3.5 | describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards. |

Learning outcome

The learner will:

- | | |
|----|---|
| 4. | select the required quantity and quality of resources for the methods of work to maintain slate and tile roofing. |
|----|---|

Assessment criteria

The learner can:

- | | |
|-----|---|
| 4.1 | select resources associated with own work in relation to: |
|-----|---|

- materials
- components
- fixings
- tools
- equipment

- | | |
|-----|---------------|
| 4.2 | describe the: |
|-----|---------------|

- characteristics
- quality
- uses
- sustainability
- limitations
- defects

associated with the resources in relation to:

- slates
- tiles
- battens
- underlays
- sand
- cement
- limes
- vents
- lead
- additives
- guttering
- downpipes
- fixings
- hand and/or powered tools and equipment

- | | |
|-----|---|
| 4.3 | describe how the resources should be used correctly and how problems associated with the resources are reported |
|-----|---|

4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to maintain slate and tile roofing.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when maintaining slate and tile roofing.
Assessment criteria	
The learner can:	
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: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
5.5	explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome	
The learner will:	
6.	complete the work within the allocated time when maintaining slate and tile roofing.
Assessment criteria	
The learner can:	
6.1	demonstrate completion of the work within the allocated time
6.2	describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to maintain slate and tile roofing to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when maintaining slate and tile roofing:
- measuring
 - marking out
 - removing
 - fitting
 - positioning
 - securing
- 7.2 repair specified roof areas to given working instructions for **four** of the following:
- slate roofs (local material and style)
 - tiled roofs (local material and style)
 - flashings
 - roof ventilation
 - rainwater goods
- 7.3 safely use materials, hand tools, portable power tools and ancillary equipment
- 7.4 safely store the materials, tools and equipment used when maintaining slate and tile roofing
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- remove existing battens, underlays, slates and tiles
 - replace new battens and underlays
 - remove, replace and treat lead work/flashings (patianation oil)
 - re-point
 - position and secure roof ventilation
 - remove and replace guttering and downpipes
 - mix mortar
 - work with plant and machinery
 - use hand tools, power tools and equipment
 - work at height
 - use access equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when maintaining slate and tile roofing
- 7.7 describe how to maintain the tools and equipment used when maintaining slate and tile roofing.

Unit 299 Maintaining slate and tile roofing in the workplace

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

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

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

Unit 302

Confirming work activities and resources for an occupational work area in the workplace

UAN:	A/503/2772
Level:	3
Credit value:	10
GLH:	33
Relationship to NOS:	This unit is linked to COSVR209 Confirm work activities and resources for the work NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• identify resources to carry out the work• confirm work programme/schedule for own occupational area of work being carried out.

Learning outcome
The learner will: 1. identify work activities, assess required resources and plan the sequence of work.
Assessment criteria
The learner can: 1.1 identify work activities, assess required resources and plan the sequence of work 1.2 identify work activities and formulate a plan for their own sequence of work 1.3 explain the types of work relative to the occupational area and how to identify different work activities 1.4 explain methods of assessing the resources needed from a range of available information 1.5 explain the required information and the different methods used to prepare a work programme relative to the occupational area.

Learning outcome
The learner will: 2. obtain clarification and advice where the resources required are not available.
Assessment criteria
The learner can: 2.1 seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available 2.2 explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.

Learning outcome
The learner will: 3. evaluate the work activities and the requirements of any significant external factors against the project requirements.
Assessment criteria
The learner can: 3.1 assess progress of work against project requirements, taking into account external factors relating to: <ul style="list-style-type: none"> • other occupations and /or customers • resources • weather conditions • health and safety requirements 3.2 explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> • contract conditions • contract programme • health and safety requirements of operatives 3.3 evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> • other related programmes • special working conditions • weather conditions • other occupations/people • resources • health and safety requirements.

Learning outcome
The learner will: 4. identify work activities which influence each other and make the best use of these sources available.
Assessment criteria
The learner can: 4.1 determine work activities that have an influence on each other 4.2 evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> • occupations and/or customers associated with the work • tools, plant and/or ancillary equipment • materials and components 4.3 explain different methods and sources that can identify which work activities influence each other 4.4 describe how to determine the sequence of work activities and how long each work activity will take 4.5 describe what zero and low carbon requirements are 4.6 explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.

Learning outcome
The learner will: 5. identify changed circumstances that require alterations to the work programme and justify them to decision makers.
Assessment criteria
The learner can: 5.1 evaluate project progress against the work programme to identify any changed circumstances 5.2 inform line management and/or customers on the type and extent of any required changes to the work programme 5.3 explain how to identify possible alterations to the work programme to meet changed circumstances relating to: <ul style="list-style-type: none"> • action lists • method statements • duration • schedules • occupation specific requirements 5.4 explain how to assess contractual/work effects resulting from alterations to the work programme 5.5 explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Unit 302 Confirming work activities and resources for an occupational work area in the workplace

Supporting information

Guidance

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

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

Assessors for this unit must 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.

Unit 323

Maintaining non-structural or structural components in the workplace

UAN:	H/503/2717
Level:	3
Credit value:	29
GLH:	97
Relationship to NOS:	This unit is linked to COSVR25 Maintain non-structural or structural components NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• repairing non-structural and/or structural components.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when maintaining non-structural or structural components.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• manufacturers' information• regulations governing buildings.

Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when maintaining non-structural or structural components.
Assessment criteria	
The learner can:	
2.1	describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • at height • in confined spaces • with tools and equipment • with materials and substances • with movement/ storage of materials • by manual handling • by mechanical lifting
2.2	describe the organisational security procedures for: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	explain what the accident reporting procedures are and who is responsible for making reports
2.4	state the types of fire extinguishers available when maintaining non-structural or structural components and describe how and when they are used.

