

Level 2 NVQ Diploma in Trowel Occupations (Construction) (6570-02)

May 2014 Version 2.0



Qualification at a glance

Subject area	Trowel Occupations (Construction)
City & Guilds number	6570
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 Trowel Occupations (Construction)	6570-02	600/7857/1

Version and date	Change detail	Section
2.0 May 2014	<ul style="list-style-type: none">Unit 611 (H/503/9506) replaced by Unit 834 (R/504/6774).Unit 711 (A/503/9544) replaced by Unit 835 (Y/504/6775).	Structure Units



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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 bricklayers or craft masons 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 bricklaying or craft masonry. The bricklaying pathway covers areas such as working on a construction site, setting out basic structures, building brick and block walling, laying domestic drainage, placing and finishing concrete and render surfaces. The craft masonry pathway covers areas such as working to given specifications, setting out and erecting masonry structures, placing and finishing concrete and render surfaces.
Is the qualification part of a framework or initiative?	This qualification forms the competence based element of the Intermediate Apprenticeship in Construction Building (Level 2), pathway 3: Trowel Occupations.
What opportunities for progression are there?	It allows learners to progress into employment or onto the Level 3 NVQ Diploma in Trowel Occupations. Bricklaying and craft masonry have a wide range of opportunities that apprentices can be involved with in a structured career path, such as new builds and refurbishments. This apprenticeship will enable progression to the Advanced (Level 3) Apprenticeship in Construction Building: pathway 1- Trowel Occupations (Bricklaying). After gaining work experience in the chosen occupational area there are also opportunities to progress into occupational work supervision, management or technical support areas.

Structure

To achieve the **Level 2 NVQ Diploma in Trowel Occupations 6570-02**, learners must achieve a minimum of **73** credits, **59** credits from the mandatory units and a minimum of **14** credits from **one** of the optional units available.

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
A/503/9463	233	Erecting masonry structures in the workplace	27
F/503/1171	608	Moving, handling and storing resources in the workplace	5
Y/503/9471	700	Setting out masonry structures in the workplace	22
Optional			
T/503/9476	232	Erecting masonry cladding in the workplace	24
H/503/9490	236	Erecting thin joint masonry structures in the workplace	23
K/503/9538	299	Maintaining slate and tile roofing in the workplace	14
D/600/7695	672	Producing external solid render finishes in the workplace	22
R/600/7693	674	Producing internal solid plastering finishes in the workplace	22
L/503/9550	689	Repairing and maintaining masonry structures in the workplace	22
R/504/6774	834	Placing and finishing non-specialist concrete in the workplace	21
Y/504/6775	835	Installing drainage in the workplace	19



2 Centre requirements

Approval

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

Resource requirements

Centre staffing

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

Centres may design course programmes of study in any which way:
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, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

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

This must be of sufficient depth to be effective and reliable when judging learner's competence. Assessor's experience, knowledge and understanding can 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 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

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



3 Delivering the qualification

Initial assessment and induction

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

Support materials

The following resources are available for this qualification:

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

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 learners' 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 6570 logbook from the City and Guilds website.

Aspects to be assessed through performance in the workplace

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

Individual units will specify and exceptions to this position.

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

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

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



5 Units

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
4.3	give examples of how the behaviour and actions of individuals could affect others within 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

Assessment 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 Construction Skills' 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 NOS COSVR642 Conform to productive work practices .
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• productive communication with line management, colleagues and customers• interpreting information• planning and carrying out productive work practices• working 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: <ul style="list-style-type: none">• line management• colleagues• 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:
 - 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:
 - 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 and/or other relevant people involved in the work to maintain good working relationships
- 4.2 apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others
- 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
 - 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

Assessment 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 Construction Skills' 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 232

Erecting masonry cladding in the workplace

UAN:	T/503/9476
Level:	2
Credit value:	24
GLH:	80
Relationship to NOS:	This unit is linked to the NOS COSVR42 Erect masonry cladding
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and erecting brickwork and blockwork and/or local material to pre-erected structures

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when erecting masonry cladding.

