City & Guilds Level 2 Diploma in Craft Masonry (6715-04)

Version 1.4 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Building and Construction
City & Guilds number	6715
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Multiple choice, practical demonstration, assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Assessor guidance, practical task manual
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 Diploma in Craft Masonry	6715-04	601/3191/3	460	500

Version and date	Change detail	Section
1.0 June 2014	Initial version	All
1.1 July 2014	Centre staffing amended	Centre requirements
1.2 December 2015	Updated range for LO 1, 3 and 4 in unit 201	Units
1.3 September 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Appendix
1.4 September 2024	Handbook updated to new template and revised	Throughout

Contents

Introduction

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

Area	Description
Who is the qualification for?	This qualification is for those individuals who work or want to work in the construction sector, with particular emphasis on multi-skilled operatives typically working independently or as part of a small-scale construction firm.
What does the qualification cover?	This qualification covers the skills required for employment and/or career progression in the construction sector. It covers the following skills: • Setting out masonry structures • Building solid and cavity walls • Applying internal and external finishes • Installing small-scale pitched roofs.
What opportunities for progression are there?	It allows candidates to progress into employment or to one of the following City & Guilds qualifications: • Level 3 Diploma in Bricklaying • Level 2 Diploma in Plastering • Level 2 Diploma in Roof Slating and Tiling.

Structure

To achieve the **Level 2 Diploma in Craft Masonry (6715-04)**, learners must achieve **50** credits from the following mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory				
A/504/6719	Unit 201	Health, safety and welfare in construction	7	70
Y/504/6999	Unit 202	Principles of building construction, information and communication	6	55
A/504/6901	Unit 205	Interpreting working drawings to set out masonry structures	6	46
J/506/2289	Unit 246	Build solid and cavity walls to form craft masonry structures	16	150
A/506/2290	Unit 247	Internal and external finishes for craft masonry structures	9	83
F/506/2291	Unit 248	Install pitched roof systems for small-scale building projects	6	56

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Diploma in Craft Masonry	460	500

Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

Resource requirements

Physical resources and site agreements

Centres will have well equipped workshops with a comprehensive range of hand and portable power tools that meet current industry standards. All powered equipment should be well maintained and PAT certified. Centres will have special designated areas within their Construction workshops (cubicles or project areas) allowing candidates to practice the requirements of the units and carry out the Practical Assignments.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They must:

- have recent relevant experience in the specific area they will be teaching;
- be technically competent in the area for which they are delivering training and/or have experience of providing training;
- have a CV available demonstrating relevant experience and any qualifications held.

All staff who quality assure these qualifications must:

- have a good working knowledge and experience within the construction industry;
- have an established strategy and documentary audit trail of internal quality assurance;
- have a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

While the Assessor/Verifier (A/V) units/TAQA are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, we encourage trainers and assessors to qualify to the current TAQA standard.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

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

Age restrictions

This qualification is approved for learners aged 16 or above.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website www.cityandguilds.com

Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

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.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds (cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible

- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessor guidance	www.cityandguilds.com
Practical task manual	www.cityandguilds.com

Assessment

Assessment of the qualification

Candidates must:

- successfully complete 2 online multiple choice test papers (mandatory units 201 and 202)
- successfully complete 1 assignment (practical task) and 1 multiple choice test for each of the other mandatory units (205, 246, 247 and 248).

The table below provides details on the assessment methods for each unit.

Assessment types			
Unit	**Title**	**Assessment method**	**Where to obtain assessment materials**
201	Health, safety and welfare in construction	City & Guilds e-volve multiple choice test or on demand externally marked paper.	**www.cityandguilds.com** or question papers ordered via Walled Garden.
202	Principles of building construction, information and communication	City & Guilds e-volve multiple choice test or on demand externally marked paper.	**www.cityandguilds.com** or question papers ordered via Walled Garden.
205	Interpreting working drawings to set out masonry structures	Assignment (practical task), Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**
246	Build solid and cavity walls to form craft masonry structures	Assignment (practical task), Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**
247	Internal and external finishes for craft masonry structures	Assignment (practical task), Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**
248	Install pitched roof systems for small-scale building projects	Assignment (practical task), Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**

Assessment strategy

City & Guilds has written the following assignments to use with this qualification:

- evolve multiple choice tests to be delivered on-screen (201, 202)
- live assignments (practical tasks) that can be downloaded from the City & Guilds website (205, 246, 247, 248)
- live multiple choice tests (end of unit knowledge tests) that can be downloaded from the City & Guilds website (205, 246, 247, 248)

Evolve multiple choice tests are externally set, externally marked exams, scheduled and delivered by the centre under invigilated conditions.

Live assessments downloaded from the City & Guilds website, ie end of unit knowledge tests and practical tasks, are set by City & Guilds and administered by the centre when the candidate is ready. These assessments should be delivered by the centre under supervised conditions.

Assessments are marked by the centre using the marking guide provided in the relevant assessment materials which are available to download from www.cityandguilds.com. All assessment materials must be held securely by centres and not made available to candidates.

Grading

Some unit assessments may be graded pass/merit/distinction (P/M/D). Grades of merit or distinction are not required to pass the qualification and are not reflected in the final aggregated grade for the qualification, which is Pass or Fail. Where P/M/D grades are provided, these are intended as a record of candidates' achievements for specific tasks that may have exceeded the standard pass criteria.

