

# Entry Level 3 Award/Certificate in Basic Construction Skills (6218-01/05)

Qualification handbook for centres



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## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)844 543 0000**

**F +44 (0)20 7294 2413**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

# Entry Level 3 Award/Certificate in Basic Construction Skills (6218-01/05)

## Qualification handbook for centres

<b>Qualification title</b>	<b>City &amp; Guilds qualification number</b>	<b>QAN</b>
Entry Level 3 Award in Basic Construction Skills	6218-01	501/1097/4
Entry Level 3 Certificate in Basic Construction Skills	6218-05	600/3005/7

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 Oct 2011	Additional rules of combination – EL3 Certificate in Basic Const Skills	Introduction to the qualification
	Additional Units – 101 – 119	Units

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# 1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

<b>Qualification title</b>	<b>City &amp; Guilds qualification number</b>	<b>QAN</b>	<b>Registration and certification</b>
Entry Level 3 Award in Basic Construction Skills	6218-01	501/1097/4	See the Walled Garden or Online Catalogue for last dates
Entry Level 3 Certificate in Basic Construction Skills	6218-05	600/3005/7	

This qualification meets the needs of candidates who work or want to work in various trades of the Construction sector. It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the Construction sector. It also contributes knowledge and understanding towards the related Level 1 Award / Certificate / Diploma in Basic Construction Skills.

The Entry Level 3 Award and Certificate in Basic Construction Skills replace the City & Guilds Level 1 Introductory Certificate in Basic Construction Skills (qualification 6217-01). Centres must be aware that whilst both suites of qualifications are available for registration until 31 December 2012, the 6217 suite of qualifications are no longer funded for adult learners.

## 1.1 Qualification structure

To achieve the Entry Level 3 Award in Basic Construction Skills (6218-01), learners must achieve eight credits. For example:

- four Entry Level 3 units, each with a value of two credits **or**
- two Entry Level 3 units each at two credits and one level 1 unit with a value of four credits.

To achieve the Entry Level 3 Certificate in Basic Construction Skills (6218-05), learners must achieve 14 credits. For example:

- seven Entry Level 3 units, each with a value of two credits **or**
- five Entry Level 3 units each at two credits and one level 1 unit with a value of four credits.

## 2 Centre requirements

### 2.1 Centre approval

If your Centre is approved to offer the Entry Level 3 Award in Basic Construction Skills (6218-01) you can apply for the new Entry Level 3 Certificate in Basic Construction Skills (6218-05) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

#### Approval for new centres

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### 2.2 Resource requirements

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

- be technically competent and occupationally knowledgeable in the areas for which they are delivering training and/or have experience of providing training. The knowledge of the trainer and assessor must be at least one level above that being delivered
- have recent relevant experience in the specific area they will be assessing.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

#### Assessors and internal verifiers

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

Assessors should be occupationally competent, either qualified to level 2 or above in the relevant subject area or have significant and current experience of working in the industry at this level.



Trainers and assessors must be confident in the following candidate assessment stages:

- Assessment planning
- Methods of assessment
- Feedback
- Recording and storage of evidence

Internal verifiers do not need to be occupationally qualified, nor do they need to be assessors. However, they must have a good working knowledge of quality assurance procedures and have an established strategy and documentary audit trail of internal verification.

### **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 verification, and that it takes account of any national or legislative developments.

## **2.3 Candidate 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 qualifications successfully.

### **Age restrictions**

These qualifications have been approved and regulated for pre-16, 16 – 18, and 19 + learners. However, there are no age limits attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment. Please note that funding approval may differ to this.

## **2.4 Registration and certification**

Candidates must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under the appropriate qualification/complex. It is mandatory that candidates are registered before their first assessment takes place.

Full details on the procedures for these qualifications will be found in the City & Guilds On-line Catalogue. This is accessed through the Walled Garden.

## 3 Delivering the qualification

### 3.1 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 qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, 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:

<b>Description</b>	<b>How to access</b>
Assignment guide for centres and learners	Available on the City & Guilds 6218 Qualification web-page
Fast track approval forms/generic fast track approval form	Available on the City & Guilds web-page
APL Matrix – 6217 to 6218	Available on the City & Guilds web-page

## 4 Assessment

For these qualifications, learners will be required to complete the following assessments:

- **one** assignment for **each** unit

City & Guilds provides **an** assignment guide containing assignments for each unit.

The assignment guide for these qualifications is available to download from the City & Guilds website. It is password protected and these passwords are available to approved centres on the Walled Garden.

All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

The underpinning knowledge unit (091) covers necessary basic health and safety and good working practices. This is assessed by an additional on-line multiple choice question test. It is **not** mandatory and can be completed as an additional unit and may be useful for candidates who are expected to progress to higher level construction qualifications. It does not count as an optional or mandatory unit. See **Appendix 1** for the Test Specification.

## 5 Units

### Summary of units (Entry Level 3)

City & Guilds unit number	Title	GLH
001	Introducing site carpentry skills	19
002	Introducing bench joinery skills	20
003	Introducing cabinet making skills	18
004	Introducing rain water goods	15
005	Introducing finishing Skills	20
006	Introducing levelling in construction	15
007	Introducing pipework skills	20
008	Introducing paint finishing skills	16
009	Introducing brickwork skills	20

### Summary of units (Level 1)

City & Guilds unit number	Title	GLH
101	Developing site carpentry skills	32
102	Developing bench joinery skills	37
103	Developing cabinet making skills	34
104	Developing flooring skills	36
105	Developing partitioning skills	36
106	Developing hand tool maintenance skills	32
107	Developing hand plane skills	36
108	Developing pipework skills	32
109	Developing skills in fitted interiors	32
110	Developing brickwork skills	34
111	Developing Quoin skills	36
112	Developing Paint Finishing Skills	36
113	Developing surface preparation skills	36
114	Developing papering skills	34
115	Developing hardwood finishing skills	35
116	Developing blockwork skills	33
117	Developing rendering skills	32
118	Developing plastering skills	32
119	Developing tiling skills	36

## Unit 001

## Introducing site carpentry skills

**Level:** Entry Level 3

**Credit value:** 2

### Unit aim

The aim of this unit is to provide the learner with the basic skills and knowledge required to produce carpentry work.

### Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. know the resources required to produce basic carpentry joints
2. be able to joint timber.

### Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## **Unit 001**

### Outcome 1

## **Introducing site carpentry skills**

Know the resources required to produce basic carpentry joints

### **Assessment criteria**

The learner can:

1. identify carpentry
  - hand tools
  - materials.

### **Range/Scope**

#### **Tools**

- Measuring tape
- Try/combination square
- Marking gauge
- Tenon saw
- Bench hook
- Mallet
- Screwdriver
- Wheel brace
- Countersink and twist bits
- Chisels

## Unit 001

### Outcome 2

## Introducing site carpentry skills

### Be able to joint timber

#### Assessment criteria

The learner can:

1. use **safe working practices** to:
  - measure
  - mark out
  - gauge
  - cut
  - assemble
  - clean up work area.

#### Range

**Safe working practices:** Working in accordance with current legislation and best practice.

## Unit 002

## Introducing bench joinery skills

**Level:** Entry Level 3

**Credit value:** 2

### Unit aim

The aim of this unit is to provide the learner with the basic skills and knowledge required to produce bench joinery work.

### Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. know the resources required to produce basic bench joinery joints
2. be able to joint timber.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.



## Unit 002

## Introducing bench joinery skills

### Outcome 1

Know the resources required to produce basic bench joinery joints

#### Assessment criteria

The learner can:

1. identify bench joinery
  - hand **tools**
  - materials.

#### Range

#### Tools

- Measuring tape
- Try/combination square
- Marking gauge
- Tenon saw
- Bench hook
- Mallet
- Chisel
- Mortice chisel

**Unit 002**  
Outcome 2

**Introducing bench joinery skills**  
Be able to joint timber

**Assessment criteria**

The learner can:

1. use **safe working practices** to
  - measure
  - mark out
  - gauge
  - cut
  - use adhesive
  - assemble
  - wedge
  - clean off joints
  - clean up work area.

**Range**

**Safe working practices:** Working in accordance with current legislation and best practice.

## Unit 003

## Introducing cabinet making skills

**Level:** Entry Level 3

**Credit value:** 2

### Unit aim

The aim of this unit is to provide the learner with the basic skills and knowledge required to produce cabinet work.

### Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. know the resources required to produce basic cabinet work
2. be able to joint timber.

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 003

### Outcome 1

## Introducing cabinet making skills

Know the resources required to produce basic cabinet work

### Assessment criteria

The learner can:

1. identify cabinet making
  - hand **tools**
  - materials.

### Range

#### Tools

- Measuring tape
- Try/composition square
- Marking gauge
- Tenon saw
- Bench hook
- Mallet
- Wheel brace
- Twist bits
- Chisel
- Hammer
- Bevel

**Assessment criteria**

The learner can:

1. use **safe working practices** to
  - measure
  - determine joint pitch
  - mark out
  - gauge
  - cut
  - use adhesive
  - assemble
  - clean off joints
  - clean up work area.

**Range**

**Safe working practices:** Working in accordance with current legislation and best practice.

**Level:** Entry Level 3

**Credit value:** 2

### **Unit aim**

The aim of this unit is to provide the learner with the basic skills and knowledge required to fix rainwater goods.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The candidate will:

1. know the resources required to fix rainwater goods
2. be able to fix rainwater goods.

### **Guided learning hours**

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 004

## Introducing rain water goods

Outcome 1

Know the resources required to fix rainwater goods

### Assessment criteria

The learner can:

1. identify
  - **hand tools** required to fix rainwater goods
  - rainwater **goods**
  - safe proprietary access equipment.

### Range

**Hand tools:** Level, line, plumb bob, battery drill, tape measure, hand saw, screwdriver.

**Goods:** Gutter, union, downpipe, swan neck, shoe, brackets, clips, running outlet, stopped end.

## Unit 004

Outcome 2

## Introducing rain water goods

Be able to fix rainwater goods

### Assessment criteria

The learner can:

1. use **safe working practices** to:
  - erect proprietary access equipment
  - fix guttering to a fascia
  - fix downpipe fittings.

### Range

**Safe working practices:** Working in accordance with current legislation and best practice.



**Level:** Entry Level 3

**Credit value:** 2

### Unit aim

The aim of this unit is to provide the learner with the basic skills and knowledge required to remove damaged plasterwork and apply a finish.

### Learning outcomes

There are **four** learning outcomes to this unit. The candidate will:

1. know the resources required to remove damaged plasterwork and apply a finish
2. be able to prepare a background surface
3. be able to mix coatings
4. be able to apply coatings.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 005

### Outcome 1

## Introducing Finishing Skills

Know the resources required to remove damaged plasterwork and apply a finish

### Assessment criteria

The learner can:

1. identify the
  - plastering hand **tools**
  - plastering resources
  - mortar ratio.

### Range

**Tools:** club hammer, brick bolster, jamb brush, level, hawk, rendering trowel, skimming trowel, gauging trowel, buckets, auger, feather edge board, tape measure

## Unit 005

Outcome 2

## Introducing Finishing Skills

Be able to prepare a background surface

### Assessment criteria

The learner can:

1. use **safe working practices** to
  - mark out and remove damaged plastered area
  - clean background surface to a masonry structure.

### Range

**Safe working practices:** Working in accordance with current legislation and best practice.

**Unit 005**  
Outcome 3

**Introducing Finishing Skills**  
Be able to mix coatings

**Assessment criteria**

The learner can:

1. use safe working practices to
  - mix the **render** coat using the correct **render mix ratio**
  - mix **plaster** coat.

**Range**

**Render mix ratio.** 1:3-1:5 cement and sand or lime mortar.

**Render:** correct consistency

**Plaster:** correct consistency

## Unit 005

Outcome 4

## Introducing Finishing Skills

Be able to apply coatings

### Assessment criteria

The learner can:

1. use safe working practices to
  - apply render coat
  - apply **plaster coat**.

### Range

**Plaster coat:** correct consistency; use of two coat plaster work

**Level:** Entry Level 3

**Credit value:** 2

### Unit aim

The aim of this unit is to provide the learner with the basic skills and knowledge required to transfer levels.

### Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. know the resources required to transfer levels
2. be able to check the accuracy of levelling equipment
3. be able to transfer levels.

