



**Level 2 NVQ Diploma in Building Maintenance Multi-trade  
Repair and Refurbishment Operations (Construction)**

**Qualification Specification**

# Contents

	<b>Page</b>
Introduction	3
Qualification profile	3
Qualification Structure	4
Mandatory units	4
Optional Group A	5
Optional Groups B – G	6
Centre requirements	12
Support for candidates	12
Assessment	13
Internal quality assurance	13
Adjustments to assessment	14
Results enquiries and appeals	14
Certification	14
Units - learning outcomes and assessment criteria	15

## Introduction

The ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations(Construction) qualification provides a nationally recognised qualification for those working in this specialised area of construction.

The awarding body for this qualification is ProQual Awarding Body ([www.proqualab.com](http://www.proqualab.com)) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual’s Register of Qualifications.

## Qualification Profile

### Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)

Qualification title	<b>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</b>
Ofqual qualification number	603/3353/4
Level	2
Total Qualification Time	620 hours (223 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	2/7/2018
Qualification end date	31/7/2026

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

To achieve the qualification candidates must complete:

- FOUR Mandatory units, plus
- ONE unit from Optional Group A, plus
- the required units from TWO other Optional Groups

OPTIONAL GROUP B – Maintenance Carpentry and Joinery

OPTIONAL GROUP C – Maintenance Painting and Decorating

OPTIONAL GROUP D – Maintenance Tiling

OPTIONAL GROUP E – Maintenance Plastering

OPTIONAL GROUP F – Maintenance Roofing

OPTIONAL GROUP G – Maintenance Trowel Occupations

**CITB references are provided in this document for information only.**

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643
<b>J/500/8829</b>	Deliver reliable customer service <u>Unit Endorsement:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	ICS B2 2010-14

OPTIONAL GROUP A			
ONE unit required			
<b>A/615/1609</b>	Erecting and dismantling access/working platforms in the workplace <u>Unit Endorsements:</u> <b>Two</b> of the following endorsements required: <i>Building maintenance (carpentry)</i> <i>Building maintenance (painting and decorating)</i> <i>Building maintenance (tiling)</i> <i>Building maintenance (plastering)</i> <i>Building maintenance (roofing)</i> <i>Building maintenance (trowel occupations)</i> <b>Plus two</b> of the following endorsements required: <i>Ladders/crawler boards</i> <i>Step ladders/platform steps</i> <i>Proprietary towers</i> <i>Trestle platforms</i> <i>Mobile scaffold towers</i> <i>Proprietary staging/podiums</i>	2	250
<b>J/617/1197</b>	Installing, maintaining and removing work area protection and safety equipment in the workplace <u>Unit Endorsement</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i> <b>Plus two</b> of the following endorsements required: <i>Maintenance carpentry</i> <i>Maintenance painting and decorating</i> <i>Maintenance tiling</i> <i>Maintenance plastering</i> <i>Maintenance roofing</i> <i>Maintenance trowel occupations</i>	2	360v3
<b>L/617/1198</b>	Clearing the site and handing over on completion in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	524v2

## Optional Groups

Candidates must complete the required units from TWO of the Optional Groups:

OPTIONAL GROUP B – Maintenance Carpentry and Joinery

OPTIONAL GROUP C – Maintenance Painting and Decorating

OPTIONAL GROUP D – Maintenance Tiling

OPTIONAL GROUP E – Maintenance Plastering

OPTIONAL GROUP F – Maintenance Roofing

OPTIONAL GROUP G – Maintenance Trowel Occupations

<b>OPTIONAL GROUP B – Maintenance Carpentry and Joinery</b> <b>TWO units required</b>			
<b>A/617/1200</b>	Maintaining non-structural carpentry work in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	12v2
<b>K/615/2819</b>	Maintaining non-structural components in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	3	25v3
<b>F/617/1201</b>	Repairing, replacing and renewing gates, posts and fencing in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	525v2