Time constraints

The following must be applied to the assessment of this qualification:

Qualification registration is valid for five years.

Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test: 1	Duration: 60 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
201/601	1 Know the health and safety regulations, roles and responsibilities	7	17.5
	2 Know accident and emergency reporting procedures and documentation	5	12.5
	3 Know how to identify hazards in the workplace	7	17.5
	4 Know about health and welfare in the workplace	3	7.5
	5 Know how to handle materials and equipment safely	2	5
	6 Know about access equipment and working at heights	3	7.5
	7 Know how to work with electrical equipment in the workplace	4	10
	8 Know how to use personal protective equipment (PPE)	5	12.5
	9 Know the cause of fire and fire emergency procedures	4	10
	Total	40	100%

Test: 2	Duration: 80 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
202	1 Understand how to select types of building information	5	12.5
	2 know about environmental considerations in relation to construction	5	12.5

	3 Understand the construction of foundations	7	17.5
	4 Understand construction of internal and external walls	9	22.5
	5 Know about construction of floors	4	10
	6 Know about construction of roofs	3	7.5
	7 Understand how to communicate in the workplace	7	17.5
	Total	40	100%

Test: 3	**Duration: 40 minutes**		
Unit	**Outcome**	**Number of questions**	**Percentage %**
205	1 Know how to interpret information to establish setting-out requirements	7	25
	3 Know how to prepare construction sites for setting-out activities	6	24
	5 Know how to select resources for setting-out work	4	16
	7 Know how to set out regular-shaped masonry structures on level ground	8	32
	Total	25	100%

Test: 4	**Duration: 60 minutes**		
Unit	**Outcome**	**Number of questions**	**Percentage %**
246	1 know how to plan and select resources for building solid and cavity walls to form craft masonry structures	8	27
	3 Know how to build solid and cavity walls to form craft masonry structures	22	73

	Total	30	100%

Test: 5	**Duration: 40 minutes**		
Unit	**Outcome**	**Number of questions**	**Percentage %**
247	1 Know how to plan and select resources for internal and external finishes for craft masonry structures	8	44
	3 Understand how to produce internal backgrounds, and internal and external finishes	10	56
	Total	18	100%

Test: 6	**Duration: 30 minutes**		
Unit	**Outcome**	**Number of questions**	**Percentage %**
248	1 Know how to plan and select resources for installing pitched roof systems for small-scale building projects	8	57.14
	3 Know how to install background materials for pitched roof systems for small-scale building projects	3	21.43
	5 Know how to install pitched roof systems for small-scale building projects	3	21.43
	Total	14	100%

Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information
- endorsement by a sector or regulatory body.

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 201/601 Health, safety and welfare in construction

UAN:	A/504/6719
Level:	2
Credit value:	7
GLH:	70
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work

Learning outcome
The learner will: 1 know the health and safety regulations, roles and responsibilities
Assessment criteria
The learner can: 1.1 identify **health and safety legislation** relevant to and used in the construction environment 1.2 state **employer and employee responsibilitie**s under the Health and Safety at Work Act (HASWA) 1.3 state **roles and responsibilities** of the Health and Safety Executive (HSE) 1.4 identify **organisations** providing relevant health and safety information 1.5 state the importance of holding on-site safety inductions and toolbox talks.

Range
Health and safety legislation Health and Safety at Work Act, Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Construction, Design and Management (CDM) regulations , Provision and Use of Work Equipment Regulations (PUWER), manual handling operations Regulations, Personal Protective Equipment (PPE) at Work Regulations, Work at Height Regulations, Control of Noise at Work Regulations, Control of Vibration at Work Regulations , Electricity at Work Regulations, Lifting operations and Lifting Equipment Regulations (LOLER)

Employer responsibilities

Safe working environment, adequate staff training, health and safety information, site inductions, toolbox talks, risk assessment, supervision, PPE, reporting hazards, accidents and near misses, sections 2 to 9 of Health and Safety at Work Act, CDM reg's, construction phase plans, welfare, display public liability Insurance and health and safety law poster.

Employee responsibilities

Working safely, working in partnership with the employer, reporting hazards, accidents and near misses, following organisational procedures as per Sections 2 to 9 of Health and Safety at Work Act.

Roles and responsibilities:

Enforcement (including fees for intervention), legislation and advice, inspection, investigation eg site investigations.

Organisations

Health and Safety Executive (HSE) website, Institute of Occupational Safety and Health, British Safety Council, 'manufacturer', ROSPA.

Learning outcome
The learner will: 2 know accident and emergency reporting procedures and documentation
Assessment criteria
The learner can: 2.1 state legislation used for reporting accidents 2.2 state major **types of emergencies** that could occur in the workplace 2.3 identify reportable injuries, diseases and dangerous occurrences as per RIDDOR 2.4 state main types of **records** used in the event of an accident, emergency and near miss and reasons for reporting them 2.5 identify **authorised personnel** involved in dealing with accident and emergency situations 2.6 state **actions** to take when discovering an accident.

Range
Types of emergencies Fires, security incidents, gas leaks. **Records**: Accident book, first aid records, organisational records and documentation. **Authorised personnel**

First aiders, supervisors/managers, health and safety executive, emergency services, safety officer.

