

Level 2 NVQ Diploma in Floorcovering Occupations (Construction) (6568-02)

May 2013 Version 1.0



Qualification at a glance

Subject area	Floorcovering occupations (construction)
City & Guilds number	6568
Age group approved	16-18, 19+
Assessment	Portfolio of evidence
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 NVQ Diploma in Floorcovering Occupations (Construction)	6568-02	600/7851/0



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1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is for learners who work or want to work as a floor layer in the construction sector.
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in floor covering.
Is the qualification part of a framework or initiative?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in floor covering.
What opportunities for progression are there?	It allows learners to progress into employment or onto a level 3 City & Guilds qualification in a related area. There is not an advanced apprenticeship for floorcovering as requirements of the occupational area are covered at this level. However, after gaining work experience there are opportunities to progress into occupational work supervision, management or technical support areas.

Structure

To achieve the **Level 2 NVQ Diploma in Floorcovering Occupations (Construction) (6568-02)**, learners must achieve a minimum of **112** credits:

- a total of **59** credits must come from the mandatory units
- a minimum of **53** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
T/600/9047	220	Developing customer relationships in a floorcovering working environment	12
F/503/1171	608	Moving, handling and storing resources in the workplace	5
H/600/8007	677	Preparing surfaces to receive floorcoverings in the workplace	15
L/600/8003	699	Setting out for laying floorcoverings in the workplace	22
Optional			
J/600/8016	260	Installing impervious floorcoverings in the workplace	72
H/600/8010	286	Installing textile floorcoverings in the workplace	53
R/600/8018	289	Installing wood floorcoverings in the workplace	70



2 Centre requirements

Approval

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

Resource requirements

Centre staffing

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

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

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

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

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

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

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

Assessors and Internal Quality Assurer

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.

This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of

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

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

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

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - SVQ (SCQF level) Assessing Competence in the Work Environment
 - SVQ (SCQF level) Assessing Vocational Achievement.

or hold one of the following:

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

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

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

Continuing Professional Development (CPD)

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

Learner entry requirements

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

Age restrictions

This qualification is approved for 16 – 18, and 19 + learners. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.



3 Delivering the qualification

Initial assessment and induction

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

Support materials

The following resources are available for this qualification:

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

Recording documents

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

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

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

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



4 Assessment

Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6568 logbook from the City & Guilds website.

Aspects to be assessed through performance in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. Individual units will specify any exceptions to this position.

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

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

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



5 Units

Structure of units

These units each have the following:

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

Unit 101

Conforming to general health, safety and welfare in the workplace

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

Learning outcome
The learner will: 1. comply with all workplace health, safety and welfare legislation requirements.
Assessment criteria
The learner can: 1.1 comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area 1.2 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements 1.3 comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment 1.4 state why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none">• collective protective measures• Personal Protective Equipment (PPE)• Respiratory Protective Equipment (RPE)• Local Exhaust Ventilation (LEV)

1.5	state how the health and safety control equipment relevant to the work should be used in accordance with the given instructions
1.6	state which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment
1.7	state why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area
1.8	state how to comply with control measures that have been identified by risk assessments and safe systems of work.

Learning outcome	
The learner will:	
2.	recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
Assessment criteria	
The learner can:	
2.1	report any hazards created by changing circumstances within the workplace in accordance with organisational procedures
2.2	list typical hazards associated with the work environment and occupational area in relation to: <ul style="list-style-type: none"> • resources • substances • asbestos • equipment • obstructions • storage • services • work activities
2.3	list the current health and safety executive top ten safety risks
2.4	list the current health and safety executive top five health risks
2.5	state how changing circumstances within the workplace could cause hazards
2.6	state the methods used for reporting changed circumstances, hazards and incidents in the workplace.