OPTIONAL GROUP C – Maintenance Painting and Decorating			
TWO units required			
<b>T/615/2211</b>	Applying paint systems by brush and roller in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i> <b>Plus at least one of the following:</b> <i>Decorating finishing</i> <i>Industrial painting</i>	2	333Av3
<b>Y/615/2217</b>	Hanging standard paper wallcoverings in the workplace	3	336v2
<b>J/617/1202</b>	Preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i> <b>Plus one of the following endorsements required:</b> <i>Painting and decorating</i> <i>Tiling</i> <i>Plastering</i> <i>Panelling</i> <b>Plus five of the following endorsements required:</b> <i>Previously plastered, tiled, panelled or painted/decorated surfaces</i> <i>Brick</i> <i>Block</i> <i>Concrete</i> <i>Render or plaster</i> <i>Manufactured board</i> <i>Wood</i> <i>Metal</i>	2	527v2

<b>OPTIONAL GROUP D – Maintenance Tiling</b>			
<b>TWO units required</b>			
<b>R/617/1204</b>	Tiling wall and floor surfaces in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	142v2
<b>J/617/1202</b>	Preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i> <b>Plus one</b> of the following endorsements required: <i>Painting and decorating</i> <i>Tiling</i> <i>Plastering</i> <i>Panelling</i> <b>Plus five</b> of the following endorsements required: <i>Previously plastered, tiled, panelled or painted/decorated surfaces</i> <i>Brick</i> <i>Block</i> <i>Concrete</i> <i>Render or plaster</i> <i>Manufactured board</i> <i>Wood</i> <i>Metal</i>	2	527v2
<b>Y/617/1205</b>	Removing and renewing floor screeds in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	528v2



<b>OPTIONAL GROUP E – Maintenance Plastering</b>			
<b>TWO units required</b>			
<b>J/617/1202</b>	Preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i> <b>Plus one</b> of the following endorsements required: <i>Painting and decorating</i> <i>Tiling</i> <i>Plastering</i> <i>Panelling</i> <b>Plus five</b> of the following endorsements required: <i>Previously plastered, tiled, panelled or painted/decorated surfaces</i> <i>Brick</i> <i>Block</i> <i>Concrete</i> <i>Render or plaster</i> <i>Manufactured board</i> <i>Wood</i> <i>Metal</i>	2	527v2
<b>M/615/1560</b>	Applying finishing plaster to prepared surfaces in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	65v2

<b>OPTIONAL GROUP F – Maintenance Roofing</b>			
<b>TWO units required</b>			
<b>D/617/1206</b>	Maintaining slate and tile roofing in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i> <b>Plus four</b> of the following endorsements required: <i>Slate roofs (local material and style)</i> <i>Tiled roofs (local material and style)</i> <i>Flashings</i> <i>Roof ventilation</i> <i>Rainwater goods</i>	2	47v2
<b>D/615/9220</b>	Repairing sheeting and cladding systems on roofs and walls, including rainscreen, in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	98v2
<b>F/615/2180</b>	Repair membrane roofing systems in the workplace <u>Unit Endorsements:</u> <b>One</b> of the following endorsements required: <i>Reinforced bitumen membrane roofing</i> <i>Single ply membrane roofing</i> <i>Liquid applied membrane roofing</i>	2	686
<b>L/615/1601</b>	Removing and repairing eaves and verge finishings in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	228v2

<b>OPTIONAL GROUP G – Maintenance Trowel Occupations</b>			
<b>TWO units required</b>			
<b>H/617/1207</b>	Repairing and maintaining masonry structures in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i> <i>Plus at least one of the following endorsements required:</i> <i>Brick</i> <i>Block</i> <i>Local style</i> <i>Plus three of the following endorsements required:</i> <i>Matching existing materials</i> <i>Continue existing bonding</i> <i>Match existing quality of structure</i> <i>Form openings</i> <i>Prop existing walls and floors</i> <i>Form internal and external angles</i>	3	50v2
<b>M/616/9203</b>	Repairing basic stonemasonry structures in the workplace <u>Unit Endorsements:</u> <i>The following endorsement required (i.e. own area of work):</i> <i>Building maintenance</i>	2	196v3

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

Assessors for each 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.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector developed by CITB.

## Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment, and it must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- observation report by assessor
  - assignments/projects/reports
  - professional discussion
  - witness testimony
  - candidate product
  - worksheets
  - record of oral and written questioning
  - Recognition of Prior Learning

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 15.

**Additional information** for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

**ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)**

### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.	
<b>Unit Number:</b>	M/508/6537	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with all workplace health, safety and welfare legislation requirements.	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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	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.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	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 resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
	2.3	List the current Health and Safety Executive top ten safety risks.

## Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
2 continued	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.
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	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"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback.</li> </ul>
	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.



## Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	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"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace.</li> </ul>
	4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.
5 Comply with and support all organisational security arrangements and approved procedures.	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day’s work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft.</li> </ul>
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to productive working practices in the workplace	
<b>Unit Number:</b>	T/508/6538	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
	1.2	Describe the different methods of communicating with line management, colleagues and customers.
	1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.
2 Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.
	2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
	2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul>
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
	3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul>
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to productive working practices.	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.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to productive working practices in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
	4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.
	4.3	Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul>
	4.4	Describe why it is important to work effectively with line management, colleagues and customers.
	4.5	Describe how working relationships could have an effect on productive working.
	4.6	Describe how to apply principles of equality and diversity when communicating and working with others.

<b>Title:</b>	Conforming to Productive Working Practices in the Workplace	
<b>Additional information about this unit</b>		
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector Subject Areas	05.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	10	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Moving, handling and storing resources in the workplace
<b>Unit Number</b>	Y/508/6533
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Comply with given information when moving, handling and/or storing resources.	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
	1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.
	1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
	1.4 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.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and 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.
3 Maintain safe working practices when moving, handling and/or storing resources.	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.

## Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.3	Protect the environment in accordance with safe working practices as appropriate to the work.
	3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling <b>and/or</b> storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding and securing systems.</li> </ul>
	4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	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.

## Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	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 general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when moving, handling and/or storing resources.	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"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given occupational resource information to move, handle <b>and/or</b> store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>
	7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul>
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling <b>and/or</b> storing occupational resources.
	7.4	Describe the needs of other occupations when moving, handling <b>and/or</b> storing resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Moving, handling and storing resources in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	17



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Deliver reliable customer service	
<b>Unit Number:</b>	J/500/8829	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 prepare to deal with their customers	1.1 demonstrate that they keep their knowledge of the organisation’s services or products up-to-date	1.2 demonstrate that the area they work in is tidy, safe and organised efficiently
	1.3 demonstrate that they prepare and arrange everything they need to deal with customers before their shift or period of work commences	
2 give consistent service to customers	2.1 demonstrate that the promises they make to customers about the delivery of services or products are realistic	2.2 ensure that the promises they make balances the needs of the customer and the organisation
	2.3 keep their promises to the customers	2.4 inform their customers if they cannot keep the promises due to unforeseen circumstances
	2.5 recognise when the customers’ needs or expectations have changed and adapt their service to meet the customers’ new requirements	2.6 keep the customer informed if delivery of the service needs involve passing the customer on to another person or organisation
3 check customer service delivery	3.1 check that the service they have given meets their customers’ needs and expectations	3.2 identify when they could have given better service to the customer and how the service could have been improved
	3.3 share information with their colleagues and service partners to maintain and improve standards of service delivery.	
4 know and understand how to deliver reliable customer service	4.1 show that they know and understand the organisation’s procedures and systems for delivering customer service	4.2 show that they know and understand the methods or systems for measuring an organisation’s effectiveness in delivering customer service
	4.3 show that they know and understand the organisation’s procedures and systems for checking service delivery	4.4 show that they know and understand the organisation’s requirements for health and safety in their area of work

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Deliver reliable customer service
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction):</u></p> <p>The following endorsement is required (i.e. own area of work): Building maintenance</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction 15.2 Administration
Unit guided learning hours	33