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 006

## Introducing levelling in construction

Outcome 1

Know the resources required to transfer levels

### Assessment criteria

The learner can:

1. identify the **resources**.

### Range

**Resources:** spirit level, straight edge, club hammer, ranging pegs (ranged over a distance of 8 m  $\pm$  3 mm)

## **Unit 006**

### Outcome 2

## **Introducing levelling in construction**

Be able to check the accuracy of levelling equipment

### **Assessment criteria**

The learner can:

1. check for resource accuracy
  - spirit level
  - straight edge.



## **Unit 006**

Outcome 3

## **Introducing levelling in construction**

Be able to transfer levels

### **Assessment criteria**

The learner can:

1. transfer levels
  - from a given datum height around a room
  - across ranging pegs.

### **Range**

**Resources:** level, tape measure, straight edge

## Unit 007

## Introducing pipework skills

**Level:** Entry Level 3

**Credit value:** 2

### Unit aim

The aim of this unit is to provide the learner with the basic skills and knowledge required to produce pipework.

### Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. know the resources required to produce plastic pipework
2. be able to produce plastic supply pipework
3. be able to produce plastic waste pipework.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 007

### Outcome 1

## Introducing pipework skills

Know the resources required to produce plastic pipework

### Assessment criteria

The learner can:

1. identify
  - **plumbing hand tools**
  - **plastic plumbing resources.**

### Range

**Plumbing hand tools:** hacksaw, pipe cutter, burr removing tool.

**Plastic plumbing resources:** 15 mm, 22 mm and 38 mm plastic tube, plastic clips, tee joints (obtuse, acute, reducing), elbows, lubricant.

## Unit 007

### Outcome 2

## Introducing pipework skills

Be able to produce plastic supply pipework

### Assessment criteria

The learner can:

1. use **safe working practices** to
  - form bends using push-fit fittings
  - form tee joints using push-fit fittings.

### Range

**Safe working practices:** working in accordance with current legislation and best practice.

## Unit 007

Outcome 3

## Introducing pipework skills

Be able to produce plastic waste pipework

### Assessment criteria

The learner can:

1. use **safe working practices** to
  - form bends using push-fit fittings
  - form tee joints using push-fit fittings.

### Range

**Safe working practices:** working in accordance with current legislation and best practice.

**Level:** Entry Level 3

**Credit value:** 2

### Unit aim

The aim of this unit is to provide the learner with the basic skills and knowledge required to apply paint finish.

### Learning outcomes

There are **four** learning outcomes to this unit. The candidate will:

1. know the resources required to apply paint finish
2. be able prepare surfaces and work area
3. be able to apply paint
4. be able to clean up on completion.

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 008

## Introducing paint finishing skills

Outcome 1

Know the resources required to apply paint finish

### Assessment criteria

The learner can:

1. identify the **resources** required to
  - access surfaces
  - prepare surfaces
  - paint surfaces.

### Range

**Resources:** Paint (range of colours), filler, rollers, brushes, paint tray, paint kettle, abrasive paper, sanding block, filler knife, rule or tape measure, chalk line, appropriate signs.

**Access equipment:** Proprietary access equipment.

## Unit 008

### Outcome 2

## Introducing paint finishing skills

Be able prepare surfaces and work area

### Assessment criteria

The learner can:

1. use **safe working practices** to
  - erect proprietary **access equipment**
  - prepare work area
  - prepare surfaces
  - display appropriate signs.

### Range

**Access equipment:** Proprietary access equipment.

**Safe working practice:** working in accordance with current legislation and best practice.



## Unit 008

Outcome 3

## Introducing paint finishing skills

Be able to apply paint

### Assessment criteria

The learner can:

1. use **safe working practices** to **apply** paint using
  - brush
  - rollers
2. display appropriate signs on completion.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.

**Apply:** Application of paint, correct techniques used, straight clean edges.

## Unit 008

Outcome 4

## Introducing paint finishing skills

Be able to clean up on completion

### Assessment criteria

The learner can:

1. use **safe working practices** to clean
  - tools
  - equipment
  - work area.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.

**Level:** Entry Level 3

**Credit value:** 2

### Unit aim

The aim of this unit is to provide the learner with the basic skills and knowledge required to produce brick and block work.

### Learning outcomes

There are **four** learning outcomes to this unit. The candidate will:

1. know the resources required to lay bricks and blocks
2. be able to joint brick and block work
3. be able to lay bricks and blocks
4. be able to clean up on completion.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 009

### Outcome 1

## Introducing brickwork skills

Know the resources required to lay bricks and blocks

### Assessment criteria

The learner can:

1. identify bricklaying
  - **hand tools**
  - **materials.**

### Range

**Hand tools:** laying trowel, pointing trowel, spirit level, pocket level, club hammer, brick bolster, comb hammer, brick hammer, line and pins, corner blocks, jointer, spot board and steel square, tape measure, gauge rod, profile board.

**Materials:** bricks, blocks, mortar.

## Unit 009

### Outcome 2

## Introducing brickwork skills

Be able to joint brick and block work

### Assessment criteria

The learner can:

1. use **safe working practices** to lay:
  - bed joints
  - perp joints.

### Range

**Safe working practices:** Working in accordance with current legislation and best practice.

**Unit 009**  
Outcome 3

**Introducing brickwork skills**  
Be able to lay bricks and blocks

**Assessment criteria**

The learner can:

1. use **safe working practices** to:
  - measure
  - gauge
  - level
  - plumb
  - range
  - cut
  - lay bricks and blocks to line
  - joint.

**Range**

**Safe working practices:** Working in accordance with current legislation and best practice

## Unit 009

Outcome 4

## Introducing brickwork skills

Be able to joint brick and block work

### Assessment criteria

The learner can:

1. use **safe working practices** to clean
  - tools
  - equipment
  - work area.

### Range

**Safe working practices:** Working in accordance with current legislation and best practice.

## Unit 101

## Developing Site Carpentry Skills

**Level:** 1

**Credit value:** 4

### Unit aim

The aim of this unit is to develop the learner's skills and knowledge in site carpentry.

### Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. know the site carpentry operations included in second fixing
2. know the resources required to fix mouldings
3. be able to fix mouldings.

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.



## **Unit 101**

Outcome 1

## **Developing Site Carpentry Skills**

Know the site carpentry operations included in second fixing

### **Assessment criteria**

The learner can:

2. list four second fixing operations.