Learning outcome
The learner will: 3. comply with organisational policies and procedures to contribute to health, safety and welfare.
Assessment criteria
The learner can: 3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices 3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare 3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures 3.4 safely store health and safety control equipment in accordance with given instructions 3.5 dispose of waste and/or consumable items in accordance with legislation 3.6 state the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback 3.7 state the appropriate types of fire extinguishers relevant to the work 3.8 state how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

Learning outcome
The learner will: 4. work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.
Assessment criteria
The learner can: 4.1 demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare 4.2 state how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> • recognising when to stop work in the face of serious and imminent danger to self and/or others • contributing to discussions and providing feedback • reporting changed circumstances and incidents in the workplace • complying with the environmental requirements of the workplace.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 provide appropriate support for security arrangements in accordance with approved procedures:
- during the working day
 - on completion of the day's work
 - for unauthorised personnel (other operatives and the general public)
 - for theft
- 5.2 state how security arrangements are implemented in relation to:
- the workplace
 - the general public
 - site personnel
 - resources.

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

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 218

Conforming to productive working practices in the workplace

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

Learning outcome
The learner will: 1. communicate with others to establish productive work practices.
Assessment criteria
The learner can: 1.1 communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively 1.2 describe the different methods of communicating with line management, colleagues and customers 1.3 describe how to use different methods of communication to ensure that the work carried out is productive.

Learning outcome
The learner will: 2. follow organisational procedures to plan the sequence of work.
Assessment criteria
The learner can: 2.1 interpret relevant information from organisational procedures in order to plan the sequence of work 2.2 plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively 2.3 describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> • using resources for own and other’s work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions 2.4 describe how to contribute to zero/low carbon work outcomes within the built environment.

Learning outcome
The learner will: 3. maintain relevant records in accordance with the organisational procedures.
Assessment criteria
The learner can: 3.1 complete relevant documentation according to the occupation as required by the organisation 3.2 describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> • job cards • worksheets • material/resource lists • time sheets 3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.

Learning outcome

The learner will:

4. maintain good working relationships when conforming to productive working practices.

Assessment criteria

The learner can:

- 4.1 carry out work productively, to the agreed specification, in conjunction with:
 - line management
 - colleagues
 - customers
 - other relevant people involved in the workto maintain good working relationships
- 4.2 apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others
- 4.3 describe how to maintain good working relationships, in relation to:
 - individuals
 - customer and operative
 - operative and line management
 - own and other occupations
- 4.4 describe why it is important to work effectively with line management, colleagues and customers
- 4.5 describe how working relationships could have an effect on productive working
- 4.6 describe how to apply principles of equality and diversity when communicating and working with others.

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

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 220

Developing customer relationships in a floorcovering working environment

UAN:	T/600/9047
Level:	2
Credit value:	12
GLH:	40
Relationship to NOS:	This unit is linked to the COSVR210 Develop and maintain good working relationships National Occupational Standard.
Aim:	This unit aims to provide the learner with the skills and knowledge required to: <ul style="list-style-type: none">• interpret information• adopt safe working practices• develop and maintain good working relationships.

Learning outcome
The learner will: <ol style="list-style-type: none">1. build customer confidence in the level of floorcovering service provided.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 deal with customers promptly1.2 communicate with customers using formats and techniques which provide them with confidence and reassurance in dealing with the organisation1.3 manage the time taken to deal with customers in accordance with organisational guidelines1.4 reassure customers that everything possible is being done to keep the commitments made the organisation1.5 describe what typical customer's rights are and how these rights limit what can be done for customers1.6 describe the specific aspects of the following which affect the way that floorcovering products or services can be delivered to customers:<ul style="list-style-type: none">• health and safety• data protection• equal opportunities• disability discrimination• legislation and regulations1.7 describe contractual agreements that typical customers can have with their organisation1.8 state the floorcovering products or services of the organisation relevant to their customer service role.

Learning outcome
The learner will: 2. meet the ongoing needs and expectations of customers when undertaking floorcovering activities.
Assessment criteria
The learner can: 2.1 meet the customers' and organisation's needs whilst operating within the limits of given authority 2.2 reorganise work activities and/or programmes of work to minimise conflicts between the needs of the customers and the organisation 2.3 outline guidelines laid down by their organisation which limits what they can do within their job, describe the limits of their authority and define when they need to seek agreement with or permission from others 2.4 take actions that minimises conflicts between customers' needs and the products or services offered by the organisation 2.5 explain how work is planned or allocated to meet the target or objective selected in 1.2 above 2.6 state any organisational targets relevant to their job, their role in meeting them and outline the implications for the organisation if those targets are not met 2.7 describe how to behave assertively and professionally in times of conflict, how to diffuse potentially stressful situations and outline who they will need to negotiate with to find a solution.