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting and dismantling access/working platforms in the workplace	
<b>Unit Number:</b>	A/615/1609	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1	Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– specifications, current legislation, method statements, risk assessments and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when erecting and dismantling access/working platforms.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.
	3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.
	3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting and dismantling access/working platforms in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– ladders/crawler boards</li> <li>– stepladders/platform steps</li> <li>– trestles</li> <li>– proprietary staging/podiums</li> <li>– proprietary towers</li> <li>– mobile scaffold towers</li> <li>– protection equipment and notices</li> <li>– tools and ancillary equipment.</li> </ul>
	4.2	Select resources associated with own work in relation to materials, components, tools and equipment.
	4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
	4.4	Outline potential hazards associated with the resources and method of work.
	4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and 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.
6 Complete the work within the allocated time when erecting and dismantling access/working platforms.	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"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Comply with the given contract information to erect and dismantle access/working platforms to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> <li>– moving, positioning/erecting, securing, checking, dismantling and removing.</li> </ul>
	7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> <li>– ladders/crawler boards</li> <li>– stepladders/platform steps</li> <li>– proprietary towers</li> <li>– trestle platforms</li> <li>– mobile scaffold towers</li> <li>– proprietary staging/podiums.</li> </ul>
	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"> <li>– provide protection to the work area</li> <li>– establish a base for equipment</li> <li>– erect proprietary access equipment to manufacturer’s instructions suitable for the work</li> <li>– erect non-proprietary access equipment suitable for the work</li> <li>– place protective screens and notices</li> <li>– check/monitor equipment during the period of use</li> <li>– dismantle and store access equipment</li> <li>– use tools and equipment</li> <li>– work at height.</li> </ul>
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting and dismantling access/working platforms in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p><b>Two</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Building maintenance (carpentry)</li> <li>Building maintenance (painting and decorating)</li> <li>Building maintenance (tiling)</li> <li>Building maintenance (plastering)</li> <li>Building maintenance (roofing)</li> <li>Building maintenance (trowel occupations)</li> </ul> <p><b>Plus two</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Ladders/crawler boards</li> <li>Step ladders/platform steps</li> <li>Proprietary towers</li> <li>Trestle platforms</li> <li>Mobile scaffold towers</li> <li>Prioprietary staging/podiums</li> </ul>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	27

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and removing work area protection and safety equipment in the workplace	
<b>Unit Number:</b>	J/617/1197	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing, maintaining and removing work area protection and safety equipment.	1.1	Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules and 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"> <li>– drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, verbal and written instructions, current regulations and official guidance associated with protecting work areas.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when installing, maintaining and removing work area protection and safety equipment.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing, maintaining and removing work area protection and safety equipment.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and removing work area protection and safety equipment in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	3.2	Demonstrate compliance with given information and relevant legislation when installing, maintaining and removing work area protection and safety equipment in relation to at least two of the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing, maintaining and removing work area protection and safety equipment, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to install, maintain and remove work area protection and safety equipment.	4.1	Select resources associated with own work in relation to materials, components and fixings, and 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"> <li>– safety and security equipment (cones, tapes, fences, barriers, hoarding, doors, gates)</li> <li>– protection and safety notices</li> <li>– signs and lighting</li> <li>– hand tools, power tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and removing work area protection and safety equipment in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length and area associated with the method and procedure to install, maintain and remove work area protection and safety equipment.
5 Minimise the risk of damage to the work and surrounding area when installing, maintaining and removing work area protection and safety equipment.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy 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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing, maintaining and removing work area protection and safety equipment.	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"> <li>– types of productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and removing work area protection and safety equipment in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Comply with the given contract information to install, maintain and remove work area protection and safety equipment to the required specification.	7.1 Demonstrate the following work skills when installing, maintaining and removing work area protection and safety equipment: <ul style="list-style-type: none"> <li>– measuring, setting out, positioning, assembling, constructing, securing, dismantling and removing.</li> </ul>
	7.2 Use and maintain hand tools, power tools and ancillary equipment.
	7.3 Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to protection equipment, barriers, fences and at least one of the following: <ul style="list-style-type: none"> <li>– protection and safety notices</li> <li>– safety lighting.</li> </ul>
	7.4 Report work undertaken
	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"> <li>– plan for the protection and the safety of the work and surrounding environment</li> <li>– conform to agreed specification</li> <li>– confirm the location of utility services and ensure they are protected</li> <li>– prepare and set out area protection equipment to required dimensions</li> <li>– install, check and maintain the protection and safety equipment</li> <li>– dismantle and remove protection and safety equipment</li> <li>– install safety notices</li> <li>– install lighting systems</li> <li>– monitor and check accuracy during progress and on completion of work</li> <li>– install, maintain and remove work area protection equipment in public areas</li> <li>– transport, load and off load work area protection equipment</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and removing work area protection and safety equipment in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.6	Describe the needs of other occupations and how to communicate effectively within a team when installing, maintaining and removing work area protection and safety equipment in the workplace.
	7.7	Describe how to maintain the tools and equipment used when installing, maintaining and removing work area protection and safety equipment in the workplace.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and removing work area protection and safety equipment in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work): Building maintenance</p> <p>Plus <b>two</b> of the following endorsements required: Maintenance carpentry Maintenance painting and decorating Maintenance tiling Maintenance plastering Maintenance roofing Maintenance trowel occupations</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	55