Assessment criteria

The learner can:

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

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

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

<p>3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:</p> <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.
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<p>Learning outcome</p> <p>The learner will:</p> <p>4. select the required quantity and quality of resources for the methods of work to erect masonry cladding.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 select resources associated with own work in relation to:</p> <ul style="list-style-type: none"> • materials • components and fixings • tools and equipment <p>4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • bricks • blocks • mortars • frames • insulation • damp-proof barriers • lintels • fixings • ties • hand and/or powered tools and equipment <p>4.3 describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work</p> <p>4.6 describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect masonry cladding.</p>

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when erecting masonry cladding.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
 - environmental responsibilities
 - organisational procedures
 - manufacturers' information
 - statutory regulations
 - official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when erecting masonry cladding.

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 7. comply with the given contract information to erect masonry cladding to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when erecting masonry cladding: <ul style="list-style-type: none"> • measuring • marking out • laying • positioning • securing 7.2 erect brick and block and/or local material cladding to given working instructions, including the formation of door and window openings and joint finishes, for one of the following structures: <ul style="list-style-type: none"> • pre-erected timber frame • pre-erected concrete • pre-erected steel • existing 7.3 safely use: <ul style="list-style-type: none"> • materials • hand tools • portable power tools • ancillary equipment 7.4 safely store the materials, tools and equipment used when erecting masonry cladding 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • erect brick, traditional and thin joint blocks cladding to pre-erected timber frame, concrete, steel and existing structures • clad structures using local materials • lay bricks, blocks (traditional and thin joint) • form joint finishes • form openings for doors and windows • prop and support structures • complete and remove temporary structures • position damp-proof barriers • mix mortar • use hand tools, power tools and equipment • work with plant and machinery • work at height • use access equipment 7.6 describe the needs of other occupations and how to effectively communicate within a team when erecting masonry cladding 7.7 describe how to maintain the tools and equipment used when erecting masonry cladding.

Unit 232 Erecting masonry cladding in the workplace

Supporting information

Assessment 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 Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

- Brick and block
- Local material

Plus against one of the following:

- Timber frame structures
- Concrete structures
- Steel structures
- Existing structures.

Unit 233

Erecting masonry structures in the workplace

UAN:	A/503/9463
Level:	2
Credit value:	27
GLH:	90
Relationship to NOS:	This unit is linked to the NOS COSVR40 Erect masonry structures
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and erecting brickwork and blockwork and/or structures of local materials and styles

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when erecting masonry structures.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract relevant information from:<ul style="list-style-type: none">• drawings• risk assessments• method statements• specifications• schedules• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statements1.3 describe 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

- risk assessments
- method statements
- schedules
- manufacturers' information
- regulations governing buildings.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

3. maintain safe and healthy working practices when erecting masonry structures.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting masonry structures
- 3.2 comply with information relating to specific risks to health when erecting masonry structures
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - collective protective measures

<ul style="list-style-type: none"> • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV) <p>3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:</p> <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

<p>Learning outcome</p> <p>The learner will:</p> <p>4. select the required quantity and quality of resources for the methods of work to erect masonry structures.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 select resources associated with own work in relation to:</p> <ul style="list-style-type: none"> • materials • components • fixings • tools and equipment <p>4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • bricks • blocks • mortars • frames • insulation • damp-proof barriers • lintels • fixings • ties • hand and/or powered tools and equipment <p>4.3 describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work</p> <p>4.6 describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect masonry structures.</p>

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

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

Learning outcome
The learner will: 7. comply with the given contract information to erect masonry structures to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when erecting masonry structures: <ul style="list-style-type: none"> • measuring

- marking out
 - laying
 - positioning
 - securing
- 7.2 erect masonry in brick and block and/or local materials to given working instructions for the following:
- cavity wall structures
 - blockwork structures
 - solid wall structures
 - door and window openings
 - joint finishes
- 7.3 safely use:
- materials
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.4 safely store the materials, tools and equipment used when erecting masonry structures
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- erect cavity walling and solid walling using brick and block and local materials
 - erect walling of the local style
 - lay blocks (traditional and thin joint)
 - determine brick and block bonds
 - form joint finishes
 - form openings for doors and windows
 - prop and support structures
 - complete and remove temporary works
- 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- position insulation materials
 - position damp-proof barriers, cavity trays and weep holes
 - position wall ties
 - mix mortar
 - use hand tools, power tools and equipment
 - work with plant and machinery
 - work at height
 - use access equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when erecting masonry structures
- 7.8 describe how to maintain the tools and equipment used when erecting masonry structures.