Actions
Area made safe, call for help, emergency services.

Learning outcome
The learner will: 3 know how to identify hazards in the workplace
Assessment criteria
The learner can: 3.1 state the importance of **good housekeeping** 3.2 state reasons for risk assessments and method statements 3.3 identify **types of hazards** in the workplace 3.4 state the importance of the correct storage of combustibles and chemicals on site 3.5 identify different **signs and safety notices** used in the workplace.

Range
Good housekeeping: Cleanliness, tidiness, use of skips and chutes, segregation of materials, clear access to fire escapes, clear access to fire extinguishers. **Types of hazards:** Fires, slips, trips and falls, hazardous substances (relating to inhalation, absorption, exposure, ingestion, cross-contamination), electrical, asbestos, manual handling, plant and vehicle movement, adverse weather. **Signs and safety notices:** Prohibition, mandatory, warning, safe condition, supplementary.

Learning outcome
The learner will: 4 know about health and welfare in the workplace
Assessment criteria
The learner can: 4.1 identify requirements for welfare facilities in the workplace as per Construction Design Management (CDM) 4.2 state health effects of noise and **precautions** that can be taken

4.3 state **risks** associated with drugs, alcohol and medication which could affect performance in the workplace.

Range
Precautions Reducing noise at source, PPE, isolation, exposure time. **Risks** Reduced risk perception, loss of concentration, balance problems, absenteeism and reduced productivity.

Learning outcome
The learner will: 5 know how to handle materials and equipment safely
Assessment criteria
The learner can: 5.1 identify legislation relating to safe handling of materials and equipment 5.2 state procedures for safe lifting and manual handling activities in accordance with guidance and legislation 5.3 state the importance of using **lifting aids** when handling materials and equipment.

Range
Lifting aids Wheelbarrow, sack barrow, mechanical lifting aids, pallet truck.

Learning outcome
The learner will: 6 know about access equipment and working at heights
Assessment criteria
The learner can: 6.1 identify legislation relating to working at heights 6.2 identify types of **access equipment** 6.3 state **safe methods** of use for **access equipment** 6.4 identify **dangers** of working at height.

Range
Access equipment: Stepladders, ladders (pole, extension), trestles, hop-ups, proprietary scaffolding, podium, stilts **Safe methods** Regular inspection, check for broken, damaged or missing components, responsible use, consideration of adverse weather conditions, good housekeeping **Dangers** Falling tools, falling equipment, falling materials, persons falling from height (injuries to themselves and others).

Learning outcome
The learner will: 7 know how to work with electrical equipment in the workplace
Assessment criteria
The learner can: 7.1 state **precautions** to take to avoid risks to self and others when working with electrical equipment 7.2 state **dangers** of using electrical equipment 7.3 identify **voltages** and voltage colour coding that are used in the workplace 7.4 state **methods** of storing electrical equipment.

Range
Precautions Check leads, check plugs, use of cable hangers, check tools and equipment, current valid PAT certificate **Dangers**: Burns, electrocution, fire. **Voltages** Battery powered, 110/115 volts, 230/240 volts and 415 volts. **Methods** Components present, equipment cleaned, checked for damage, stored in a clean and secure location.

Learning outcome

The learner will:
8 know how to use Personal Protective Equipment (PPE)
Assessment criteria
The learner can:
8.1 state the legislation governing use of Personal Protective Equipment (PPE) 8.2 state **types of PPE** used in the workplace 8.3 state the importance of PPE 8.4 state why it is important to store, maintain and use PPE correctly 8.5 state the importance of checking and reporting damaged PPE.

Range
PPE: Head protection, eye protection, ear protection, face/dust masks, breathing apparatus, high visibility clothing, safety footwear, gloves, sun protection, barrier cream, water proofs, knee pads, overalls/disposable clothing

Learning outcome
The learner will: 9 know the cause of fire and fire emergency procedures
Assessment criteria
The learner can: 9.1 state **elements** essential to creating a fire 9.2 identify methods of fire prevention 9.3 state actions to be taken on discovering a fire 9.4 state **types of fire extinguishers** and their uses.

Range
Elements Oxygen, fuel, heat. **Types of fire extinguishers:** Water, foam, CO_2, dry powder.

Unit 202/602 Principles of building construction, information and communication

UAN:	Y/504/6999
Level:	2
Credit value:	6
GLH:	55
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge of building methods and construction technology in relation to: • understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings. • source relevant information and apply it to relevant tasks • calculating the resources from required drawings and specifications.

Learning outcome

The learner will:

10 understand how to select types of building information.

Assessment criteria

The learner can:

10.1 interpret **information sources** used in construction

10.2 interpret scale, **symbols and hatchings** on a working drawing

10.3 explain the purpose of **benchmarks** used in construction.

Range

Information sources

Drawings , schedules, specifications, programme of work, organisational chart, method statements, risk assessment, manufacturers' technical information, bill of quantities, order requisitions, delivery notes, variation orders, permits to work, signs and notices.

Symbols

WC, sink, bath, door, window

Hatchings

Brickwork, timber (wrot and unwrot), blockwork, concrete, hardcore, sub soil, insulation, damp proof course (DPC), damp proof membrane (DPM)

Benchmarks

Site datums, temporary bench marks (TBM), ordnance bench marks (OBM).