Learning outcome	
The learner will:	
3.	maintain safe working practices when maintaining non-structural or structural components.
Assessment criteria	
The learner can:	
3.1	use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural or structural components
3.2	explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural or structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures

	<ul style="list-style-type: none"> • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV)
3.3	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.4	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to maintain non-structural or structural components.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment
4.2	describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability • limitations • defects associated with the resources in relation to: <ul style="list-style-type: none"> • timber • manufactured sheet material • metals • mouldings • sash cord • paint • bricks • tiles • cement • sand • plaster • preservatives • adhesives

	<ul style="list-style-type: none"> • sealants • fixings • guttering • ironmongery • downpipes • associated ancillary items • hand and/or powered tools and equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and method of work
4.6	describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to maintain non-structural or structural components.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when maintaining non-structural or structural components.
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
5.2	minimise damage and maintain a clean work space
5.3	dispose of waste in accordance with legislation
5.4	describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
5.5	explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when maintaining non-structural or structural components.

Assessment criteria

The learner can:

- 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 outcome

The learner will:

7. comply with the given contract information to maintain non-structural or structural components to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when maintaining non-structural or structural components:
 - measuring
 - marking out
 - fitting
 - splicing
 - finishing
 - positioning
 - securing
- 7.2 repair **five** of the following components to given working instructions:
 - frames (to include priming the repair)
 - mouldings (to include priming the repair)
 - floor joist covering (or flat roof)
 - door and/or window ironmongery
 - guttering and downpipes
 - sash cords
 - replacement glazing
 - structural joists (including support)
 - structural rafters (including support)
- 7.3 safely use and handle materials
- 7.4 safely use hand tools, portable power tools and ancillary equipment
- 7.5 safely store the materials, tools and equipment used when maintaining non-structural or structural components
- 7.6 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

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

Unit 323 Maintaining non-structural or structural components in the workplace

Supporting information

Guidance

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

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

Assessors for this unit must 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.

Unit 338

Hanging standard paper wallcoverings in the workplace

UAN:	D/503/9696
Level:	3
Credit value:	26
GLH:	87
Relationship to NOS:	This unit is linked to COSVR336 Hang wallcoverings (standard papers) NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select and preparing materials and associated equipment• providing protection to the work area• hanging foundation paper (cross), textured/relief and patterned finishing papers in non-complex locations.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when hanging standard paper wallcoverings.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• specifications• current regulations• risk assessments• method statements• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• specifications• current legislation• risk assessments• method statements• manufacturers' information.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when hanging standard paper wallcoverings.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:
 - in the workplace
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe and healthy working practices when hanging standard paper wallcoverings.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when hanging standard paper wallcoverings
- 3.2 comply with information relating to specific risks to health when hanging standard paper wallcoverings
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging standard paper wallcoverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - collective protective measures
 - Personal Protective Equipment (PPE)
 - Respiratory Protective Equipment (RPE)
 - Local Exhaust Ventilation (LEV)

3.4	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.5	describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

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

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 describe how to keep the paper and adjacent surfaces clean 5.4 dispose of waste in accordance with current legislation 5.5 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.6 explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when hanging standard paper wallcoverings.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to hang standard paper wallcoverings to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when hanging standard paper wallcoverings:
- shading
 - measuring
 - matching and cutting
 - mixing and applying
 - folding
 - positioning
 - fixing
 - trimming
 - cleaning-off
- 7.2 establish start and finish point and hang standard papers of substantial length to the given working instructions to the following areas:
- ceilings with any type of paper
 - walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers
- 7.3 safely use:
- materials
 - hand tools
 - associated equipment
- 7.4 safely store the:
- materials
 - tools
 - equipment
- used when hanging standard paper wallcoverings
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- establish access requirements
 - check suitability of surface to receive wallpaper
 - prepare and apply pastes and adhesives
 - prepare and hang paper to ceilings
 - prepare and hang foundation paper, textured/relief and patterned finishing papers
 - work to reveals and internal and external angles
 - work around electrical fittings and pipework
 - keep paper and adjacent surfaces clean
 - use access equipment
 - use tools and associated equipment

- | | |
|-----|--|
| 7.6 | describe the needs of other occupations and how to effectively communicate within a team when hanging standard paper wallcoverings |
| 7.7 | describe how to maintain the tools and equipment used when hanging standard paper wallcoverings. |

Unit 338 **Hanging standard paper wallcoverings in the workplace**

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

Unit 502

Providing and monitoring construction-related customer service in the workplace

UAN:	F/600/7558
Level:	5
Credit value:	8
GLH:	30
Relationship to NOS:	This unit is linked to COSVR719 Provide customer service in construction NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• contribute to customer service systems• deliver reliable customer service• monitor customer service.

Learning outcome

The learner will:

1. identify and use current legislation and official guidance to implement systems or procedures that will deliver and improve customer service.

Assessment criteria

The learner can:

- 1.1 apply at least **four** of the following to customer service systems or procedures:
 - current legislation
 - official guidance
 - organisational procedures
 - specifications
 - drawing
 - instructions and variations
 - feedback processes
- 1.2 seek ways of improving customer service whilst implementing customer service systems and procedures
- 1.3 describe ways that current legislation and official guidance relevant to customer service can be identified
- 1.4 explain how identified information can be used for implementing customer service systems or procedures
- 1.5 explain methods that can effectively deliver and improve customer service.