Unit 233 Erecting masonry structures in the workplace

Supporting information

Assessment 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 Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

- Brick and blockwork
- Local material.

Unit 236

Erecting thin joint masonry structures in the workplace

UAN:	H/503/9490
Level:	2
Credit value:	23
GLH:	77
Relationship to NOS:	This unit is linked to the NOS COSVR44 Erect thin joint masonry structures
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and erecting thin joint block masonry structures

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when erecting thin joint masonry structures.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract relevant information from:<ul style="list-style-type: none">• drawings• risk assessments• method statements• specifications• schedules• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statements1.3 describe 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• risk assessments• method statements• specifications

- schedules
- manufacturers' information
- regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when erecting thin joint masonry structures.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

3. maintain safe and healthy working practices when erecting thin joint masonry structures.

Assessment criteria

The learner can:

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

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

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to erect thin joint masonry structures.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components and fixings • tools and equipment
4.2	describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • blocks • jointing compounds • frames • insulation • damp-proof barriers • lintels • fixings • ties • hand and/or powered tools and equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect thin joint masonry structures.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when erecting thin joint masonry structures.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
 - environmental responsibilities
 - organisational procedures
 - manufacturers' information
 - statutory regulations
 - official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when erecting thin joint masonry structures.

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 erect thin joint masonry structures to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when erecting thin joint masonry structures:
 - measuring
 - marking out
 - cutting
 - preparing
 - laying
 - positioning
 - securing
- 7.2 erect thin joint masonry block structures to given working instructions for three of the following:
 - cavity wall structures
 - solid wall structures
 - form door and window openings
 - mix jointing compounds
- 7.3 safely use:
 - materials
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.4 safely store the materials, tools and equipment used when erecting thin joint masonry structures
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - erect cavity walling and solid walling using thin joint blocks
 - determine thin joint block bonds
 - level bed (course one)
 - form openings for doors and windows
 - position damp-proof barriers
 - position and fix ties
 - mix jointing compound
 - work with plant and machinery
 - use hand tools, power tools and equipment
 - work at height
 - use access equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when erecting thin joint masonry structures
- 7.7 describe how to maintain the tools and equipment used when erecting thin joint masonry structures.

Unit 236 Erecting thin joint masonry structures in the workplace

Supporting information

Assessment 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 Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

- Cavity wall structures
- Solid wall structures
- Form door and window openings
- Mix jointing compounds.

Unit 299

Maintaining slate and tile roofing in the workplace

UAN:	K/503/9538
Level:	2
Credit value:	14
GLH:	47
Relationship to NOS:	This unit is linked to the NOS COSVR47 Maintain slate and tile roofing
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and carrying out repair of specified areas of slate and tiled roofs

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

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

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

3. maintain safe and healthy working practices when maintaining slate and tile roofing.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when maintaining slate and tile roofing
- 3.2 comply with information relating to specific risks to health when maintaining slate and tile roofing
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining slate and tile roofing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - collective protective measures

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

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to maintain slate and tile roofing.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components and fixings • tools and equipment
4.2	describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • slates • tiles • battens • underlays • sand • cement • limes • vents • lead • additives • guttering • downpipes • fixings • hand and/or powered tools and equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain slate and tile

roofing.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when maintaining slate and tile roofing.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
 - environmental responsibilities
 - organisational procedures
 - manufacturers' information
 - statutory regulations
 - official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when maintaining slate and tile roofing.