## Unit 101

### Outcome 2

## Developing Site Carpentry Skills

### Know the resources required to fix mouldings

#### Assessment criteria

The learner can:

3. identify
  - **tools**
  - **materials.**

#### Range

##### Tools

- Measuring tape
- Try/combination square
- Bevel edged chisel
- Frame saw
- Tenon saw
- Coping saw
- Sliding bevel
- Hammer
- Nail punch
- Mitre box
- Block plane

##### Materials

- Solid timber
- Manufactured board

## Unit 101

### Outcome 3

## Developing Site Carpentry Skills

Be able to fix mouldings

### Assessment criteria

The learner can:

4. use **safe working practices** to:

- measure
- mark out
- scribe
- mitre
- **fix**
- punch
- clean up on completion.

### Range

**Safe working practices:** Working in accordance with current legislation and best practice.

### Fix

- gaps in joints not exceeding 1 mm
- nails punched below surface.

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to provide the learner with the basic skills and knowledge required to produce carpentry work.

### **Learning outcomes**

There are **three** learning outcomes to this unit. The candidate will:

5. know the resources required to produce a panelled joinery product
6. be able to mark out timber to produce a panelled joinery product
7. be able to produce a panelled joinery product.

### **Guided learning hours**

It is recommended that **37** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 102

### Outcome 1

## Developing Bench Joinery Skills

Know the resources required to produce a panelled joinery product

### Assessment criteria

The learner can:

8. identify the
  - hand **tools**
  - **materials**.

### Range

#### Tools

- Measuring tape
- Try/combination square
- Mortice gauge
- Mortice chisel
- Bevel edged chisels
- Bench cramp
- Sash cramp
- Tenon saw
- Bench hook
- Mallet
- Hammer
- Plough plane
- Smoothing plane
- Sanding block

#### Materials

- Solid timber
- Manufactured board

## **Unit 102**

### **Outcome 2**

## **Developing Bench Joinery Skills**

Be able to mark out timber to produce a panelled joinery product

### **Assessment criteria**

The learner can:

9. use safe working practices to:
  - determine face marks
  - measure
  - mark out
  - square lines around
  - gauge.

## Unit 102

Outcome 3

## Developing Bench Joinery Skills

Be able to produce a panelled joinery product

### Assessment criteria

#### Practical activities

The learner can:

10. use **safe working practices** to:

- cut joints
- produce grooves
- apply adhesive
- assemble
- square up
- wedge joints
- clean off joints
- clean up work area.

#### Range

**Safe working practices:** Working in accordance with current legislation and best practice.

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge in cabinet making.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The candidate will:

11. know the resources required to produce a cabinet item
12. be able to produce a cabinet item.

### **Guided learning hours**

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.



## Unit 103

### Outcome 1

## Developing Cabinet Making Skills

Know the resources required to produce a cabinet item

### Assessment criteria

The learner can:

13. identify cabinet making

- **hand tools**
- **materials.**

### Range

**Hand tools:** bevel edged chisels, bench planes, marking out tools, mallet, drill and bits, spokeshave, sliding bevel, hand router, compass, coping saw, cramps, tenon saw, dovetail saw, tape measure

**Materials:** timber, dowel

## Unit 103

### Outcome 2

## Developing Cabinet Making Skills

Be able to produce a cabinet item

### Assessment criteria

The learner can:

14. use **safe working practices** to

- Measure
- Set out
- determine joint pitch
- mark out
- gauge
- square lines
- cut
- drill (hand tools only)
- shape
- recess
- use adhesive
- assemble
- clean off joints
- clean up work area.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.

## Unit 104

## Developing Flooring Skills

**Level:** 1

**Credit value:** 4

### Unit aim

The aim of this unit is to develop the learner's skills and knowledge in flooring.

### Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. know the terms used in flooring
2. know the resources required to carry out flooring operations
3. be able to produce flooring joints.

### Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 104

Outcome 1

## Developing Flooring Skills

Know the terms used in flooring

### Assessment criteria

#### Underpinning knowledge

The learner can:

1. identify flooring **terms**.

#### Range

**Terms:** Trimmed joists; Bevelled, dovetail and square stopped housing joints; Square edged floor; boarding; Lost heads/oval nails

## Unit 104

### Outcome 2

## Developing Flooring Skills

Know the resources required to carry out flooring operations

### Assessment criteria

The learner can:

15. identify flooring

- **tools**
- **materials.**

### Range

#### Tools:

- Measuring tape
- Try/combination square
- Panel and tenon saw
- Marking gauge
- Firmer/bevel edge chisel
- Centre bit and swing brace
- Hand router
- Sliding bevel
- Bench hook
- Mallet
- Hammer
- Nail punch

**Materials:** Sawn and planed timber

**Unit 104**  
Outcome 3

**Developing Flooring Skills**  
Be able to produce flooring joints

**Assessment criteria**

The learner can:

16. use **safe working practices** to:

- measure
- mark out
- determine joint pitch
- determine joint ratios
- cut
- recess
- assemble
- wedge
- nail
- clean up work area on completion.

**Range**

**Safe working practices:** Working in accordance with current legislation and best practice.

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learners skills and knowledge in partitioning.

### **Learning outcomes**

There are **three** learning outcomes to this unit. The candidate will:

1. know the terms used in partitioning
2. know the resources required to carry out partitioning
3. be able to produce and assemble a portion of studwork partition.

### **Guided learning hours**

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 105

### Outcome 1

## Developing Partitioning Skills

Know the terms used in partitioning

### Assessment criteria

The learner can:

17. identify partitioning **terms**.

### Range

#### Terms

- Head and sole plate
- Studs
- Door head
- Puncheon



## Unit 105

### Outcome 2

## Developing Partitioning Skills

Know the resources required to carry out partitioning

### Assessment criteria

The learner can:

18. identify

- **tools**
- **materials.**

### Range

#### Tools

- Measuring tape
- Try/combination square
- Panel and tenon saw
- Marking and mortice gauge
- Mortice chisel
- Centre bit and swing brace
- Hand router
- Bench hook
- Mallet
- Hammer
- Sliding bevel

#### Materials:

- Timber
- Nails

## Unit 105

## Developing Partitioning Skills

### Outcome 3

Be able to produce and assemble a portion of studwork partition

#### Assessment criteria

The learner can:

19. use **safe working practices** to:

- measure
- mark out
- determine joint pitch
- cut
- notch
- recess
- assemble
- nail
- wedge
- clean up work area after completion.