Learning outcome
The learner will: 2. prepare to deal with customers in order to give consistent and reliable service.
Assessment criteria
The learner can: 2.1 examine current customer procedures and systems to identify if they provide consistent customer service 2.2 implement and use systems or procedures that will provide reliable and consistent service that promotes customer's confidence 2.3 explain methods that can provide consistent levels of customer service 2.4 explain how systems or procedures can be used effectively to provide a reliable level of customer service.

Learning outcome
The learner will: 3. work with others to resolve customer problems, communicate with customers and check that they are satisfied with the actions taken.
Assessment criteria
The learner can: 3.1 identify and find solutions to construction-based customer problems 3.2 communicate with customers whilst resolving problems using at least two of the following mediums: <ul style="list-style-type: none"> • electronic • verbal • written • via a second person • feedback documents • group meetings 3.3 undertake at least two of the following actions that will ensure that customers are satisfied that problems are or will be solved: <ul style="list-style-type: none"> • corrective • referral • investigative • reactive • proactive 3.4 explain how best to work with others which can resolve customer service problems 3.5 describe different methods and techniques of communicating and dealing with customers 3.6 explain what checks can be undertaken to ensure that customers are satisfied with actions taken.

Learning outcome
The learner will: 4. solve problems within existing systems or procedures that may affect customers before the customer becomes aware of them.
Assessment criteria
The learner can: 4.1 investigate and/or collate information on current customer procedures and systems to identify potential or repeat customer service problems 4.2 apply rectification measures to procedures and systems to eliminate or reduce identified potential customer problems 4.3 describe ways that problems can be identified within existing systems or procedures that may affect customers 4.4 explain how and why problems in systems or procedures should be solved before customers become aware of them.

Learning outcome
The learner will: 5. confirm that the service given meets the customer's needs and expectations.
Assessment criteria
The learner can: 5.1 identify the level of service expected by construction-related customers 5.2 communicate with customers to check that service given has met their needs and expectations 5.3 explain ways of checking that customers are satisfied with the given level of service.

Learning outcome
The learner will: 6. inform the people responsible about changes to customer service systems or procedures that will reduce the chance of problems being repeated.
Assessment criteria
The learner can: 6.1 identify repeat problems in customer service, and amend customer service systems or procedures to minimise chances of problems being repeated 6.2 communicate with at least two of the following people responsible to inform them that systems or procedures have been amended: <ul style="list-style-type: none"> • the client, the customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce • internal management 6.3 explain the measures that could be taken to identify repeat problems with customer service 6.4 explain methods that allow changes to customer service systems or procedures which can reduce the chance of problems being repeated 6.5 describe how to effectively inform people responsible about amendments to systems or procedures.

Learning outcome
The learner will: 7. share information with people responsible to maintain and improve standards of service delivery.
Assessment criteria
The learner can: 7.1 inform and/or pass collated information that will maintain and improve standards of service delivery 7.2 describe ways that standards of service delivery can be maintained and improved 7.3 explain how information with people responsible could be effectively shared in order to maintain and improve standards of service delivery.

Unit 502 Providing and monitoring construction-related customer service in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 608

Moving, handling and storing resources in the workplace

UAN:	F/503/1171
Level:	2
Credit value:	5
GLH:	17
Relationship to NOS:	This unit is linked to the COSVR643 Move, handle or store resources National Occupational Standard.
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select aids or equipment to move, handle or store occupational resources• move, handle and store occupational resources to maintain useful condition.

Learning outcome
The learner will: <ol style="list-style-type: none">1. comply with given information when moving, handling and/or storing resources.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation1.2 interpret the given information relating to the use and storage of lifting aids and equipment1.3 describe the different types of technical, product and regulatory information, their source and how they are interpreted1.4 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.5 describe how to obtain information relating to using and storing lifting aids and equipment.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.

Assessment criteria

The learner can:

- 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
 - by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - 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 outcome
The learner will: 3. maintain safe working practices when moving, handling and/or storing resources.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources 3.2 use lifting aids safely as appropriate to the work 3.3 protect the environment in accordance with safe working practices as appropriate to the work 3.4 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV) 3.5 describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 3.6 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.
Assessment criteria
The learner can: 4.1 select the relevant resources to be moved, handled and/or stored, associated with own work 4.2 describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability • limitations • defects associated with the occupational resources in relation to:

	<ul style="list-style-type: none"> • 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 outcome	
The learner will:	
5.	prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.
Assessment criteria	
The learner can:	
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: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
5.5	explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome	
The learner will:	
6.	complete the work within the allocated time when moving, handling and/or storing resources.
Assessment criteria	
The learner can:	
6.1	demonstrate completion of the work within the allocated time
6.2	state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given occupational resource information to move, handle and/or store resources to the required guidance.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when moving, handling and/or storing occupational resources:
 - moving
 - positioning
 - Storing
 - securing
 - using lifting aids
 - 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.

Unit 608 Moving, handling and storing resources in the workplace

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

Unit 669

Preparing background surfaces for tiling or painting /decorating in the workplace

UAN:	M/600/8060
Level:	2
Credit value:	8
GLH:	27
Relationship to NOS:	This unit is linked to COSVR527 Prepare background surfaces for tiling or painting /decorating NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare background surfaces to receive wall and/or floor tiling or decorative /protective finishes.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when preparing background surfaces for tiling or painting/decorating.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• method statements• schedules• manufacturers' information.

Learning outcome

The learner will:

2. interpret the given information relating to the work and resources when preparing background surfaces for tiling or painting/decorating.