Learning outcome
The learner will: 11 know about environmental considerations in relation to construction.
Assessment criteria
The learner can: 11.1 describe thermally insulated **materials** 11.2 describe **methods** of making buildings water efficient 11.3 describe **methods** of making buildings energy efficient 11.4 state environmental-friendly **building materials** 11.5 state **procedures** for waste management.

Range
Materials Polyisocyanurate (PIR), Expanded Polystyrene (EP), fibre glass, mineral wool, double glazed units, multi-foil insulation. **Methods (2.2)** Efficient sanitary ware, water harvesting. **Methods (2.3)** Low energy lighting, automatic movement sensors, solar panels, wind turbines, heat source, biomass heating. **Building materials** Locally sourced, managed timber (FSC), lime, sheep wool, recycled materials, straw. **Procedures**: Segregation and recycling of waste, safe disposal of hazardous materials, Local Exhaust Ventilation (LEV).

Learning outcome
The learner will: 12 understand the construction of foundations.
Assessment criteria
The learner can: 12.1 describe **factors** to be considered when selecting **foundations** 12.2 describe **materials** and mix-ratios used in concrete foundations 12.3 explain how to **set out** foundations 12.4 explain **factors** to consider when excavating foundations 12.5 describe methods of transferring datums 12.6 calculate the volume of concrete used in pile foundation.

Range
Factors (3.1) Ground conditions (subsoil), strength, types of building. **Foundations** Strip, raft, pile, pad. **Materials**: Course aggregate, fine aggregate, cement, water, steel reinforcement, sulphate-resisting cement, ordinary portland cement, frost proofing, accelerators, retardants. **Set out**: 3:4:5 method, diagonals, profiles, builder's square. **Factors** (3.4) Underground services, proximity to neighbouring buildings, tree roots, ground conditions. **Methods:** Optical/laser level, straight edge and spirit level

Learning outcome
The learner will: 13 understand construction of internal and external walls.
Assessment criteria
The learner can: 13.1 describe **wall components** 13.2 explain the importance of a Damp Proof Course (DPC) 13.3 calculate the area of a gable 13.4 identify **additives** used in mortar 13.5 identify different types of **bonding** 13.6 describe the differences between load-bearing and non-load-bearing internal walls 13.7 calculate the volume of paint required to cover a wall area.

Range
Wall components Brick, block, insulation, Damp Proof Course (DPC), lintels, wall ties, airbrick and liner, cavity closures, stud partition, light density blocks, plasterboard, plaster. **Additives**: Retardant, accelerant, frost inhibitor, cement dyes, plasticiser.

Bonding:
Stretcher, English, Flemish.

Learning outcome
The learner will: 14 know about construction of floors.
Assessment criteria
The learner can: 14.1 describe **floor components** 14.2 calculate the linear quantity of floor boarding to cover an irregular shaped area 14.3 calculate additional quantities of wastage using percentage.

Range
Floor components: Hardcore, blinding sand, Damp Proof Membrane (DPM), insulation, oversite concrete, block and beam, pre-cast floor panels, screed (dry, self-levelling) sleeper walls, wall plates, DPC, joists, joist hangers, floor covering.

Learning outcome
The learner will: 15 know about construction of roofs.
Assessment criteria
The learner can: 15.1 describe **types** of roofs 15.2 describe **roof components**.

Range
Types Gable-ended, flat, hipped, lean-to. **Roof components** Purlins, rafters, truss rafters, ridge, batten/lathe, fascia, soffit, barges, valleys, wall plate, flashings, felt, slate/tile, insulation, joists, wall plate straps.

Learning outcome

The learner will:

16 understand how to communicate in the workplace.

Assessment criteria

The learner can:

16.1 describe **job roles** within building teams
16.2 explain **key personnel** involved in day to day communication
16.3 state **information** needed when requesting materials
16.4 identify methods of communication used to relay information to colleagues and others
16.5 describe advantages and disadvantages of **methods of communication**
16.6 state **occasions** when clear communication is vital in the workplace
16.7 explain **benefits** of positive communication with colleagues and others.

Range

Job roles
Professional, technician, trade, general operative.

Key personnel
Site manager, supervisors, fellow operatives.

Information
Dimensions, quantities, type, when and where required, contact name and details.

Methods of communication (7.4)
Letters, emails, telephone, memos, verbal, posters, signs, meetings, radio, text messages

Methods of communication (7.5)
Written, verbal

Occasions

Changes to risk assessments, work restrictions, changes to method statement, permits to work, changes to legislation.

Benefits
Improved motivation, avoid conflict, complying with equality and diversity, meeting deadlines.

Unit 205 Interpreting working drawings to set out masonry structures

UAN:	A/504/6901
Level:	2
Credit value:	6
GLH:	46
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge of how to interpret the information required to select materials, components, tools and equipment and be able to conduct checks on equipment and carry out checks for dimensional accuracy.

Learning outcome

The learner will:

1 know how to interpret information to establish setting-out requirements.

Assessment criteria

The learner can:

1.1 describe types of **drawings** used for setting out
1.2 identify **scales** commonly applied to drawings
1.3 describe how to take off **measurements** from working drawings
1.4 describe **methods** of reporting inaccuracies
1.5 describe the purpose of using datums in setting out work
1.6 identify types of abbreviations from working drawings
1.7 identify hatchings in relation to working drawings.