#### Range

**Safe working practices:** Working in accordance with current legislation and best practice

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to maintain hand tools.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The candidate will:

1. be able to identify tools that require maintenance
2. be able to plane timber.

### **Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 106

Outcome 1

## Developing Hand Tool Maintenance Skills

Be able to identify tools that require maintenance

### Assessment criteria

The learner can:

20. identify

- **hand tools**
- parts of hand tools requiring maintenance.

### Range

**Hand tools:** bench planes, mortice and bevel edged chisels, hammer, bolster

**Unit 106**  
Outcome 2

**Developing Hand Tool Maintenance Skills**  
Be able to plane timber

**Assessment criteria**

The learner can:

21. use **safe working practices** to

- strip down
- hone
- sharpen
- set
- file
- replace
- repair
- deburr
- clean
- lubricate
- re-assemble
- adjust.

**Range**

**Safe working practices:** working in accordance with current legislation and best practice.

## Unit 107

## Developing Hand Plane Skills

**Level:** 1

**Credit value:** 4

### Unit aim

The aim of this unit is to develop the learner's skills and knowledge required to produce planed timber by hand.

### Learning outcomes

There are **two** learning outcomes to this unit. The candidate will:

1. know the hand tools required to plane timber
2. be able to plane timber.

### Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 107

Outcome 1

## Developing Hand Plane Skills

Know the hand tools required to plane timber

### Assessment criteria

The learner can:

22. identify

- types of **hand planes**
- parts of hand planes.

### Range

**Hand planes:** spokeshaves, bench, rebate and block planes.

## Unit 107

Outcome 2

## Developing Hand Plane Skills

Be able to plane timber

### Assessment criteria

The learner can:

23. use **safe working practices** to:

- **sharpen** plane irons
- produce **planed all round** timber
- produce shaped components, including curved, tapered, chamfered and rebated edges.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.

**Sharpen:** water and oil sharpening stones, square to the appropriate angle.

**Planed all round:** square, face flat, parallel to correct size.



## Unit 108

## Developing Pipework Skills

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge in pipework.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The candidate will:

1. know the resources required to produce copper pipework
2. be able to produce copper pipework.

### **Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 108

Outcome 1

## Developing Pipework Skills

Know the resources required to produce copper pipework

### Assessment criteria

The learner can:

24. identify

- **plumbing hand tools**
- copper plumbing **resources**.

### Range

**Plumbing hand tools:** adjustable spanner, wrench, pipe benders, pipe cutter

**Resources:** copper tube, fittings

## Unit 108

Outcome 2

## Developing Pipework Skills

Be able to produce copper pipework

### Assessment criteria

The learner can:

25. use **safe working practices** to

- form pulled bends
- produce bends using compression fittings
- produce tee joints using compression fittings
- produce reducing joints
- apply proprietary sealant.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to fit interiors.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The candidate will:

1. know the resources required to fit interiors
2. be able fit interiors.

### **Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 109

### Outcome 1

## Developing Skills in Fitted Interiors

Know the resources required to fit interiors

### Assessment criteria

The learner can:

26. identify

- **hand tools**
- **materials.**

### Range

**Hand tools:** level, wheel drill, drill bits, screwdriver, adjustable spanner, wrench, pipe benders, pipe cutter, hand saw, file.

**Materials:** copper tube, fittings, WC, hand basin, plastic tubing and fittings.

**Unit 109**  
Outcome 2

**Developing Skills in Fitted Interiors**  
Be able fit interiors

**Assessment criteria**

The learner can:

27. use **safe working practices** to

- measure
- assemble
- position
- bend pipes
- form joints
- level
- plumb
- install.

**Range**

**Safe working practice:** working in accordance with current legislation and best practice.

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to produce brick and block work.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The candidate will:

1. know the resources required to lay bricks and blocks
2. be able to joint brick and block work
3. be able to lay bricks and blocks
4. be able to clean up on completion.

### **Guided learning hours**

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 110

### Outcome 1

## Developing Brickwork Skills

Know the resources required to lay bricks and blocks

### Assessment criteria

The learner can:

28. identify bricklaying

- **hand tools**
- **resources.**

### Range

**Tools:** Laying trowel, pointing trowel, tape measure, gauge rod, bolster, brick hammer, club hammer, comb hammer, spirit level, pocket level, jointer.

**Resources:** bricks, blocks, flexible DPC, wall ties, air brick.



## Unit 110

Outcome 2

## Developing Brickwork Skills

Be able to joint brick and block work

### Assessment criteria

The learner can:

29. use **safe working practices** to lay

- bed joints
- perp joints.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.

## Unit 110

### Outcome 3

## Developing Brickwork Skills

### Be able to lay bricks and blocks

#### Assessment criteria

The learner can:

30. use **safe working practices** to

- measure
- gauge
- level
- plumb
- range
- cut
- install damp proof courses
- install ventilation brick
- install wall ties
- form stopped ends
- lay bricks and blocks to line
- joint.

#### Range

**Safe working practice:** working in accordance with current legislation and best practice.

## Unit 110

Outcome 4

## Developing Brickwork Skills

Be able to clean up on completion

### Assessment criteria

The learner can:

31. use **safe working practices** to clean

- tools
- equipment
- work area.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to build brick and block quoins.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The candidate will:

1. know the resources required to lay bricks and blocks
2. be able to mark a square corner
3. be able to dry bond quoins
4. be able to build quoins.

### **Guided learning hours**

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 111

### Outcome 1

## Developing Quoin Skills

Know the resources required to lay bricks and blocks

### Assessment criteria

The learner can:

32. identify bricklaying

- **hand tools**
- **materials.**

### Range

**Tools:** Laying trowel, pointing trowel, tape measure, gauge rod, bolster, brick hammer, club hammer, comb hammer, spirit level, pocket level, jointer and steel square.

**Materials:** bricks, blocks.

**Unit 111**  
Outcome 2

**Developing Quoin Skills**  
Be able to mark a square corner

**Assessment criteria**

The learner can:

1. use **safe working practices** to establish a right angled quoin.