Assessment criteria

The learner can:

- 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 and storage of materials
 - by manual handling
 - by mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when preparing background surfaces for tiling or painting/decorating.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing background surfaces for tiling or painting/decorating 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to prepare background surfaces for tiling or painting/decorating, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to prepare background surfaces for tiling or painting/decorating.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - solvents and cleaning agents
 - stripping materials and equipment
 - fillers and bonding agents
 - surface treatment materials and waterproofing agents
 - sand, cement, lime and plaster renders
 - mesh, trims and fixings
 - hand and powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - 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
 - wastageassociated with the method/procedure to prepare background surfaces for tiling or painting/decorating.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when preparing background surfaces for tiling or painting/decorating.
Assessment criteria
The learner can: 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: <ul style="list-style-type: none"> • general workplace activities • other occupations • 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 outcome
The learner will: 6. complete the work within the allocated time when preparing background surfaces for tiling or painting/decorating.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to prepare background surfaces for tiling or painting/decorating to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when preparing background surfaces for tiling or painting/decorating: <ul style="list-style-type: none"> • measuring • marking out • washing • stripping/scraping • abrading/keying • hacking • cutting out

	<ul style="list-style-type: none"> • removing • mixing • filling • levelling/flattening • brushing down • priming
7.2	<p>prepare new or existing background surfaces for tiling and/or painting and decorating to given working instructions for at least five of the following:</p> <ul style="list-style-type: none"> • previously painted/decorated surfaces • brick • block • concrete • render or plaster • manufactured board • wood • metal
7.3	<p>describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare previously tiled or painted/decorated surfaces • remove surface contamination • prepare brick, block, concrete, wood, metal, render or plaster for tiling • prepare brick, block, concrete, wood, metal, render or plaster for painting/decorating • prepare manufactured board • mix and apply plaster, sand, cement and lime renders • apply primers • fill, level and abrade surfaces • apply preparatory treatments • use waterproof membranes • fix proprietary mesh and trims • apply movement joints • 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 preparing background surfaces for tiling or painting/decorating
7.6	describe how to maintain the tools and equipment used when preparing background surfaces for tiling or painting/decorating.

Unit 669 Preparing background surfaces for tiling or painting/decorating in the workplace

Supporting information

Guidance

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

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

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

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

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

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

- painting and decorating
- tiling.

Unit 685

Removing and renewing floor screeds in the workplace

UAN:	F/600/8063
Level:	2
Credit value:	18
GLH:	60
Relationship to NOS:	This unit is linked to COSVR528 Remove and renew floor screeds NOS.
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare, remove and renew floor screeds.

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when removing and renewing floor screeds.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from:<ul style="list-style-type: none">• drawings• specifications• method statements• schedules• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ul style="list-style-type: none">• drawings• specifications• method statements• schedules• manufacturers' information.

Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when removing and renewing floor screeds.
Assessment criteria	
The learner can:	
2.1	describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • 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 • by mechanical lifting
2.2	describe the organisational security procedures for: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome	
The learner will:	
3.	maintain safe working practices when removing and renewing floor screeds.
Assessment criteria	
The learner can:	
3.1	use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when removing and renewing floor screeds.
3.2	explain why and when Personal Protective Equipment (PPE) should be used, relating to removing and renewing floor screeds and the types, purpose and limitations of each type
3.3	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to remove and renew floor screeds.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • floor screeds • bonding agents • hand and 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 4.5 describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to remove and renew floor screeds.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when removing and renewing floor screeds.
Assessment criteria
The learner can: 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: <ul style="list-style-type: none"> • general workplace activities • other occupations • 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 outcome
The learner will: 6. complete the work within the allocated time when removing and renewing floor screeds.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to remove and renew floor screeds to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when removing and renewing floor screeds: <ul style="list-style-type: none"> • measuring • marking out • cutting • keying • mixing • applying • finishing 7.2 prepare, remove and renew floor screeds to given working instructions 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • cut out and remove defective screeds • prepare background surfaces • select and prepare materials • apply bonding agents • place, rule off and trowel screeds to float finish • match new screed to existing • use hand tools, power tools and equipment • work at height • use access equipment 7.4 safely use and store: <ul style="list-style-type: none"> • materials • hand tools

- portable power tools
- ancillary equipment

- 7.5 state the needs of other occupations and how to communicate within a team when removing and renewing floor screeds
- 7.6 describe how to maintain the tools and equipment used when removing and renewing floor screeds.

Unit 685 Removing and renewing floor screeds in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 686

Removing and repairing eaves and verge finishings in the workplace

UAN:	D/600/7177
Level:	2
Credit value:	16
GLH:	53
Relationship to NOS:	This unit is linked to COSVR228 Remove and repair eaves and verge finishings NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• remove and/or repair/replace existing eaves and verge finishings and background surfaces ready for new installation.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when removing and repairing eaves and verge finishings.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• scales• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• scales• specifications• schedules• manufacturers' information• regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when removing and repairing eaves and verge finishings.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
 - by mechanical lifting
 - near telephone lines and overhead power supplies
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when removing and repairing eaves and verge finishings.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE), access equipment and handle asbestos cement materials (as applicable) safely to carry out the activity, in accordance with legislation and organisational requirements when removing and repairing eaves and verge finishings 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to removing and repairing eaves and verge finishings, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to remove and repair eaves and verge finishings.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • timber • tiles and slates • sarking • fixings • fittings • sand • cement • 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, with particular emphasis on asbestos cement materials 4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to remove and repair eaves and verge finishings.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when removing and repairing eaves and verge finishings.
Assessment criteria
The learner can: 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: <ul style="list-style-type: none"> • general workplace activities • other occupations • 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 outcome
The learner will: 6. complete the work within the allocated time when removing and repairing eaves and verge finishings.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to remove and repair eaves and verge finishings to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when removing and repairing eaves and verge finishings: <ul style="list-style-type: none"> • measuring • marking out • removing • replacing • fitting • positioning • securing 7.2 remove to contractor's working instructions:

	<ul style="list-style-type: none"> • gutters and pipework • fascias • bargeboards • soffits • tiles/slates • battens • sarking
7.3	<p>repair/replace to contractor's working instructions:</p> <ul style="list-style-type: none"> • rafters and/or joist feet • tile battens, sarking, tiles and slates. • application of appropriate timber preservative • roof pointing to verges
7.4	<p>describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • remove existing gutters, fascias, snow guards, leaf traps, bargeboards, soffits, tiles and slates, asbestos cement materials • repair feet of existing rafters and/or joists • replace sarking and battens • locate and remove telephone lines and overhead power supplies in accordance with organisational policy • assess expansion and contraction across products • assess compatibility across manufacturer's products • use hand tools, power tools and equipment • use access equipment
7.5	<p>safely use and store hand tools, portable power tools and ancillary equipment</p>
7.6	<p>state the needs of other occupations and how to communicate within a team when removing and repairing eaves and verge finishings</p>
7.7	<p>describe how to maintain the tools and equipment used when removing and repairing eaves and verge finishings.</p>

Unit 686 Removing and repairing eaves and verge finishings in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 688

Repairing and maintaining built up bituminous roofing in the workplace

UAN:	A/600/7607
Level:	2
Credit value:	16
GLH:	53
Relationship to NOS:	This unit is linked to COSVR108 Repair and maintain built up bituminous roofing NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• identifying and repairing defects in built up bituminous roofs.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when repairing and maintaining built up bituminous roofing
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• oral/written instructions 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• oral/written procedures for dealing with damaged and incorrect materials and/or resources.

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

Learning outcome

The learner will:

3. maintain safe working practices when repairing and maintaining built up bituminous roofing.

Assessment criteria

The learner can:

- 3.1 use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing and maintaining built up bituminous roofing
- 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to repairing and maintaining built up bituminous roofing, and the:
 - types
 - purpose
 - limitationsof each type
- 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.
- 3.4 demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with repairing and maintaining built up bituminous roofing as relevant to the operations.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to repair and maintain built up bituminous roofing

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - bitumen
 - torch-on felts
 - pedestrian surfacing
 - solar protection
 - vapour control layers
 - outlets
 - gutters
 - vents
 - base and cap sheets
 - flashings
 - edge trims
 - associated fixings and fittings
 - hand tools
 - equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - 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 describe how to apply simple:
 - multiplication
 - subtraction
 - addition
 - divisionto occupational tasks when repairing and maintaining built up bituminous roofing.
- 4.5 outline potential hazards associated with the resources and method of work.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when repairing and maintaining built up bituminous roofing.

Assessment criteria

The learner can:

- 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
 - 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 outcome

The learner will:

6. complete the work within the allocated time when repairing and maintaining built up bituminous roofing.

Assessment criteria

The learner can:

- 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 work schedules/diaries, progress charts, timetables and estimated times
 - organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to repair and maintain built up bituminous roofing to the required specification

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when repairing and maintaining built up bituminous roofing:
 - identifying
 - evaluating
 - removing
 - measuring
 - marking out
 - cutting
 - fitting
 - applying
 - positioning
 - securing
- 7.2 repair and maintain, to contractor's working instructions, built up bituminous roofing and associated materials and components with:
 - cracks and blisters
 - cap sheets/surface materials
 - leaks
 - damaged insulation/decking
 - debris and blockages
 - upstands
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - identify and evaluate defects
 - carry out appropriate repairs and maintenance
 - apply pour and roll applications
 - apply torch-on applications
 - use bitumen boilers and torches
 - install kerbs, edges, drips, outlets, upstands, trims, pipes, openings, gutters, stop ends and flashing details
 - use hand tools and equipment
 - work at height from buildings
 - use access equipment
- 7.4 safely use and store hand tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when repairing and maintaining built up bituminous roofing
- 7.6 describe how to maintain the tools and equipment used when repairing and maintaining built up bituminous roofing.

Unit 688 Repairing and maintaining built up bituminous roofing in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of repairing and maintaining built up bituminous roofing to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criteria 3.4.

Unit 689

Repairing and maintaining masonry structures in the workplace

UAN:	L/503/9550
Level:	3
Credit value:	22
GLH:	73
Relationship to NOS:	This unit is linked to COSVR50 Repair and maintain masonry structures NOS.
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• repair and maintain existing brick and/or block and/or structures of local materials and styles.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when repairing and maintaining masonry structures.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• risk assessments• method statements• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• risk assessments

- method statements
- specifications
- schedules
- manufacturers' information
- regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when repairing and maintaining masonry structures.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:
 - in the workplace
 - below ground level
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
 - by mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative.