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Clearing the site and handing over on completion in the workplace	
<b>Unit Number:</b>	L/617/1198	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when clearing the site and handing over on completion.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and 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"> <li>– drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when clearing the site and handing over on completion.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when clearing the site and handing over on completion.	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when clearing the site and handing over on completion.
	3.2	Comply with information relating to specific risks to health when clearing the site and handing over on completion.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Clearing the site and handing over on completion in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to clearing the site and handing over on completion, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	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 and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to clear the site and hand over on completion.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– fittings and fixings</li> <li>– hand and/or portable powered tools and equipment.</li> </ul>
	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.
5 Minimise the risk of damage to the work and surrounding area when clearing the site and handing over on completion.	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 and adverse weather conditions.

## Units – Learning Outcomes and Assessment Criteria

Title:	Clearing the site and handing over on completion in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6 Complete the work within the allocated time when clearing the site and handing over on completion.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7 Comply with the given contract information to clear the site and hand over on completion to the required specification.	7.1 Demonstrate the following work skills when clearing the site and handing over on completion: <ul style="list-style-type: none"> <li>– finishing, positioning, dismantling, clearing, cleaning, tidying and securing.</li> </ul>	
	7.2 Complete the task and hand the site over, in accordance to given working instructions, ensuring the following: <ul style="list-style-type: none"> <li>– excess materials are removed</li> <li>– the quality of the finished task matches the given specification</li> <li>– the client, customer or their representative is provided with relevant information and advice</li> <li>– the clients, customer or their representative accepts the condition of the completed task and site</li> <li>– records, reports and documentation are completed and registered.</li> </ul>	
	7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.	
	7.4 Safely store the materials, tools and equipment used when clearing the site and handing over on completion.	
	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"> <li>– identify required finish quality</li> <li>– remove and dispose of hazardous waste and non-hazardous waste</li> <li>– identify information that will be required by the client, customer or their representative</li> <li>– remove excess materials</li> <li>– clean and clear the task and surrounding area</li> <li>– secure site or work area</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– make recommendations for specialist intervention</li> <li>– work on buildings of historical significance</li> </ul>	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Clearing the site and handing over on completion in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.5 contd	<ul style="list-style-type: none"> <li>– complete records, reports and documentation, work sheets, guarantees, warranties, customer service information</li> <li>– register documentation</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when clearing the site and handing over on completion.
	7.7	Describe how to maintain the tools and equipment used when clearing the site and handing over on completion.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Clearing the site and handing over on completion in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Building maintenance</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural carpentry work in the workplace
<b>Unit Number:</b>	A/617/1200
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when maintaining non-structural carpentry work.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4 State the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used.
3 Maintain safe working practices when maintaining non-structural carpentry work.	3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural carpentry work.
	3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural carpentry work in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to maintain non-structural carpentry work.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– timber, manufactured sheet material, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants, guttering, downpipe, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural carpentry work.
5 Minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural carpentry work in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
6 Complete the work within the allocated time when maintaining non-structural carpentry work.	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"> <li>– types of progress charts, timetables and estimated times.</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to maintaining non-structural carpentry work to the required specification.	7.1	Demonstrate the following work skills when maintaining non-structural carpentry work: <ul style="list-style-type: none"> <li>– measuring, marking out, splicing, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Repair and/or replace four of the following to given working instructions: <ul style="list-style-type: none"> <li>– frames</li> <li>– mouldings</li> <li>– doors</li> <li>– windows (including replacement glazing)</li> <li>– door and/or window ironmongery</li> <li>– verge and/or eaves</li> <li>– guttering and downpipes</li> <li>– sash cords.</li> </ul>
	7.3	Prime the repair to the work to given working instructions.
	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when maintaining non-structural carpentry work.
	7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– splice and replace frames and mouldings</li> <li>– repair and replace doors and windows</li> <li>– repair and replace ironmongery</li> <li>– repair or replace guttering, downpipes</li> <li>– replace sash cords</li> <li>– replace architraves, skirting, dado rails and picture rails</li> <li>– form joints associated with repairs</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural carpentry work in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.8	Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work.
	7.9	Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work.
	7.10	Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural carpentry work in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	47