Learning outcome
The learner will: 3. develop relationships between customers and floorcovering organisations.
Assessment criteria
The learner can: 3.1 provide adequate additional help and information to customers in response to their questions and comments about the products or services the organisation provides 3.2 discuss expectations with customers and explain to them how these compare with the products or services they and the organisation provide 3.3 advise others within the organisation of feedback received from customers 3.4 identify new ways of helping customers, based on the feedback they have given 3.5 describe methods and techniques that provide clear, polite and confident communication with customers, and give reasons why these are important 3.6 outline how their behaviour can affect the behaviour of customers 3.7 describe the limitations of what they can offer to a customer, and how a customer's needs and expectations may change as they deal with their organisation 3.8 describe the implications to the organisation in terms of resources and cost when they meet their customers' needs.

Unit 220 Developing customer relationships in a floorcovering working environment

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 260

Installing impervious floorcoverings in the workplace

UAN:	J/600/8016
Level:	2
Credit value:	72
GLH:	240
Relationship to NOS:	This unit is linked to the COSVR305 Install impervious floorcoverings National Occupational Standard.
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials components and equipment• select, prepare and install impervious sheeting, tile floor covering to regular and irregular areas.

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

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

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

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to install impervious floorcoverings.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • impervious sheet and tiles • adhesives • primers • surface Damp Proof Membranes (DPM) • finishing trims • stair nosings • preformed coves, skirtings • welding materials • associated fixings, fittings and components • hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment 4.3 state: <ul style="list-style-type: none"> • how the resources should be used correctly • how problems associated with the resources are reported • how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work 4.5 describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to install impervious floorcoverings.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when installing impervious floorcoverings.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

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

Learning outcome

The learner will:

7. comply with the given contract information to install impervious floorcoverings to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing impervious floorcoverings:
 - measuring
 - marking out
 - positioning
 - fitting
 - joining
 - rolling
 - welding
- 7.2 install impervious sheet and tile floorcoverings to given working instructions, to:
 - horizontal surfaces
 - inclined surfaces
 - stepped surfaces
 - shaped areas
 - regular and irregular areason:
 - solid floors (concrete, screed)
 - hollow timber floors
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - check and ensure that backgrounds are suitable for installing impervious floorcoverings
 - acclimatise materials
 - position, fit and secure materials and components to setting out points/lines and predetermined shapes
 - form steps, upstands and coves
 - weld seams
 - secure nosings
 - form straight and winding staircases
 - use hand tools, power tools and equipment
- 7.4 safely use and store:
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when installing impervious floorcoverings
- 7.6 describe how to maintain the tools and equipment used when installing impervious floorcoverings.

Unit 260 **Installing impervious floorcoverings in the workplace**

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 286

Installing textile floorcoverings in the workplace

UAN:	H/600/8010
Level:	2
Credit value:	53
GLH:	177
Relationship to NOS:	This unit is linked to the COSVR304 Install textile floorcoverings NOS.
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials components and equipment• prepare, fit and lay textile sheet and tile floor coverings to regular and irregular areas in domestic and/or contract situations.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when installing textile floorcoverings.

Assessment criteria

The learner can:

- 1.1 interpret and extract information from:
 - drawings
 - specifications
 - schedules
 - manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - drawings
 - specifications
 - schedules
 - manufacturers' information
 - regulations governing buildings.

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

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

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to install textile floorcoverings.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - sheet carpets and tile: woven, tufted, fibre bonded (contract work)
 - adhesives: tape, liquid
 - interlays (domestic work)
 - underlays
 - finishing trims
 - nosings (contract work)
 - associated fixings, fittings and components
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate:
 - quantity
 - length
 - area
 - wastageassociated with the method/procedure to install textile floorcoverings.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing textile floorcoverings.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when installing textile floorcoverings.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