Learning outcome
The learner will: 3. maintain safe and healthy working practices when repairing and maintaining masonry structures.
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when repairing and maintaining masonry structures 3.2 comply with information relating to specific risks to health when repairing and maintaining masonry structures 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing and maintaining masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to repair and maintain masonry structures.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability • limitations • defects associated with the resources in relation to: <ul style="list-style-type: none"> • bricks

	<ul style="list-style-type: none"> • blocks • natural stones • mortars • sand • lime • additives • frames • insulation • damp-proof barriers • lintels, fixings and ties • hand and/or powered tools and equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to repair and maintain masonry structures.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when repairing and maintaining masonry structures.
Assessment criteria	
The learner can:	
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: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
5.5	explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when repairing and maintaining masonry structures.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to repair and maintain masonry structures to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when repairing and maintaining masonry structures: <ul style="list-style-type: none"> • measuring • marking out • removing • laying • positioning • securing 7.2 repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following: <ul style="list-style-type: none"> • match existing materials • continue existing bonding • match existing quality of structure • form openings • prop existing walls and floors • form internal and external angles 7.3 safely use materials, hand tools, portable power tools and ancillary equipment 7.4 safely store the materials, tools and equipment used when repairing and maintaining masonry structures 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles • form joint finishes • form openings • prop existing walls and floors

- form internal and external angles
- dress surfaces
- form finishes
- mortar mix ratios (volume, gauge boxes and colour)
- work with plant and machinery
- use hand tools, power tools and equipment
- work at height
- use access equipment

7.6 describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining masonry structures

7.7 describe how to maintain the tools and equipment used when repairing and maintaining masonry structures.

Unit 689 **Repairing and maintaining masonry structures in the workplace**

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated. This unit must be assessed against one of the following endorsements:

- brick
- block
- local style.

Plus against three of the following:

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

Unit 691

Repairing basic stonemasonry structures in the workplace

UAN:	M/503/3126
Level:	2
Credit value:	19
GLH:	63
Relationship to NOS:	This unit is linked to COSVR196 Repair basic stonemasonry structures NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• repairing existing stonemasonry walling structures.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when repairing basic stonemasonry structures.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• schedules• risk assessments 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• technical information• appropriate regulations.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when repairing basic stonemasonry structures.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
 - by mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when repairing basic stonemasonry structures.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing basic stonemasonry structures
- 3.2 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing basic stonemasonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - collective protective measures
 - Personal Protective Equipment (PPE)
 - Respiratory Protective Equipment (RPE)
 - Local Exhaust Ventilation (LEV)
- 3.3 describe how the relevant health and safety control equipment should be used in accordance with the given instructions
- 3.4 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to repair basic stonemasonry structures.

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to:
 - materials
 - components
 - appropriate fixings
 - tools
 - equipment
- 4.2 describe the:
 - characteristics
 - quality
 - uses
 - sustainability
 - limitations
 - defectsassociated with the resources in relation to:
 - natural stones, plain and dressed
 - fixings
 - fine aggregates
 - cement
 - lime additives
 - adhesives
 - dampness barriers
 - colourings
 - insulation
 - props
 - struts
 - hand and/or powered tools and equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and method of work
- 4.6 describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to repair basic stonemasonry structures.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when repairing basic stonemasonry structures.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - 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
 - official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when repairing basic stonemasonry structures.

Assessment criteria

The learner can:

- 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 outcome	
The learner will:	
7.	comply with the given contract information to repair basic stonemasonry structures to the required specification.
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when repairing basic stonemasonry structures: <ul style="list-style-type: none"> • measuring • marking out • cutting out • removing • renewing • fixing • finishing
7.2	repair stonemasonry structures in plain and part dressed stone to given working instructions to: <ul style="list-style-type: none"> • cavity and solid stone walling • individual damaged/defective stones • replicate stones • clean beds and joints • match finishes
7.3	safely use materials, hand tools and/or portable power tools and ancillary equipment
7.4	safely store the materials, tools and equipment used when repairing basic stonemasonry structures
7.5	describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • repair existing stonemasonry structures in matching materials and finishes • prop existing structures • cut out and replace stones • clean beds and joints • mix mortars and adhesives • use hand tools, power tools and equipment • work at height • use access equipment
7.6	describe the needs of other occupations and how to effectively communicate within a team when repairing basic stonemasonry structures
7.7	describe how to maintain the tools and equipment used when repairing basic stonemasonry structures.

Unit 691 Repairing basic stonemasonry structures in the workplace

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

Unit 694

Repairing roof sheeting and cladding systems in the workplace

UAN:	Y/600/7050
Level:	2
Credit value:	20
GLH:	67
Relationship to NOS:	This unit is linked to COSVR98 Repair roof sheeting and cladding systems NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• repairing defects in existing roof sheeting and cladding work.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when repairing roof sheeting and cladding systems.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and/or method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information• regulations governing buildings• oral/written procedures for dealing with damaged or incorrect materials and/or resources and site induction.

Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when repairing roof sheeting and cladding systems.
Assessment criteria	
The learner can:	
2.1	describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling and mechanical lifting • with mechanical access equipment
2.2	describe the organisational security procedures for: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome	
The learner will:	
3.	maintain safe working practices when repairing roof sheeting and cladding systems.
Assessment criteria	
The learner can:	
3.1	use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing roof sheeting and cladding systems
3.2	explain why and when Personal Protective Equipment (PPE) should be used, relating to repairing roof sheeting and cladding systems, and the types, purpose and limitations of each type
3.3	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • falls • rescue procedures • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to repair roof sheeting and cladding systems.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • mechanical fixings and fasteners • flashings • fittings • insulation • sealers and fillers • metal and translucent sheets • composite panels • fibre cement systems • condensation and vapour control • related materials and components • 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 4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair roof sheeting and cladding systems.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when repairing roof sheeting and cladding systems.
Assessment criteria
The learner can: 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: <ul style="list-style-type: none"> • general workplace activities • other occupations • 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 outcome
The learner will: 6. complete the work within the allocated time when repairing roof sheeting and cladding systems.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none">• types of progress charts, timetables and estimated times• organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to repairing roof sheeting and cladding systems to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when repairing roof sheeting and cladding systems:
 - removing
 - replacing
 - renewing
 - making good
- 7.2 identify and repair defects in roof sheeting and cladding to contractor's working instructions for:
 - roof leaks/condensation
 - damaged sheets and components
 - minor surface coating defects
 - damaged or missing flashings
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - identify defects
 - remove or recover defective materials
 - carry out repairs to sheet components
 - repair coating defects
 - prevent water leaks and condensation
 - check quality and suitability of work on completion or at the end of the day
 - use hand tools, power tools and equipment
 - work at height
 - use of access equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when repairing roof sheeting and cladding systems
- 7.6 describe how and when to maintain the tools and equipment used when repairing roof sheeting and cladding systems.