Range

Drawings

Block plans, site plans, general location, assembly, sectional, detailed, orthographic projection (first angle), isometric projection.

Scales

1:2500, 1:1250, 1:100, 1:50, 1:20, 1:10, 1:5.

Measurements

Reading drawing dimensions, using a scale rule.

Methods

Verbal, written.

Learning outcome

The learner will:

2 be able to establish setting out requirements.

Assessment criteria

The learner can:

2.1 check specifications and schedules to confirm setting out information
2.2 use working **drawings** to establish the location, shape and size of masonry structures
2.3 check that **information sources** comply with current legislation
2.4 record discrepancies in information when setting out
2.5 report discrepancies to authorised personnel
2.6 produce work method statements
2.7 follow current environmental and relevant health and safety regulations.

Range

Drawings

Block plans, site plans, general location, assembly, sectional, details, orthographic projection (first angle), isometric projection.

Information sources

Building regulations (approved documents), local authority requirements (location of building line), British standard specifications/codes of practice, health and safety legislation

manufacturers' information (catalogues, data/information sheets), Ordnance Survey Bench Marks (OSBM), Temporary Bench Marks (TBM), datums, site datum.

Learning outcome

The learner will:

3 know how to prepare construction sites for setting-out activities.

Assessment criteria

The learner can:

3.1 identify **requirements** for carrying out site clearance activities
3.2 describe the importance of site clearance before setting-out activities commence
3.3 describe the importance of locating and isolating **existing services**
3.4 describe **methods** used to locate and isolate existing services
3.5 identify **welfare requirements** for a working site.

Range

Requirements
Positioning of resources, removal of obstacles on site, flat and sloping, removal of vegetation, sites, site investigation, demolition and surface strip.

Existing services
Gas, electricity, water, telecoms, drainage.

Methods

Locate: local authority records, site drawings, ground scanning, walk over, utility company records.

Isolate: method statement, permits to work, utility company authorisation and work.

Welfare requirements
Toilets, washing facilities, drinking water, changing (drying) rooms, rest/eating area, first aid facilities.

Learning outcome

The learner will:

4 be able to prepare construction sites for setting out activities.

Assessment criteria

The learner can:

4.1 produce checklists of resources required to prepare construction sites for site clearance activities

4.2 perform walk-over surveys to establish site conditions

4.3 report results of walk-over surveys to establish **site clearance requirements**

4.4 use **calculations** required for site clearance activities

4.5 follow current environmental and relevant health and safety regulations.

Range

Site clearance requirements

Site planning, positioning of resources, removal of obstacles on site, hedges and tree tops, flat and sloping sites, demolition and surface strip, types of soil including property of top soil.

Calculations

Materials by volume, areas, perimeter, quantities, costings, mid- girth, measuring skills to set out and check dimensions, percentage for wastage/bulking.

Learning outcome

The learner will:

5 know how to select resources for setting-out work.

Assessment criteria

The learner can:

5.1 identify **resources** required for carrying out setting-out activities

5.2 identify **resources** required for transferring levels

5.3 identify **methods** of checking resources used for levelling

5.4 calculate setting out processes.

Range

Resources (AC5.1)

Ranging lines, materials for profiles, measuring tapes, hand tools, optical level and staff, laser level and detector, optical square, spray paint/sand line, straight edge, spirit level, builder's square, setting out pins/pegs, working drawings, calculator.

Resources (AC5.2)
Measuring tapes, hand tools, optical level and staff, laser level and detector, straight edge, spirit level, setting out pins/pegs, working drawings, calculator.

Methods
Visual inspection, calibration of levels and lasers, reversing spirit level and straight edge.

Calculate
Linear measurement, area, diagonals/3:4:5 (Pythagoras' theorem).

Learning outcome

The learner will:

6 be able to select resources for setting out work.

Assessment criteria

The learner can:

6.1 produce checklists of **resources** required for setting out activities
6.2 use calculations required for setting out activities
6.3 locate positions of building lines from working drawings
6.4 use site datum points
6.5 follow current environmental and relevant health and safety regulations.

Range

Resources

Ranging lines, builder's square, optical squaring equipment, timber for pegs and profiles, measuring tapes, spirit level, straight edge, hand tools, optical level.

Learning outcome

The learner will:

7 know how to set out regular-shaped masonry structures on level ground.

Assessment criteria

The learner can:

7.1 describe the importance of building lines
7.2 identify **methods** used for setting out right- angled corners
7.3 identify **methods** used to transfer levels
7.4 describe **methods** of handling of optical equipment
7.5 state the importance of using temporary profiles
7.6 describe the importance of working space between profiles and excavation
7.7 describe the purpose of datum heights
7.8 describe the importance of protecting setting-out work
7.9 describe how setting-out information is transferred onto foundations.

Range

Methods (AC7.2)
Diagonals/3:4:5 (Pythagoras' theorem), builders square, optical square, laser.

Methods (AC7.3)
Site datum establishment and protection, transferring levels from datum point, transfer of height to establish datum height, straight and corner profiles, ranging lines.

Methods (AC7.4)
Setting up, using, storing and transporting, in accordance with manufacturer's instructions

Learning outcome

The learner will:

8 be able to set out regular-shaped masonry structures on level ground.