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural or structural components in the workplace
<b>Unit Number:</b>	K/615/2819
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when maintaining non-structural or structural components.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when maintaining non-structural or structural components.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4 Describe the types of fire extinguishers available when maintaining non-structural or structural components and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural or structural components in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe working practices when maintaining non-structural or structural components.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural or structural components.
	3.2	Demonstrate compliance with given information and relevant legislation when maintaining non-structural or structural components in relation to <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural or structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	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 and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to maintain non-structural or structural components.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– timber, manufactured sheet material, metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants, fixings, guttering, ironmongery, downpipes and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.



## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural or structural components in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Continued	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural or structural components.
5 Minimise the risk of damage to the work and surrounding area when maintaining non-structural or structural components.	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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when maintaining non-structural or structural components.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to maintain non-structural or structural components to the required specification.	7.1	Demonstrate the following work skills when maintaining non-structural or structural components: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, splicing, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural or structural components in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Continued	<p>7.3 Repair five of the following components to given working instructions:</p> <ul style="list-style-type: none"> <li>– frames (to include priming the repair)</li> <li>– mouldings (to include priming the repair)</li> <li>– floor joist covering (or flat roof)</li> <li>– door and/or window ironmongery</li> <li>– guttering and downpipes</li> <li>– sash cords</li> <li>– replacement glazing</li> <li>– structural joists (including support)</li> <li>– structural rafters (including support)</li> <li>– fascias, soffits and barge boards</li> </ul>
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– replace and splice door and window frames, mouldings and structural timbers, replace sash cords, re-glaze, re-lay brick/blockwork, make good paintwork, plasterwork, brickwork, wall tiling</li> <li>– identify load bearing points</li> <li>– prop and support existing structures</li> <li>– replace frames and mouldings</li> <li>– repair or replace door and window ironmongery</li> <li>– repair and/or replace guttering and downpipes</li> <li>– repair and/or replace fascias, soffits and barge boards</li> <li>– form joints associated with repairs</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural or structural components.</p>
	<p>7.6 Describe the methods of sharpening the hand tools used when maintaining non-structural or structural components.</p>
	<p>7.7 Describe how to maintain the tools and equipment used when maintaining non-structural or structural components.</p>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural or structural components in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	97

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing, replacing and renewing gates, posts and fencing in the workplace	
<b>Unit Number:</b>	F/617/1201	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when repairing, replacing and renewing gates, posts and fencing.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and 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"> <li>– drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when repairing, replacing and renewing gates, posts and fencing.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when repairing, replacing and renewing gates, posts and fencing.	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when repairing, replacing and renewing, gates, posts and fencing.
	3.2	Comply with information relating to specific risks to health when repairing, replacing and renewing, gates, posts and fencing.