Unit 694 Repairing roof sheeting and cladding systems in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 695

Repairing, replacing and renewing gates, posts and fencing in the workplace

UAN:	K/600/8056
Level:	2
Credit value:	14
GLH:	47
Relationship to NOS:	This unit is linked to COSVR525 Repair, replace and renew gates, posts and fencing NOS.
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• preparing, replacing, repairing and renewing fencing components.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when repairing, replacing and renewing gates, posts and fencing.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• method statements• schedules• manufacturers' information.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when repairing, replacing and renewing gates, posts and fencing.

Assessment criteria

The learner can:

- 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 and storage of materials
 - by manual handling
 - by mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when repairing, replacing and renewing gates, posts and fencing.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing, replacing and renewing gates, posts and fencing 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to repairing, replacing and renewing gates, posts and fencing, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to repair, replace and renew gates, posts and fencing.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • gates • posts • fencing • furnishings and fixings • protective finishes • hand and powered tools and equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment 4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work

4.5	describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair, replace and renew gates, posts and fencing.
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Learning outcome

The learner will:

5.	minimise the risk of damage to the work and surrounding area when repairing, replacing and renewing gates, posts and fencing.
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Assessment criteria

The learner can:

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: <ul style="list-style-type: none">• general workplace activities• other occupations• 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 outcome

The learner will:

6.	complete the work within the allocated time when repairing, replacing and renewing gates, posts and fencing.
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Assessment criteria

The learner can:

6.1	demonstrate completion of the work within the allocated time
6.2	state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none">• types of progress charts, timetables and estimated times• organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to repair, replace and renew gates, posts and fencing to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when repairing, replacing and renewing gates, posts and fencing:
 - measuring
 - marking out
 - cutting
 - leveling
 - fitting
 - finishing
 - positioning
 - securing
- 7.2 prepare for and repair, replace and renew fencing components to given working instructions:
 - gates
 - posts
 - fencing
 - furnishings and fixings
 - protective finishes
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - repair gates, posts and fencing
 - replace gates, posts and fencing
 - renew gates, posts and fencing
 - repair, replace and renew furnishings and fixings
 - apply protective finishings
 - 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 repairing, replacing and renewing gates, posts and fencing
- 7.6 describe how to maintain the tools and equipment used when repairing, replacing and renewing gates, posts and fencing.

Unit 695 Repairing, replacing and renewing gates, posts and fencing in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of repairing, replacing and renewing gates, posts and fencing to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 696

Replacing glazing to windows and doors in the workplace

UAN:	T/600/8058
Level:	2
Credit value:	12
GLH:	40
Relationship to NOS:	This unit is linked to COSVR526 Replace glazing to windows and doors NOS.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare and replace glass in windows and doors.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when replacing glazing to windows and doors.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• specifications• method statements• schedules• manufacturers' information• regulations governing buildings.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when replacing glazing to windows and doors.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • 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 • by mechanical lifting 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when replacing glazing to windows and doors.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when replacing glazing to windows and doors 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to replacing glazing to windows and doors, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to replace glazing to windows and doors.
Assessment criteria	
The learner can:	
4.1	describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • glass • glass fitting systems • hand and powered tools and equipment
4.2	select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • 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: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to replace glazing to windows and doors.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when replacing glazing to windows and doors.
Assessment criteria	
The learner can:	
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: <ul style="list-style-type: none"> • general workplace activities • other occupations • 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 outcome
The learner will: 6. complete the work within the allocated time when replacing glazing to windows and doors.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to replace glazing to windows and doors to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when replacing glazing to windows and doors: <ul style="list-style-type: none"> • removing • measuring • marking out • cutting • fitting • fixing • positioning • securing 7.2 prepare for and repair glazing in doors and windows to given working instructions 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • cut and prepare glass • prepare to replace glazing to windows and doors • fit and fix beading • apply putty and sealants • 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 replacing glazing to windows and doors 7.6 describe how to maintain the tools and equipment used when replacing glazing to windows and doors.

Unit 696 **Replacing glazing to windows and doors in the workplace**

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 708

Tiling wall and floor surfaces in the workplace

UAN:	L/503/2548
Level:	2
Credit value:	13
GLH:	43
Relationship to NOS:	This unit is linked to COSVR142 Tile wall and floor surfaces NOS.
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• fix wall and floor tiles to vertical, horizontal and inclined surfaces.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when tiling wall and floor surfaces.