**Range**

**Safe working practice:** working in accordance with current legislation and best practice.

**Unit 111**  
Outcome 3

**Developing Quoin Skills**  
Be able to dry bond quoins

**Assessment criteria**

The learner can:

33. use **safe working practices** to dry bond brick and block quoins to a
- half-brick/block thick wall
  - one-brick thick wall.

**Range**

**Safe working practice:** working in accordance with current legislation and best practice.

## Unit 111

Outcome 4

## Developing Quoin Skills

Be able to build quoins

### Assessment criteria

The learner can:

34. use **safe working practices** to build brick and block quoins and maintain

- bonds
- gauge
- level
- plumb
- ranging
- square.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.



**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to apply paint finishes.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The candidate will:

1. know the resources required apply paint finishes
2. be able to prepare work area
3. be able to apply paint
4. be able to clean up on completion.

### **Guided learning hours**

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 112

### Outcome 1

## Developing Paint Finishing Skills

Know the resources required apply paint finishes

### Assessment criteria

The learner can:

35. identify painting

- **hand tools**
- **materials.**

### Range

**Tools:** Rubbing block, filler knife (broad knife), filler board (hawk), selection of paint brushes, dusting brush, palette knife, shave hooks, paint kettle, proprietary access equipment, safety signs

**Materials:** Filler, abrasive paper, paint (water based), masking tape , knotting.

**Safety:** Current health and safety legislation, risk assessment, appropriate PPE, Safe working area, tools used maintained and stored in a safe condition warning signs, waste disposal in accordance with current legislation

## Unit 112

### Outcome 2

## Developing Paint Finishing Skills

Be able to prepare work area

### Assessment criteria

The learner can:

36. use **safe working practices** to:

- protect surrounding area from damage
- prepare surfaces.

### Range

**Safety:** Current health and safety legislation, risk assessment, appropriate PPE, Safe working area, tools used maintained and stored in a safe condition warning signs, waste disposal in accordance with current legislation.

**Unit 112**  
Outcome 3

**Developing Paint Finishing Skills**  
Be able to apply paint

**Assessment criteria**

The learner can:

1. use **safe working practices** to apply
  - primer
  - undercoat
  - finish coat
2. display appropriate signs on completion.

**Range**

**Safety:** Current health and safety legislation, risk assessment, appropriate PPE, Safe working area, tools used maintained and stored in a safe condition warning signs, waste disposal in accordance with current legislation.

## Unit 112

Outcome 4

## Developing Paint Finishing Skills

Be able to clean up on completion

### Assessment criteria

The learner can:

37. use **safe working practices** to clean

- tools
- equipment
- work area.

### Range

**Safety:** Current health and safety legislation, risk assessment, appropriate PPE, Safe working area, tools used maintained and stored in a safe condition warning signs, waste disposal in accordance with current legislation.

## Unit 113

## Developing Surface Preparation Skills

**Level:** 1

**Credit value:** 4

### Unit aim

The aim of this unit is to develop the learner's skills and knowledge required to prepare wall surfaces prior to decorating.

### Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. know the resources required for surface preparation
2. be able prepare surfaces and work area
3. be able to apply background paper.

### Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 113

### Outcome 1

## Developing Surface Preparation Skills

Know the resources required for surface preparation

### Assessment criteria

The learner can:

38. identify the required

- **tools**
- **resources.**

### Range

**Tools:** Abrasive paper, sanding block, filler knife, paste brush, paperhanging brush, roller scissors/shears, seam roller, felt roller, rule or tape, trimming knife, straight edge, spirit level, chalk line bucket, proprietary access equipment

**Resources:** White lining paper(different weights), reinforced, waterproof, metal foil, starch paste (cold water paste, hot water paste, prepared in tub paste), cellulose paste, PVA and acrylic adhesive, fungicide paste, filler, paste board/table

## Unit 113

### Outcome 2

## Developing Surface Preparation Skills

Be able prepare surfaces and work area

### Assessment criteria

The learner can:

39. use **safe working practices** to

- erect proprietary access equipment
- prepare work area
- prepare surfaces
- display appropriate signs.

### Range

**Safety:** Current health and safety legislation, risk assessment, appropriate PPE, Safe working area, tools used maintained and stored in a safe condition warning signs, waste disposal in accordance with current legislation



## Unit 113

### Outcome 3

## Developing Surface Preparation Skills

Be able to apply background paper

### Assessment criteria

The learner can:

40. use **safe working practices** to

- measure
- cut
- paste
- apply horizontally
- trim
- seam roll.

### Range

**Safety:** Current health and safety legislation, risk assessment, appropriate PPE, Safe working area, tools used maintained and stored in a safe condition warning signs, waste disposal in accordance with current legislation

## Unit 114

## Developing Papering Skills

**Level:** 1

**Credit value:** 4

### Unit aim

The aim of this unit is to develop the learner's skills and knowledge required to apply decorative wall paper.

### Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

1. know the resources required for surface preparation
41. be able prepare surfaces and work area
42. be able to apply decorative wall paper.

### Guided learning hours

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 114

### Outcome 1

## Developing Papering Skills

Know the resources required for surface preparation

### Assessment criteria

The learner can:

43. identify the required

- **tools**
- **resources.**

### Range

**Resources:** Patterned papers (machine, hand prints, blown vinyl's, flock), starch paste (cold water paste, hot water paste, prepared or tub paste), cellulose paste, PVA and acrylic adhesive, fungicide paste, filler, paste board/table check batch numbers, Proprietary access equipment

**Tools:** Abrasive paper, sanding block, filler knife, paper hanging brush, roller, scissors/shears, seam roller, felt roller, paste board/table, rule or tape, trimming knife, straight edge, plumb bob, spirit level, chalk line, paste brush, bucket.

**Safety issues:** Current health and safety legislation, risk assessments, appropriate PPE, warning signs; safe working area, tools used maintained and stored in a safe condition, any waste disposed of in accordance to current legislation

## Unit 114

### Outcome 2

## Developing Papering Skills

Be able prepare surfaces and work area

### Assessment criteria

#### Practical activities

The learner can:

1. use **safe working practice** to
  - erect proprietary access equipment
  - prepare work area
  - prepare surfaces
  - display appropriate signs.