## Units – Learning Outcomes and Assessment Criteria

Title:	Repairing, replacing and renewing gates, posts and fencing in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing, replacing and renewing, gates, posts and fencing, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	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 and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to repair, replace and renew gates, posts and fencing.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– gates</li> <li>– posts</li> <li>– fencing</li> <li>– furnishings and fixings</li> <li>– protective finishes</li> <li>– hand and/or portable powered tools and equipment.</li> </ul>
	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, replace and renew fencing, gates and posts.

## Units – Learning Outcomes and Assessment Criteria

Title:	Repairing, replacing and renewing gates, posts and fencing in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when repairing, replacing and renewing, gates, posts and fencing.	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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when repairing, replacing and renewing, gates, posts and fencing.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to repair, replace and renew gates, posts and fencing to the required specification.	7.1	Demonstrate the following work skills when repairing, replacing and renewing, gates, posts and fencing: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, levelling, plumbing, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Prepare for and repair, replace and renew fencing components or make bespoke items to given working instructions relating to the following: <ul style="list-style-type: none"> <li>– gates</li> <li>– posts</li> <li>– fencing</li> <li>– furnishings and fixings</li> <li>– protective finishes</li> </ul>
	7.3	Reinstate ground to given working instructions.
	7.4	Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when repairing, replacing and renewing, gates, posts and fencing.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing, replacing and renewing gates, posts and fencing in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.6	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"> <li>– match components and fittings</li> <li>– checks required prior to excavation</li> <li>– excavate posts holes</li> <li>– level, gradient and plumb</li> <li>– repair, replace and renew fencing components, posts, gates and panels, of different materials: timber, metal plastic and composite materials</li> <li>– repair, replace and renew furnishings and fixings</li> <li>– make bespoke items and features</li> <li>– ensure components are plumb and level</li> <li>– reinstate ground to match existing: turf, tarmac, paving, hard landscaping materials</li> <li>– apply protective finishings</li> <li>– complete preventative maintenance</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– complete and maintain records</li> <li>– work on buildings of historical significance</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when repairing, replacing and renewing, gates, posts and fencing.
	7.8	Describe how to maintain the tools and equipment used when repairing, replacing and renewing, gates, posts and fencing.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing, replacing and renewing gates, posts and fencing in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Building maintenance</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	53



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying paint systems by brush and roller in the workplace	
<b>Unit Number:</b>	T/615/2211	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when applying paint systems by brush and/or roller.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and 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"> <li>– specifications, current legislation, risk assessments, method statements and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying paint systems by brush and/or roller.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems by brush and/or roller.
	3.2	Comply with information relating to specific risks to health when applying paint systems by brush and/or roller.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems by brush and roller in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	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 and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to apply paint systems by brush and/or roller.	4.1	Select resources associated with own work in relation to materials, 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"> <li>– water-borne and solvent-borne coatings</li> <li>– primers, intermediate coatings (undercoats) and finishes (single pack coatings)</li> <li>– single-product systems (e.g. emulsions, varnishes)</li> <li>– solvents/thinners</li> <li>– knotting, proprietary sealers</li> <li>– brushes, rollers and other associated equipment</li> <li>– protective sheeting and masking materials</li> <li>– access equipment</li> <li>– hand tools and associated equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials required associated with the method/procedure to paint by brush and roller.
5 Minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller.	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 and adverse weather conditions.