Assessment criteria

The learner can:

8.1 locate positions of setting out
8.2 locate positions of building lines
8.3 establish corner positions along building lines
8.4 set out right-angled corners
8.5 mark walling and trench positions onto profiles
8.6 transfer levels from given datum heights
8.7 check dimensional accuracy of settings
8.8 use correct access equipment
8.9 follow current environmental and current health and safety regulations.

Range

Locate positions

Locate positions from block plan, site plan, north point.

Unit 246 Build solid and cavity walls to form craft masonry structures

UAN:	**J/506/2289**
Level:	2
Credit value:	16
GLH:	150
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to build solid walls with attached and isolated piers, and cavity walls to form craft masonry structures.

Learning outcome

The learner will:

1 know how to plan and select resources for building solid and cavity walls to form craft masonry structures.

Assessment criteria

The learner can:

1.1 describe the different types of **construction drawings**
1.2 identify **scales** used in construction drawings
1.3 identify different types of **information sources**
1.4 describe **resources** required for building solid and cavity walls to form craft masonry structures
1.5 calculate quantities of resources for building solid and cavity walls to form craft masonry structures.

Range

Construction drawings

Site plans, general location, assembly, sectional, detailed, orthographic projection (first angle), isometric projection.

Scales

1:100, 1:50, 1:20, 1:10, 1:5.

Information sources
Building Regulations, drawings/specification, method statement, risk assessment, bill of quantities, manufacturer's instructions, material schedule.

Resources
Tools: brick trowel, pointing trowel, lump hammer, bolster chisel, plugging chisel, scutch hammer, line and pins, corner blocks, spirit level, boat/pocket level, tape measure, builders square, tingle plate, brick hammer, jointing iron, gauge lath/rod.

Equipment: bucket, brick tongs/grabs, sack barrow, wheelbarrow, sweeping brush, hand brush, shovel, straight edge, mortar board, portable mixers, PPE, ladders, independent, putlog and system scaffolding, trestles.

Materials: bricks, blocks (clay, concrete, sand lime, common, facing and engineering brick, lightweight or dense concrete block), mortar, natural stone, reconstructed stone, local stone, copings/pier cap, Damp Proof Course (DPC), wall ties, airbrick, cavity/airbrick liner (fixed, telescopic), insulation and fixing components, cavity tray, weep holes/vents, lintels, cavity closures, profiles (for openings), movement joints, radon protection measures.

Learning outcome
The learner will: 2 be able to plan and select resources for building solid and cavity walls to form craft masonry structures.
Assessment criteria
The learner can: 2.1 interpret information sources 2.2 complete method statements 2.3 carry out risk assessments 2.4 select appropriate Personal Protective Equipment 2.5 select resources required for building solid and cavity walls to form craft masonry structures 2.6 check suitability of resources for building solid and cavity walls to form craft masonry structures 2.7 follow current environmental and relevant health and safety legislation.

Learning outcome
The learner will: 3 know how to build solid and cavity walls to form craft masonry structures.
Assessment criteria

The learner can:

3.1 describe the different types of **foundations**
3.2 state **methods** of transferring wall positions from profiles and transferring onto foundation concrete
3.3 state methods of checking datum heights at corner positions
3.4 describe methods of positioning insulation to meet given specifications
3.5 describe **methods** of providing damp-proof barriers to solid walls
3.6 describe **methods** of providing damp-proof barriers to cavity walls
3.7 state **methods** of establishing and maintaining bonds for solid and cavity walls
3.8 identify different **bonds** used in solid and cavity walls
3.9 identify lap requirements for solid walls incorporating local materials
3.10 describe methods of providing **decorative features** to solid walls
3.11 describe the use of **reinforcement** in solid walls
3.12 describe methods used to provide **weatherproof finishes** to solid walls
3.13 describe **methods** of forming openings in cavity walls
3.14 describe the methods of pointing and jointing
3.15 describe **methods** of protecting work and surrounding areas from damage
3.16 state the **methods** of ensuring work meets the given specification.

Range

Foundations

Strip, wide strip, trench fill, stepped, raft, pad, reinforced.

Methods (3.2)

Plumbing from profile ranging lines, marking concrete base, mortar screed.

Methods (3.5)

Use of: horizontal DPC, engineering brick, solid walling, copings and pier caps, oversailing courses, tile creasing, brick on edge.

Methods (3.6)

Horizontal & vertical DPC, cavity tray, weep holes/vents.

Methods (3.7)

Solid walls: Dry bonding, reverse bond, broken bond, coursing, random rubble, rules of bonding.

Cavity walls: Dry bonding, reverse bond, broken bond, coursing, rules of bonding.

Bonds (3.8)

Half bond, quarter bond, English bond, Flemish bond, English garden wall bond, Flemish garden wall bond, block bond.

Decorative features

Changing mortar colour, contrasting masonry, recessed/projected masonry, varying joint finishes, brick on edge, soldier course, tile creasing, oversailing, brick quoins.

Reinforcement

Horizontal, vertical, expanded metal, plastic, steel reinforcing bar.

Weatherproof finishes

Brick on edge with tile creasing, oversailing course, copings, cappings, pointed weather struck finish, half round finish, flush finish, purpose-made bricks.