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 7. comply with the given contract information to maintain slate and tile roofing to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when maintaining slate and tile roofing: <ul style="list-style-type: none"> • measuring • marking out • removing • fitting • positioning • securing 7.2 repair specified roof areas to given working instructions for four of the following: <ul style="list-style-type: none"> • slate roofs (local material and style) • tiled roofs (local material and style) • flashings • roof ventilation • rainwater goods 7.3 safely use: <ul style="list-style-type: none"> • materials • hand tools • portable power tools • ancillary equipment 7.4 safely store the materials, tools and equipment used when maintaining slate and tile roofing 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • remove existing battens, underlays, slates and tiles • replace new battens and underlays • remove, replace and treat lead work/flashings (patianation oil) • re-point • position and secure roof ventilation • remove and replace guttering and downpipes • mix mortar • work with plant and machinery • use hand tools, power tools and equipment • work at height • use access equipment 7.6 describe the needs of other occupations and how to effectively communicate within a team when maintaining slate and tile roofing 7.7 describe how to maintain the tools and equipment used when maintaining slate and tile roofing.

Unit 299 **Maintaining slate and tile roofing in the workplace**

Supporting information

Assessment 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 Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

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

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 NOS COSVR643 Move, handle or store resources
Aim:	The aim of this unit is to provide the learner with the awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting aids or equipment to move, handle or store occupational resources• moving, handling and storing 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 implemented.1.5 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: <ul style="list-style-type: none"> • 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 and personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative 2.3 explain what the accident reporting procedures are and who is responsible for making 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

<p>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:</p> <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV) <p>3.5 describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>3.6 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:</p> <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.
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Learning outcome
<p>The learner will:</p> <p>4. select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 select the relevant resources to be moved, handled and/or stored, associated with own work</p> <p>4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> • lifting and handling aids • container(s) • fixing, holding and securing systems <p>4.3 describe how the resources should be handled and how any problems associated with the resources are reported</p> <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work.</p>

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 and/or using lifting aids and kinetic lifting techniques
- 7.2 move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:
 - sheet material
 - loose material
 - bagged or wrapped material
 - fragile material
 - tools and equipment
 - components
 - liquids
- 7.3 describe how to:
 - apply safe work practices
 - follow procedures
 - report problems and establish the authority needed to rectify themwhen 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

Assessment 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 Construction Skills' 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 672

Producing external solid render finishes in the workplace

UAN:	D/600/7695
Level:	2
Credit value:	22
GLH:	73
Relationship to NOS:	This unit is linked to the NOS COSVR67 Produce external solid render finishes
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials and equipment• preparing materials and applying render to external backgrounds

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when producing external solid render finishes.
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 producing external solid render finishes.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • 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 and 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 producing external solid render finishes.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing external solid render finishes 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to producing external solid render finishes, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to produce external solid render finishes.
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"> • renders, sands, limes, cement and additives • bellcasts and beads • expanded metal lath (EML) • hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to materials, tools and 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 quantity, length, area and wastage associated with the method/procedure to produce external solid render finishes.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing external solid render finishes.
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 producing external solid render finishes.
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 produce external solid render finishes to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when: <ul style="list-style-type: none"> • measuring • marking out • mixing • applying • finishing 7.2 prepare materials and apply render to external backgrounds to contractor's working instructions for: <ul style="list-style-type: none"> • brick and/or block and/or concrete surfaces • bellcasts • internal and external angles • reveals • walls • installation of expanded metal lath (EML) 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • prepare backgrounds • apply and finish multiple coat render to external walls • form internal and external angles, reveals, expansion joints and bellcasts • position and secure expanded metal lath (EML) • mix rendering • work at height • 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 producing external solid render finishes
- 7.6 describe how to maintain the tools and equipment used when producing external solid render finishes.

Unit 672 Producing external solid render finishes in the workplace

Supporting information

Assessment 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 Construction Skills' 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 producing external solid render finishes 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:

- installation of expanded metal lath (EML).

Unit 674

Producing internal solid plastering finishes in the workplace

UAN:	R/600/7693
Level:	2
Credit value:	22
GLH:	73
Relationship to NOS:	This unit is linked to the NOS COSVR66 Produce internal solid plastering finishes
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials and equipment• preparing and applying one- and two-coat plaster to internal backgrounds.