### Range

**Safety issues:** Current health and safety legislation, risk assessments, appropriate PPE, warning signs; Safe working area, tools used maintained and stored in a safe condition, any waste disposed of in accordance to current legislation

## Unit 114

### Outcome 3

## Developing Papering Skills

Be able to apply decorative wall paper

### Assessment criteria

#### Practical activities

The learner can:

44. use **safe working practices** to

- plumb
- match
- **measure**
- **cut**
- paste
- **apply** vertically
- align as required
- trim
- seam roll
- remove excess adhesive
- clean up on completion.

### Range

**Safety issues:** Current health and safety legislation, risk assessments, appropriate PPE, warning signs; Safe working area, tools used maintained and stored in a safe condition, any waste disposed of in accordance to current legislation

**Measure and cut:** rolls of paper, pattern drops, length and width as necessary allowing for pattern repeat and match, top and bottom cutting, folding, star cut (light switches/power outlet sockets)

**Apply:** Application of paste, correct folding and application techniques, pattern match correct, no air bubbles, avoid stretching, cutting to fit top and bottom after application, seams rolled, excess paste removed, no dry edges, joints plumb.

## Unit 115

## Developing Hardwood Finishing Skills

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to apply hardwood finishes.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The candidate will:

45. know the resources required to apply hardwood finishes

46. be able to apply hardwood finishes.

### **Guided learning hours**

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 115

Outcome 1

## Developing Hardwood Finishing Skills

Know the resources required to apply hardwood finishes

### Assessment criteria

The learner can:

47. identify the required

- **tools**
- resources.

### Range

**Tools:** brushes, rags, buttons

**Unit 115**  
Outcome 2

**Developing Hardwood Finishing Skills**  
Be able to apply hardwood finishes

**Assessment criteria**

The learner can:

48. use **safe working practices** to apply the following to pre-prepared **hardwood surfaces**

- oil
- stain
- varnish
- french polish
- wax.

**Range**

**Safe working practice:** working in accordance with current legislation and best practice.

**Hardwood surfaces:** Danish oil, water based stain, water based varnish, French polish, wax.



## Unit 116

## Developing Blockwork Skills

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to produce blockwork.

### **Learning outcomes**

There are **three** learning outcomes to this unit. The candidate will:

49. know the resources required to lay blocks

50. be able to lay blocks

51. be able to clean up on completion.

### **Guided learning hours**

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 116

### Outcome 1

## Developing Blockwork Skills

Know the resources required to lay blocks

### Assessment criteria

The learner can:

1. identify blocklaying

- **hand tools**
- resources.

### Range

**Tools:** Laying trowel, pointing trowel, tape measure, gauge rod, bolster, club hammer, comb hammer, spirit level, pocket level, jointer, and goggles.

**Assessment criteria**

The learner can:

52. use safe working practices to

- measure
- **cut**
- gauge
- level
- plumb
- range
- form opening
- install vertical **damp proof course**
- install insulation
- install **wall** ties
- form stopped ends at reveals
- lay bricks and blocks to line
- position lintel
- joint.

**Range**

**Cuts:** Correct length  $\pm$  5 mm

**Damp proof course:** Lay in a sandwich construction method.

**Cavity wall:** Correct cavity width  $\pm$  5 mm, clean cavity, Gauge level plumb  $\pm$  5 mm, ranged block  $\pm$  5 mm, block joints  $\pm$  5 mm, full joints, little smudging.

## Unit 116

Outcome 3

## Developing Blockwork Skills

Be able to clean up on completion

### Assessment criteria

The learner can:

53. use safe working practices to clean

- **tools**
- equipment
- work area.

### Range

**Tools:** Laying trowel, pointing trowel, tape measure, gauge rod, bolster, club hammer, comb hammer, spirit level, pocket level, jointer, and goggles.

## Unit 117

## Developing Rendering Skills

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to render blockwork.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The candidate will:

- 54. know the resources required to render blockwork
- 55. be able to prepare a background surface
- 56. be able to apply coatings
- 57. be able to clean up on completion.

### **Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## **Unit 117**

Outcome 1

## **Developing Rendering Skills**

Know the resources required to render blockwork

### **Assessment criteria**

The learner can:

1. identify the rendering
  - hand tools
  - resources
  - mortar ratio.

## Unit 117

### Outcome 2

## Developing Rendering Skills

Be able to prepare a background surface

### Assessment criteria

The learner can:

1. use safe working practices to
  - clean background surface.
  - apply corner beads.

### Additional Guidance

**Corner beads:** Minimum of one meter in length, measured, cut and fixed correctly. Plumb  $\pm 2$  mm

**Scratch coat:** Minimum of 1 m<sup>2</sup> screed deviations  $\pm 5$  mm, scratch horizontal

**Attached pier:** Screed deviations  $\pm 5$  mm, scratch horizontal, beads edging clean.

**Float coat:** Float deviations  $\pm 3$  mm, even float finish.

**Assessment criteria**

The learner can:

1. use safe working practices to
  - mix render
  - apply background render coat
  - apply finish render coat.

**Additional Guidance**

**Corner beads:** Minimum of one meter in length, measured, cut and fixed correctly. Plumb  $\pm 2$  mm

**Scratch coat:** Minimum of 1 m<sup>2</sup> screed deviations  $\pm 5$  mm, scratch horizontal

**Attached pier:** Screed deviations  $\pm 5$  mm, scratch horizontal, beads edging clean.

**Float coat:** Float deviations  $\pm 3$  mm, even float finish.



**Unit 117**  
Outcome 4

**Developing Rendering Skills**  
Be able to clean up on completion

**Assessment criteria**

The learner can:

1. use safe working practices to **clean**
  - tools
  - equipment
  - work area.

**Additional Guidance**

**Corner beads:** Minimum of one meter in length, measured, cut and fixed correctly. Plumb  $\pm 2$  mm

**Scratch coat:** Minimum of 1 m<sup>2</sup> screed deviations  $\pm 5$  mm, scratch horizontal

**Attached pier:** Screed deviations  $\pm 5$  mm, scratch horizontal, beads edging clean.

**Float coat:** Float deviations  $\pm 3$  mm, even float finish.

## Unit 118

## Developing Plastering Skills

**Level:** 1

**Credit value:** 4

### **Unit aim**

The aim of this unit is to develop the learner's skills and knowledge required to apply plaster.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The candidate will:

58. know the resources required to apply plaster

59. be able to prepare a background surface

60. be able to apply plaster coats

61. be able to clean up on completion.