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from:
 - drawings
 - specifications
 - job details
 - method statements
 - risk assessments
 - Control of Substances Hazardous to Health (COSHH) assessments
 - manufacturers' information related to the work to be carried out
- 1.2 comply with information and/or instructions derived from risk assessments and method statements
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - drawings
 - specifications

- job details
- method statements
- risk assessments
- COSHH assessments
- manufacturers' information
- wall and floor tiling recommendations.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when tiling wall and floor surfaces.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
- in the workplace
 - in confined spaces
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
 - by mechanical lifting
- 2.2 describe the organisational security procedures for:
- tools
 - equipment
 - personal belongings
- in relation to:
- site
 - workplace
 - company
 - operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when tiling wall and floor surfaces.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when tiling wall and floor surfaces 3.2 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tiling wall and floor surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV) 3.3 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.4 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to tile wall and floor surfaces.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, components, accessories, tools and equipment 4.2 describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability • limitations • defects associated with the resources in relation to: <ul style="list-style-type: none"> • wall and floor tiles • grout • adhesives • accessories • hand and/or powered tools • associated equipment

4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and method of work
4.6	describe how to calculate quantity, length, area and wastage associated with the method/procedure to tile wall and floor surfaces.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when tiling wall and floor surfaces.
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
5.2	minimise damage and maintain a clean work space
5.3	dispose of waste in accordance with legislation
5.4	describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
5.5	explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome	
The learner will:	
6.	complete the work within the allocated time when tiling wall and floor surfaces.
Assessment criteria	
The learner can:	
6.1	demonstrate completion of the work within the allocated time
6.2	state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to tile wall and floor surfaces to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when tiling wall and floor surfaces:
 - measuring
 - setting out
 - cutting
 - removing
 - applying
 - positioning
 - securing
 - finishing
- 7.2 fix tiles to vertical, horizontal and inclined surfaces to given working instructions for:
 - wall and floor surfaces
 - reveals, cills and soffits (door and/or windows)
 - floor drainage and outlets
 - fixture of appropriate accessories
- 7.3 safely use materials, hand tools, portable power tools and associated equipment
- 7.4 safely store the materials, tools and equipment used when tiling wall and floor surfaces
- 7.5 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - fix and finish wall and floor tiles to regular and irregular vertical, horizontal and inclined surfaces, including staircase and landing (new and repair work)
 - remove existing tiles and prepare background
 - form reveals, cills and soffits (door and window openings)
 - form internal and external angles
 - fix channels/form drainage and outlets
 - use appropriate accessories
 - use hand tools, power tools and associated equipment
 - work at height
 - use access equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when tiling wall and floor surfaces
- 7.7 describe how to maintain the tools and equipment used when tiling wall and floor surfaces.

Unit 708 Tiling wall and floor surfaces in the workplace

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

Unit 721

Installing drainage in the workplace

UAN:	A/503/9544
Level:	2
Credit value:	19
GLH:	63
Relationship to NOS:	This unit is linked to COSVR639 Install drainage NOS.
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare for, install and test new and/or replacement drainage.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when installing drainage.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• risk assessments• method statements• specifications• schedules• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings• risk assessments• method statements

- specifications
- schedules
- manufacturers' information
- regulations governing the installation and construction of drainage systems.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when installing drainage.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:
 - in the workplace
 - below ground level
 - in confined spaces
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
 - by mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongings
 in relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe and healthy working practices when installing drainage.
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing drainage 3.2 comply with information relating to specific risks to health when installing drainage 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing drainage, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to install drainage.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components and fixings • tools • equipment 4.2 describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability

	<ul style="list-style-type: none"> • limitations • defects <p>associated with the resources in relation to:</p> <ul style="list-style-type: none"> • pipes, fittings and ancillary components • pre-cast (metal, concrete, clay or plastic) components • bricks, blocks and sandbags • granular materials, aggregates, cement, concrete, mortars and sand • sealant materials (adhesives, compounds, solvents) • hand and/or powered tools and equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage <p>associated with the method/procedure to install drainage.</p>

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when installing drainage.
Assessment criteria	
The learner can:	
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: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
5.5	explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when installing drainage.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to install drainage to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing drainage: <ul style="list-style-type: none"> • measuring • marking out • laying • positioning • fitting • leveling • plumbing • aligning • securing • testing 7.2 install and test new and/or replacement, foul and/or surface water drainage for two of the following to given working instructions: <ul style="list-style-type: none"> • pipework (eg clay, concrete, metal, or plastic) • inspection chambers (eg brick, concrete, metal or plastic) • surface water systems (eg cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems) • foul water systems (eg cess pools, septic tanks, reed beds, treatment plants) 7.3 safely use: <ul style="list-style-type: none"> • materials • hand tools • portable power tools • ancillary equipment

7.4	<p>safely store the:</p> <ul style="list-style-type: none"> • materials • tools • equipment <p>used when installing drainage</p>
7.5	<p>describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • excavate trenches and provide trench support • confirm ground conditions, site and excavations are suitable for the drainage installation work • prepare bedding for pipework • determine levels and gradients • identify the differences between surface and foul water drainage • lay, position, level, plumb, align, fit, fix and secure new and replacement drainage systems • construct structures of a drainage system (storm alleviation, culverts, inspection chambers, lateral drains, overflows, sumps, filter drains, sustainable urban drainage systems)
7.6	<p>describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • assemble pre-cast components (metal, concrete, clay and plastic) of a drainage system structure (inspection chambers, street iron work) • connect and seal new systems to existing systems • conduct smoke, water, ball and close circuit television tests on drainage systems • work with plant and machinery • use hand tools, power tools and equipment • work at height and below ground level • use access equipment
7.7	<p>describe the needs of other occupations and how to effectively communicate within a team when installing drainage</p>
7.8	<p>describe how to maintain the tools and equipment used when installing drainage.</p>

Unit 721 Installing drainage in the workplace

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

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

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



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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HB-01-6562