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when producing internal solid plastering finishes.
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 producing internal solid plastering finishes.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • 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 and 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 producing internal solid plastering finishes.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing internal solid plastering finishes 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to producing internal solid plastering finishes, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to produce internal solid plastering finishes.
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"> • undercoat and finishing plasters, sands, limes, cement and additives • beads and trims, scrim and tapes • manufactured boards and expanded metal lath (EML) • hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to materials, tools and 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 quantity, length, area and wastage associated with the method/procedure to produce internal solid plastering finishes.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing internal solid plastering finishes.
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 producing internal solid plastering finishes.
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 produce internal solid plastering finishes to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when: <ul style="list-style-type: none"> • measuring • marking out • preparing • mixing • applying • finishing 7.2 prepare materials and apply internal plasterwork to contractor's working instructions: <ul style="list-style-type: none"> • one-coat work (finishing plasters) • two-coat work • internal and external angle • reveals, cills and soffits (door and/or windows) • expanded metal lath (EML) strips 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • prepare backgrounds • install expanded metal lath (EML) • apply and finish one- and two-coat plasterwork to internal solid backgrounds, EML and manufactured board walls and ceilings • form internal and external angles, reveals and expansion joints • mix plaster • work at height • 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 producing internal solid plastering finishes
- 7.6 describe how to maintain the tools and equipment used when producing internal solid plastering finishes.

Unit 674 Producing internal solid plastering finishes in the workplace

Supporting information

Assessment 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 Construction Skills' 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 producing internal solid plastering finishes 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:

- expanded metal lath (EML) strips.

Unit 689

Repairing and maintaining masonry structures in the workplace

UAN:	L/503/9550
Level:	3
Credit value:	22
GLH:	73
Relationship to NOS:	This unit is linked to the NOS COSVR50 Repair and maintain masonry structures
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• repairing and maintaining existing brick and/or block and/or structures of local materials and styles

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when repairing and maintaining masonry structures.

Assessment criteria

The learner can:

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

3. maintain safe and healthy working practices when repairing and maintaining masonry structures.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when repairing and maintaining masonry structures
- 3.2 comply with information relating to specific risks to health when repairing and maintaining masonry structures
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing and maintaining masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - collective protective measures

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

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to repair and maintain masonry structures.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components and fixings • tools and equipment
4.2	describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • bricks • blocks • natural stones • mortars • sand • lime • additives • frames • insulation • damp-proof barriers • lintels • fixings and ties • hand and/or powered tools and equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair and maintain masonry structures.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when repairing and maintaining masonry structures.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
 - environmental responsibilities
 - organisational procedures
 - manufacturers' information
 - statutory regulations
 - official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when repairing and maintaining masonry structures.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

7. comply with the given contract information to repair and maintain masonry structures to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when repairing and maintaining masonry structures:
 - measuring
 - marking out
 - removing
 - laying
 - positioning
 - securing
- 7.2 repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following:
 - match existing materials
 - continue existing bonding
 - match existing quality of structure
 - form openings
 - prop existing walls and floors
 - form internal and external angles
- 7.3 safely use:
 - materials
 - hand tools
 - portable power tools
 - ancillary equipment
- 7.4 safely store the materials, tools and equipment used when repairing and maintaining masonry structures.
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles
 - form joint finishes
 - form openings
 - prop existing walls and floors
 - form internal and external angles
 - dress surfaces
 - form finishes
 - mortar mix ratios (volume, gauge boxes and colour)
 - work with plant and machinery
 - use hand tools, power tools and equipment
 - work at height
 - use access equipment

- 7.6 describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining masonry structures
- 7.7 describe how to maintain the tools and equipment used when repairing and maintaining masonry structures.

Unit 689 Repairing and maintaining masonry structures in the workplace

Supporting information

Assessment 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 Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

- Brick
- Block
- Local style

Plus against three of the following:

- Match existing materials
- Continue existing bonding
- Match existing quality of structure
- Form openings
- Prop existing walls and floors
- Form internal and external angles.

Unit 700

Setting out masonry structures in the workplace

UAN:	Y/503/9471
Level:	2
Credit value:	22
GLH:	73
Relationship to NOS:	This unit is linked to the NOS COSVR41 Set out masonry structures
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• setting out brickwork and blockwork and/or structures of local materials and styles

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

- manufacturers' information
- regulations governing buildings

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when setting out masonry structures.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

3. maintain safe and healthy working practices when setting out masonry structures.