Methods (3.13)

Establishing openings:

- Temporary frames
- Measurement
- Built-in frames
- Profiles

Cavity closing methods:

- Traditional blockwork returns (insulated DPC)
- Proprietary closures

Bridging openings:

- Lintels (pre-cast concrete, steel, stone)
- Arches (semi-circular, segmental, proprietary arch centres)

Positioning cills:

- Proprietary
- Traditional brick
- Specials
- Tiles
- Concrete
- Dressed stone
- Slate

Methods (3.15)

Plastic sheeting, hessian, clean working platforms, clean mortar boards, cover resources, protect decorative features/openings (stonework, plinths, cills, reveals), barriers to isolate work area, signage, sweeping/hosing down.

Methods (3.16)

Regular measurement checks: storey, cill and lintel heights, wall plate and finished floor level, opening sizes; carry out snagging process, dry bonding, check for square, alignment of piers, maintaining bond, gauge, level and plumb.

Learning outcome
The learner will: 4 be able to build solid walls with attached and isolated piers.
Assessment criteria
The learner can: 4.1 position resources to enable efficient work practices 4.2 set out solid walls to given specifications 4.3 prepare and safely cut **materials** 4.4 construct solid walls to form: • straight lengths • returns • junctions • piers (isolated and attached) 4.5 construct **decorative features** for piers and solid walls 4.6 produce **jointing and pointing finishes** to walls 4.7 protect work and surrounding areas during the construction process 4.8 follow current environmental and relevant health and safety legislation.

Range
Materials Bricks, blocks, natural stone, reconstructed stone, local stone, copings, Damp Proof Course (DPC). **Decorative features** Contrasting masonry (including quoins), recessed/projected masonry, brick on edge, soldier course. **Jointing and pointing finishes** Half round, recessed, flush, weather-struck.

Learning outcome
The learner will: 5 be able to erect cavity walls.
Assessment criteria
The learner can: 5.1 position resources to enable efficient work practices 5.2 set out cavity walls to given specifications 5.3 prepare and safely cut materials 5.4 construct cavity walls to form: • straight lengths • returns • junctions • openings 5.5 fix insulation to cavity walls 5.6 produce **jointing and pointing finishes** to cavity walls 5.7 protect work and surrounding areas during the construction process 5.8 follow current environmental and relevant health and safety legislation.

Range
Jointing and pointing finishes Half round, recessed, flush, weather-struck.

Unit 247 Internal and external finishes for craft masonry structures

UAN:	A/506/2290
Level:	2
Credit value:	9
GLH:	83
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to apply internal and external finishes for craft masonry structures.

Learning outcome
The learner will: 1 know how to plan and select resources for internal and external finishes for craft masonry structures.
Assessment criteria
The learner can: 1.1 identify different types of **information sources** 1.2 describe **resources** required for internal and external finishes for craft masonry structures 1.3 calculate quantities of resources for internal and external finishes for craft masonry structures 1.4 state the storage requirements of **materials.**

Range
Information sources Building regulations, specification, method statement, risk assessment, bill of quantities, manufacturer's instructions, material schedule. **Resources** Tools: Hawk, plasterer's trowel, brushes, float, gauging trowel, small tool, featheredge rule, darby, spirit levels, scratcher, devil float, plasterer's wheel, whisk/paddle, mixers, snips, finishing blade, claw hammer, bucket trowel.

Equipment: Banker and stand, bucket, wheel barrow, mixer, hop ups, trestles, system scaffold, stilts.

Materials: Sand, cement, lightweight plasters, plaster finish, thin coat and floating beads, fixings, additives, bonding agents, scrim, plasterboards (standard, high impact, acoustic, moisture resistant, fire resistant).

Materials

Sand, cement, lightweight plasters, plaster finish, thin coat and floating beads, fixings, additives, bonding agents, scrim, plasterboard.

Learning outcome
The learner will: 2 be able to plan and select resources for internal and external finishes for craft masonry structures.
Assessment criteria
The learner can: 2.1 interpret information sources to establish work requirements 2.2 complete method statements 2.3 carry out risk assessments 2.4 select appropriate Personal Protective Equipment 2.5 select resources required for internal and external finishes for craft masonry structures. 2.6 check suitability of resources for internal and external finishes for craft masonry structures. 2.7 follow current environmental and relevant health and safety legislation.

Learning outcome
The learner will: 3 understand how to produce internal backgrounds, and internal and external finishes.
Assessment criteria
The learner can: 3.1 state the methods used to install sheet materials 3.2 describe the process of preparing **background surfaces** 3.3 state the sequence of **operations** for mixing 3.4 describe **methods** of fixing beads and trims 3.5 explain the different uses of expanded metal lath 3.6 describe **methods** of applying internal finishes 3.7 describe **methods** of applying external finishes.

Range

Background surfaces

Internal: solid, sheet materials.

External: lightweight block, dense block, brick, stone, cob, metal lath.

Operations

Internal: designated area, protect the work and surrounding area, use of clean water, correctly mixed plasters.

External: designated area, protect the work and surrounding area, correctly mix render.

Methods (3.4)

Galvanised fixings, direct bond with dabs.

Methods (3.6)

Fixing expanded metal lath (EML), pricking/dubbing coat, scratch coat and key first coat, floating coat, broad screed method, plumb and dot, freehand method, setting coat.