### **Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Construction Skills.

## Unit 118

### Outcome 1

## Developing Plastering Skills

Know the resources required to apply plaster

### Assessment criteria

The learner can:

1. identify the plastering
  - hand tools
  - resources.

### Additional Guidance

**Corner beads:** Minimum of one meter in length, measured, cut and fixed correctly. Plumb  $\pm 2$  mm

**Scratch coat:** Minimum of 1 m<sup>2</sup> screed deviations  $\pm 5$  mm, scratch horizontal

**Attached pier:** Screed deviations  $\pm 5$  mm, scratch horizontal, beads edging clean.

**Float coat:** Float deviations  $\pm 3$  mm, even float finish.

## Unit 118

### Outcome 2

## Developing Plastering Skills

Be able to prepare a background surface

### Assessment criteria

The learner can:

1. use safe working practices to
  - clean background surface.
  - apply corner beads.

### Additional Guidance

**Corner beads:** Minimum of one meter in length, measured, cut and fixed correctly. Plumb  $\pm 2$  mm

**Scratch coat:** Minimum of 1 m<sup>2</sup> screed deviations  $\pm 5$  mm, scratch horizontal

**Attached pier:** Screed deviations  $\pm 5$  mm, scratch horizontal, beads edging clean.

**Float coat:** Float deviations  $\pm 3$  mm, even float finish.

**Assessment criteria**

The learner can:

1. use safe working practices to
  - mix plaster
  - apply background plaster coat
  - apply setting coat
  - apply finish coat.

**Additional Guidance**

**Corner beads:** Minimum of one meter in length, measured, cut and fixed correctly. Plumb  $\pm 2$  mm

**Scratch coat:** Minimum of 1 m<sup>2</sup> screed deviations  $\pm 5$  mm, scratch horizontal

**Attached pier:** Screed deviations  $\pm 5$  mm, scratch horizontal, beads edging clean.

**Float coat:** Float deviations  $\pm 3$  mm, even float finish.

**Unit 118**  
Outcome 4

**Developing Plastering Skills**  
Be able to clean up on completion

**Assessment criteria**

The learner can:

1. use safe working practices to **clean**
  - tools
  - equipment
  - work area.

**Additional Guidance**

**Corner beads:** Minimum of one meter in length, measured, cut and fixed correctly. Plumb  $\pm 2$  mm

**Scratch coat:** Minimum of 1 m<sup>2</sup> screed deviations  $\pm 5$  mm, scratch horizontal

**Attached pier:** Screed deviations  $\pm 5$  mm, scratch horizontal, beads edging clean.

**Float coat:** Float deviations  $\pm 3$  mm, even float finish.

## Unit 119

## Developing Tiling Skills

**Level:** 1

**Credit value:** 4

### Unit aim

The aim of this unit is to develop the learner's skills and knowledge to fix tiles.

### Learning outcomes

There are **three** learning outcomes to this unit. The candidate will:

- 62. know the resources required to fix tiling
- 63. be able to prepare the work area
- 64. be able to fix tiles

### Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills.

## Unit 119

### Outcome 1

## Developing Tiling Skills

Know the resources required to fix tiling

### Assessment criteria

The learner can:

1. identify tiling
  - **hand tools**
  - **resources**

### Range

**Resources:** tiles (range of size and thickness depending if wall or floor), tile adhesive, spacers, grout

**Hand tools:** level, plumb line, straight edge, chalk line, rule/tape measure, coping saw, drill, tile cutter scribe, adhesive trowel/float (combed/grooved/toothed), grout trowel/float (smooth), grub saw, nibbler, jointing tool and sponge



## Unit 119

## Developing Tiling Skills

Outcome 2

Be able to prepare the work area

### Assessment criteria

The learner can:

1. use **safe working practices** to
  - protect surrounding area from damage
  - prepare surfaces.

### Range

**Safe working practice:** working in accordance with current legislation and best practice.

**Unit 119**  
Outcome 3

**Developing Tiling Skills**  
Be able to fix tiles

**Assessment criteria**

The learner can:

1. use **safe working practices** to
  - set out
  - measure
  - cut
  - mix
  - fix
  - grout
  - clean up work area on completion.

**Range**

**Safe working practice:** working in accordance with current legislation and best practice.

## Appendix 1 6218-091 Test Specification

### Basic Construction Skills: Health and Safety

No. of items: 30

On-line Reference	Outcomes	Underpinning Knowledge	No. of items
01.01.01	Health and safety at work	01.01 Individuals requirements and responsibilities related to Health and Safety	3
02.01.01	Accident reporting and emergency procedures	01.01 All accidents must be reported. The emergency procedures for the work place	1
03.01.01	Accident prevention	01.01 How to prevent accidents	2
04.01.01	Health and hygiene	01.01 Importance and requirements of health and hygiene to themselves and others	2
05.01.01	Manual Handling	01.01 Correct manual handling to prevent injuries	2
06.01.01	Working with electricity	01.01 Safe working with electricity	2
07.01.01	Use of hand-held equipment and tools	01.01 Safe use of hand-held equipment and tools	2
08.01.01	Personal protective equipment (PPE)	01.01 Importance of using PPE	3
09.01.01	Noise	01.01 Dangers of noise in the work place	1
10.01.01	Fire protection	01.01 Methods of preventing, extinguishing fires and emergency procedures	2
11.01.01	Safe working methods	01.01 Awareness of safe working methods	3
12.01.01	Control of substances hazardous to health	01.01 How to work with hazardous materials	3
13.01.01	First aid	01.01 Correct first aid procedures	1
14.01.01	Safety signs	01.01 Identification of safety signs	1
15.01.01	Store Materials and equipment	01.01 The correct method to receive and store materials and equipment safely.	2

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## Useful contacts

### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Registrations/enrolment, Certificates, 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](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### 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](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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T: +44 (0)121 503 8993

E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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**1 Giltspur Street**  
**London**  
**EC1A 9DD**  
**T +44 (0)844 543 0000**  
**F +44 (0)20 7294 2413**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

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