Assessment criteria

The learner can:

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

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

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to set out masonry structures.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to: <ul style="list-style-type: none"> • hand tools • materials • components and fixings • setting out equipment
4.2	describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • levels • lines • profiles • tape measures • pegs • squares and fixings • hand tools and setting out equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate distances, length, levels and diagonals, quantity and area associated with the method/procedure to set out masonry structures.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when setting out masonry structures.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
 - environmental responsibilities
 - organisational procedures
 - manufacturers' information
 - statutory regulations
 - official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when setting out masonry structures.

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 masonry structures to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when setting out masonry structures:
 - measuring
 - marking out
 - leveling
 - plumbing
 - positioning
 - securing
- 7.2 set out regular shaped structures to given working instructions in one of the following:
 - brick
 - block
 - local materials
- 7.3 safely use:
 - materials
 - hand tools
 - setting out equipment
- 7.4 safely store the materials, tools and equipment used when setting out masonry structures
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - set out brick, traditional and thin joint blocks and structures of local materials on level and sloping ground
 - construct corner profiles
 - plumb from ranging lines
 - transfer levels (spirit level, straight-edge, water levels and laser level)
 - use hand tools and setting out equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when setting out masonry structures
- 7.7 describe how to maintain the tools and equipment used when setting out masonry structures.

Unit 700 Setting out masonry structures in the workplace

Supporting information

Assessment 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 Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

- Brick
- Block
- Local material.

Unit 834

Placing and finishing non-specialist concrete in the workplace

UAN:	R/504/6774
Level:	2
Credit value:	21
GLH:	70
Relationship to NOS:	This unit is linked to the NOS COSVR45 Place and finish non-specialist concrete
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing, laying, compacting and finishing concrete slabs, footings or bases.

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when placing and finishing non-specialist concrete.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract relevant information from:<ul style="list-style-type: none">• drawings• risk assessments• method statements• specifications• schedules• manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statements1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented

<p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • risk assessments • method statements • specifications • schedules • manufacturers' information • current regulations <p>associated with placing and finishing non-specialist concrete.</p>

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

Learning outcome
<p>The learner will:</p> <p>3. maintain safe and healthy working practices when placing and finishing non-specialist concrete.</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when placing and finishing non-specialist concrete</p> <p>3.2 comply with information relating to specific risks to health when placing and finishing non-specialist concrete</p>

- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to placing and finishing non-specialist concrete, and the:
- types
 - purpose
 - limitations
- of each type, the work situation and general work environment, in relation to:
- collective protective measures
 - Personal Protective Equipment (PPE)
 - Respiratory Protective Equipment (RPE)
 - Local Exhaust Ventilation (LEV)
- 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
- 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 place and finish non-specialist concrete.
Assessment criteria
The learner can:
4.1 select resources associated with own work in relation to:
<ul style="list-style-type: none"> • materials • components and fixings • tools and equipment
4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
<ul style="list-style-type: none"> • concrete • fabric reinforcement • timber • plywood • proprietary slab edgings and fixings • hand tools and equipment
4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5 describe any potential hazards associated with the resources and methods of work

<p>4.6 describe how to calculate:</p> <ul style="list-style-type: none"> • quantity • length • area • wastage <p>associated with the method/procedure to place and finish non-specialist concrete.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>5. minimise the risk of damage to the work and surrounding area when placing and finishing non-specialist concrete.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 dispose of waste in accordance with current legislation</p> <p>5.4 describe how to protect work from damage and the purpose of protection in relation to:</p> <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions <p>5.5 explain why the disposal of waste should be carried out safely in accordance with:</p> <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