Methods (3.7)

Fixing expanded metal lath (EML), pricking/dubbing coat, scratch coat and key first coat, floating coat, broad screed method, plumb and dot, freehand method.

Learning outcome
The learner will: 4 be able to produce internal backgrounds and finishes.
Assessment criteria
The learner can: 4.1 install sheet materials 4.2 form solid internal backgrounds 4.3 prepare backgrounds with high and low suction 4.4 apply beads and trims as required 4.5 mix materials to given specification 4.6 apply internal finishes to sheet materials 4.7 apply internal finishes to solid backgrounds 4.8 form internal and external angles 4.9 protect work and surrounding areas as work proceeds 4.10 follow current environmental and relevant health and safety legislation.

Learning outcome
The learner will:

5 be able to produce external finishes.
Assessment criteria
The learner can: 5.1 prepare backgrounds with high and low suction 5.2 apply beads and trims as required 5.3 mix materials to given specification 5.4 apply **external finishes** to solid backgrounds 5.5 form internal and external angles 5.6 protect work and surrounding areas as work proceeds 5.7 follow current environmental and relevant health and safety legislation.

Range
External finishes Plain faced render (floated finish)

Unit 248 Install pitched roof systems for small-scale building projects

UAN:	**F/506/2291**
Level:	2
Credit value:	6
GLH:	56
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to install pitched roof systems for small-scale building projects.

Learning outcome
The learner will: 1 know how to plan and select resources for installing pitched roof systems for small-scale building projects.
Assessment criteria
The learner can: 1.1 identify different types of **information sources** 1.2 describe **resources** required for installing pitched roof systems for small-scale building projects 1.3 calculate quantities of resources required for installing pitched roof systems for small-scale building projects 1.4 state the storage requirements of **materials** used.

Range
Information sources Building Regulations, drawings/specification, method statement, risk assessment, bill of quantities, manufacturer's literature, material schedule. **Resources**

Tools: Slate cutters, claw hammer, slate ripper, disc cutter, slate pick, slate scissors, craft knife, wood saw, tape measure, chalk line, gauging trowel, lead dresser, hand brush, slater's axe, pencil, marker pen.

Equipment: bucket, conveyor, ridge ladder, shovel, wheel barrow, cordless drill.

Materials: Underlay (breathable, non-breathable), battens, slates, interlocking tiles, plain tiles, fixings and clips, ridge/hip tiles, undercloak, verge finishes, eaves protection system (EPS), hip irons, dry ridge system, dry verge, eaves tiles, flashings, sand, cement, pigments/colouring.

Materials

Underlay (breathable, non-breathable), battens, slates, interlocking tiles, plain tiles, ridge/hip tiles, lead.

Learning outcome
The learner will: 2 be able to plan and select resources for installing pitched roof systems for small-scale building projects.
Assessment criteria
The learner can: 2.1 interpret information sources required for installing pitched roof systems for small-scale building projects 2.2 complete method statements 2.3 carry out risk assessments 2.4 select appropriate Personal Protective Equipment 2.5 select resources required for installing pitched roof systems for small-scale building projects. 2.6 check suitability of resources for installing pitched roof systems for small-scale building projects 2.7 follow current environmental and relevant health and safety legislation.

Learning outcome
The learner will: 3 know how to install background materials for pitched roof systems for small-scale building projects.
Assessment criteria
The learner can: 3.1 describe the method of setting out to install **background materials** 3.2 describe the method of fixing **background materials**.

Range
Background materials (3.1) Underlay, battens, fixings, undercloak, eaves protection system (EPS). **Background materials (3.2)** Underlay, battens, fixings, undercloak, eaves protection system (EPS), dry ridge, vents.

Learning outcome
The learner will: 4 be able to install background materials for pitched roof systems for small-scale building projects.
Assessment criteria
The learner can: 4.1 set out to install background materials 4.2 fix eaves protection system 4.3 fix underlay 4.4 fix battens 4.5 fix **verge details** 4.6 protect work and surrounding areas as work proceeds 4.7 follow current environmental and relevant health and safety legislation.

Range
Verge details Undercloak, dry verge.

Learning outcome
The learner will: 5 know how to install pitched roof systems for small-scale building projects.
Assessment criteria
The learner can: 5.1 describe the process of setting out to install roof systems 5.2 describe the **methods** of fixing **roof finishing materials**.

Range
Methods Clipped, nailed, bedded. **Roof finishing materials** Slates, interlocking tiles, plain tiles, fixings and clips, ridge/hip tiles, verge finishes, hip irons, dry ridge system, dry verge, eaves tiles, flashings, sand, cement, pigments.

Learning outcome
The learner will: 6 be able to install pitched roof systems for small-scale building projects.
Assessment criteria
The learner can: 6.1 set out to install pitched roof systems 6.2 install **pitched roof systems** 6.3 follow manufacturer's information 6.4 protect work and surrounding areas as work proceeds 6.5 follow current environmental and relevant health and safety legislation.

Range
pitched roof systems interlocking tiles, plain tiles, slates (local, natural and man-made).

Unit 248 Install pitched roof systems for small-scale building projects

Supporting information

Guidance

Fixing of ridge/hip tiles for new work should be completed using mechanical fixings (refer to NHBC Standards for further information).

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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds 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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website..

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