7. comply with the given contract information to install textile floorcoverings to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing textile floorcoverings:
- measuring, marking out, cutting, joining, stretching, matching and securing
- 7.2 install textile sheet and tile floorcoverings in domestic and/or contract situations to given working instructions, to:
- horizontal surfaces
 - inclined surfaces
 - stepped surfaces
 - shaped areas
 - upstands
 - regular and irregular surfaces/areas
- on:
- solid floors
 - hollow timber floors
 - bullnose steps
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- evaluate floor moisture content
 - acclimatise carpets
 - install interlays (domestic work)
 - install underlays
 - install textile sheet and tile floorcoverings to setting out points, lines
 - install trims
 - install nosings (contract work)
 - form shapes and upstands
 - form straight and winding staircases
 - use hand tools, power tools and equipment
- 7.4 safely use and store:
- hand tools
 - portable power tools
 - ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when installing textile floorcoverings
- 7.6 describe how to maintain the tools and equipment used when installing textile floorcoverings.

Unit 286 **Installing textile floorcoverings in the workplace**

Supporting information

Guidance

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

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

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

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

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

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

- inclined surfaces.

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

- domestic work
- contract work.

Unit 289

Installing wood floorcoverings in the workplace

UAN:	R/600/8018
Level:	2
Credit value:	70
GLH:	233
Relationship to NOS:	This unit is linked to the COSVR306 Install wood floorcoverings NOS.
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials components and equipment• prepare and install wood floorcoverings to regular and irregular areas.

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

3. maintain safe working practices when installing wood floorcoverings.

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to install wood floorcoverings.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • wooden blocks • timber strip • battens • adhesives • thresholds, skirtings • cover strips, stair nosings • trims • surface treatments • associated fixings, fittings and components • hand and/or powered tools and sanding machines 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools • equipment 4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work 4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install wood floorcoverings.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when installing wood floorcoverings.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when installing wood floorcoverings.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

7. comply with the given contract information to install wood floorcoverings to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing wood floorcoverings:
- measuring
 - marking out
 - cutting
 - positioning
 - securing
 - sanding
 - finishing
- 7.2 install, sand and seal wood floorcoverings to given working instructions:
- wood block to solid floors
 - timber strip to solid floors and hollow floors
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- check and ensure that backgrounds are suitable for installing wood block and timber strip floorcovering
 - install battens
 - apply adhesives
 - position, fit and secure wood blocks and timber strip to setting out points and to predetermined patterns
 - form provision for expansion
 - sand and finish the laid flooring
 - protect finished floor surfaces
 - use hand tools, power tools and sanding equipment
- 7.4 safely use and store:
- hand tools
 - portable power tools
 - ancillary equipment
 - sanding machines
- 7.5 state the needs of other occupations and how to communicate within a team when installing wood floorcoverings
- 7.6 describe how to maintain the tools and equipment used when installing wood floorcoverings.

Unit 289 Installing wood floorcoverings in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 608

Moving, handling and storing resources in the workplace

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - in confined spaces
 - below ground level
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 explain what the accident reporting procedures are and who is responsible for making the reports
- 2.4 state the appropriate types of fire extinguishers relevant to the work
- 2.5 describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.

Learning outcome

The learner will:

3. maintain safe working practices when moving, handling and/or storing resources.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources
- 3.2 use lifting aids safely as appropriate to the work
- 3.3 protect the environment in accordance with safe working practices as appropriate to the work
- 3.4 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:
 - collective protective measures
 - Personal Protective Equipment (PPE)
 - Respiratory Protective Equipment (RPE)
 - Local Exhaust Ventilation (LEV)
- 3.5 describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions
- 3.6 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
 - fires
 - spillages
 - injuries
 - other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.

Assessment criteria

The learner can:

- 4.1 select the relevant resources to be moved, handled and/or stored, associated with own work
- 4.2 describe the:
 - characteristics
 - quality
 - uses
 - sustainability
 - limitations
 - defectsassociated with the occupational resources in relation to:
 - lifting and handling aids
 - container(s)
 - fixing, holding and securing systems
- 4.3 describe how the resources should be handled and how any problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work.

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when moving, handling and/or storing occupational resources:
 - moving
 - positioning
 - Storing
 - securing
 - using lifting aids
 - kinetic lifting techniques
- 7.2 move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:
 - sheet material
 - loose material
 - bagged or wrapped material
 - fragile material
 - tools and equipment
 - components
 - liquids
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources
- 7.4 describe the needs of other occupations when moving, handling and/or storing resources.