<p>Learning outcome</p> <p>The learner will:</p> <p>6. complete the work within the allocated time when placing and finishing non-specialist concrete.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 place and finish non-specialist concrete to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when placing and finishing non-specialist concrete:
 - measuring
 - marking out
 - laying
 - compacting
 - finishing
 - positioning
 - securing
- 7.2 lay and finish concrete to given working instructions for three of the following:
 - concrete slabs/bases (footing, oversites or paths)
 - form slab edging
 - position reinforcement
 - form surface finish (tamped, floated, brushed and trowelled)
- 7.3 safely use:
 - materials
 - hand tools
 - ancillary equipment
- 7.4 safely store the materials, tools and equipment used when placing and finishing non-specialist concrete
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - handle, transport and test concrete
 - transport, lay, compact, cure and protect concrete with tamped, floated, brushed and trowelled finishes
 - cure and protect
 - place fabric reinforcement
 - concrete mix ratios (volume and gauge boxes)
 - place concrete into formwork and shuttering
 - form slab edging
 - work with plant and machinery
 - use hand tools and ancillary equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when placing and finishing non-specialist concrete
- 7.7 describe how to maintain the tools and equipment used when placing and finishing non-specialist concrete.

Unit 834 Placing and finishing non-specialist concrete in the workplace

Supporting information

Assessment 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 Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

- Concrete slabs/bases
- Form slab edging
- Position reinforcement
- Form surface finish.

Unit 835

Installing drainage in the workplace

UAN:	Y/504/6775
Level:	2
Credit value:	19
GLH:	63
Relationship to NOS:	This unit is linked to the NOS COSVR639 Install drainage
Aim:	The aim of this unit is to provide the learner with an awareness of: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing for, installing and testing new and/or replacement drainage.

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

1.4	describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings • risk assessments • method statements • specifications • schedules • manufacturers' information • regulations governing the installation and construction of drainage systems.
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Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when installing drainage.
Assessment criteria	
The learner can:	
2.1	describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling and mechanical lifting
2.2	describe the organisational security procedures for tools, equipment and personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe and healthy working practices when installing drainage.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to:
 - materials
 - components and fixings
 - tools and equipment
- 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
 - pipes, fittings and ancillary components
 - pre-cast (metal, concrete, clay or plastic) components
 - bricks, blocks and sandbags
 - granular materials, aggregates, cement, concrete, mortars and sand
 - sealant materials (adhesives, compounds, solvents)
 - hand and/or powered tools and equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
 - quantity
 - length
 - area
 - wastageassociated with the method/procedure to install drainage.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
 - general workplace activities
 - other occupations
 - adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
 - environmental responsibilities
 - organisational procedures
 - manufacturers' information
 - statutory regulations
 - official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when installing drainage.

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 7. comply with the given contract information to install drainage to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing drainage: <ul style="list-style-type: none"> • measuring • marking out • laying • positioning • fitting • levelling • plumbing • aligning • securing • testing 7.2 install and test new and/or replacement, foul and/or surface water drainage for two of the following to given working instructions: <ul style="list-style-type: none"> • pipework (eg clay, concrete, metal, or plastic) • inspection chambers (eg brick, concrete, metal or plastic) • surface water systems (eg cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems) • foul water systems (eg cess pools, septic tanks, reed beds, treatment plants) 7.3 safely use: <ul style="list-style-type: none"> • materials • hand tools • portable power tools • ancillary equipment 7.4 safely store the materials, tools and equipment used when installing drainage
7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • excavate trenches and provide trench support • confirm ground conditions, site and excavations are suitable for the drainage installation work • prepare bedding for pipework • determine levels and gradients • identify the differences between surface and foul water drainage • lay, position, level, plumb, align, fit, fix and secure new and replacement drainage systems • construct structures of a drainage system (storm alleviation, culverts, inspection chambers, lateral drains, overflows, sumps, filter drains, sustainable urban drainage systems)

- 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- assemble pre-cast components (metal, concrete, clay and plastic) of a drainage system structure (inspection chambers, street iron work)
 - connect and seal new systems to existing systems
 - conduct smoke, water, ball, air mandrel and close circuit television tests on drainage systems
 - work with plant and machinery
 - use hand tools, power tools and equipment
 - work at height and below ground level
 - use access equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when installing drainage
- 7.8 describe how to maintain the tools and equipment used when installing drainage.

Unit 835 Installing drainage in the workplace

Supporting information

Assessment 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 Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

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



Appendix 1 Sources of general information

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

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

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

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

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

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

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

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

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

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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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 Land Based Services (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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