Unit 608 Moving, handling and storing resources in the workplace

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 677

Preparing surfaces to receive floorcoverings in the workplace

UAN:	H/600/8007
Level:	2
Credit value:	15
GLH:	50
Relationship to NOS:	This unit is linked to the COSVR303 Prepare surfaces to receive floorcoverings NOS.
Aim:	<p>The aim of this unit is to provide the learner with the skills and knowledge required to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• repairing and preparing floor surface finishes to receive floorcoverings.

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

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

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

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to prepare surfaces to receive floorcoverings.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - timber-based sheets
 - smoothing underlay
 - bonding agents
 - adhesives
 - primers
 - levelling compounds
 - liquid and sheet surface membranes
 - cleansing agents
 - repair materials
 - mechanical fixings
 - hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate:
 - quantity
 - length
 - area
 - wastageassociated with the method/procedure to prepare surfaces to receive floorcoverings.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when preparing surfaces to receive floorcoverings.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when preparing surfaces to receive floorcoverings.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

7. comply with the given contract information to prepare surfaces to receive floorcoverings to the required specification

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when preparing surfaces to receive floorcoverings:
 - measuring, marking out, scraping, stripping, smoothing, conditioning, fitting, finishing, positioning and securing
- 7.2 repair/prepare floor surface to receive floorcoverings, to contractor's working instructions, to:
 - cementitious surfaces
 - proprietary screeds
 - timber surfaces
 - regular and irregular floor areas
 - straight and winding staircases
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - prepare surface of timber floors
 - repair and secure boards
 - cut, fit and install plywood or hardboard
 - apply smoothing underlay
 - apply bonding agents and primers
 - apply surface levellers and membranes (liquid, sheet)
 - scrape, abrade, clean and smooth floor surfaces
 - repair surface faults
 - use hand tools, power tools and equipment
- 7.4 safely use and store hand tools, portable power tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when preparing surfaces to receive floorcoverings
- 7.6 describe how to maintain the tools and equipment used when preparing surfaces to receive floorcoverings.

Unit 677 Preparing surfaces to receive floorcoverings in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 699

Setting out for laying floorcoverings in the workplace

UAN:	L/600/8003
Level:	2
Credit value:	22
GLH:	73
Relationship to NOS:	This unit is linked to the COSVR302 Set out for laying floorcoverings NOS.
Aim:	<p>The aim of this unit is to provide the learner with the skills and knowledge required to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• transferring lines and datum• setting out floorcovering positions to horizontal, inclined, stepped and shaped surfaces, regular and irregular floor areas.

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

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when setting out for laying floorcoverings.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace and with tools and equipment
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 state:
 - what the accident reporting procedures are
 - who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when setting out for laying floorcoverings.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to set out for laying floorcoverings.

Assessment criteria

The learner can:

- 4.1 describe the:
 - characteristics
 - quality
 - uses
 - limitations
 - defectsassociated with the resources in relation to:
 - hand tools and setting out equipment
- 4.2 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - tools
 - equipment
- 4.3 state:
 - how the resources should be used correctly
 - how problems associated with the resources are reported
 - how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to set out for laying floorcoverings.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when setting out for laying floorcoverings.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when setting out for laying floorcoverings.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

7. comply with the given contract information to set out for laying floorcoverings to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when setting out for laying floorcoverings:
 - measuring and marking out
- 7.2 set out the floor area for laying floorcoverings to contractor's working instructions, to:
 - horizontal surfaces
 - inclined surfaces
 - stepped surfaces
 - shaped/coved areas
 - regular and irregular areas
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - transfer lines and datums
 - set out starting points, lines, grid systems to horizontal, inclined, stepped, regular and irregular areas
 - use hand tools and setting out equipment
- 7.4 safely use and store hand tools and setting out equipment
- 7.5 state the needs of other occupations and how to communicate within a team when setting out for laying floorcoverings
- 7.6 describe how to maintain the tools and equipment used when setting out for laying floorcoverings.

Unit 699 Setting out for laying floorcoverings in the workplace

Supporting information

Guidance

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

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

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

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

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

Workplace evidence of skills cannot be simulated.



Appendix 1 Sources of general information

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

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

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

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

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

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

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

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

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

Useful contacts

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

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About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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HB-01-6568