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems by brush and roller in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when applying paint systems by brush and/or roller.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to apply paint systems by brush and/or roller to the required specification.	7.1	Demonstrate the following work skills when applying paint systems by brush and/or roller: <ul style="list-style-type: none"> <li>– mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in.</li> </ul>
	7.2	Apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: <ul style="list-style-type: none"> <li>– linear/trim/narrow-runs and broad areas by brush and/or roller.</li> </ul>
	7.3	Safely use materials, tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when applying paint systems by brush and/or roller.
	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"> <li>– establish access requirements</li> <li>– check suitability of previously prepared surfaces</li> <li>– prepare and apply water-borne and solvent-borne coatings by brush and roller</li> <li>– prepare coatings with activators</li> <li>– coat broad areas, linear/trim/narrow runs</li> <li>– test wet and dry film thickness</li> <li>– identify how atmospheric conditions affect coatings and their application process</li> <li>– identify the working life of prepared materials</li> <li>– use access equipment</li> <li>– use brushes, rollers and associated tools and equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when applying paint systems by brush and roller.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying paint systems by brush and roller in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 continued	7.7 Describe how to maintain brushes, rollers and the associated tools and equipment used when applying paint systems by brush and/or roller.

<b>Title:</b>	Applying paint systems by brush and roller in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Building maintenance</p> <p>Plus at least <b>one</b> of the following: Decorative finishing Industrial painting</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	73

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Hanging standard paper wallcoverings in the workplace	
<b>Unit Number:</b>	Y/615/2217	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when hanging standard paper wallcoverings.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and 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"> <li>– specifications, current legislation, risk assessments, method statements and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when hanging standard paper wallcoverings.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when hanging standard paper wallcoverings.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when hanging standard paper wallcoverings.
	3.2	Comply with information relating to specific risks to health when hanging standard paper wallcoverings.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging standard paper wallcoverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Hanging standard paper wallcoverings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	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 and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to hang standard paper wallcoverings	4.1	Select resources associated with own work in relation to materials, 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"> <li>– surface preparation materials</li> <li>– pastes and adhesives</li> <li>– wallpapers</li> <li>– protective sheeting</li> <li>– rubbish containers/bags</li> <li>– access equipment</li> <li>– hand tools and associated equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials required associated with the method/procedure to hang standard paper wallcoverings.
5 Minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to keep the paper and adjacent surfaces clean.
	5.4	Dispose of waste in accordance with current legislation.
	5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Hanging standard paper wallcoverings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 continued	5.6	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when hanging standard paper wallcoverings.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to hang standard paper wallcoverings to the required specification.	7.1	Demonstrate the following work skills when hanging standard paper wallcoverings: <ul style="list-style-type: none"> <li>– shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, and cleaning-off.</li> </ul>
	7.2	Establish start and finish point and hang standard papers of substantial length to the given working instructions to the following areas: <ul style="list-style-type: none"> <li>– ceilings with any type of paper</li> <li>– walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers.</li> </ul>
	7.3	Safely use materials, hand tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when hanging standard paper wallcoverings.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– establish access requirements</li> <li>– check suitability of surface to receive wallpaper</li> <li>– prepare and apply pastes and adhesives</li> <li>– prepare and hang paper to ceilings</li> <li>– prepare and hang foundation paper, textured/relief and patterned finishing papers</li> <li>– work to reveals and internal and external angles</li> <li>– work around electrical fittings and pipework</li> <li>– keep paper and adjacent surfaces clean</li> <li>– use access equipment</li> <li>– use tools and associated equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when hanging standard paper wallcoverings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Hanging standard paper wallcoverings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.7	Describe how to maintain the tools and equipment used when hanging standard paper wallcoverings.

<b>Title:</b>	Hanging standard paper wallcoverings in the workplace	
<b>Additional information about this unit</b>		
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector Subject Areas	5.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	87	



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace	
<b>Unit Number:</b>	J/617/1202	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when preparing background surfaces for plastering, tiling, panelling or painting/decorating in the Workplace.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when preparing background surfaces for plastering, tiling, panelling or painting/decorating.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when preparing background surfaces for plastering, tiling, panelling or painting/decorating.	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when preparing background surfaces for plastering, tiling, panelling or painting/decorating.
	3.2	Comply with information relating to specific risks to health when preparing background surfaces for plastering, tiling, panelling or painting/decorating.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing background surfaces for plastering, tiling, panelling or painting/decorating, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	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 and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to prepare background surfaces for plastering, tiling, panelling or painting/decorating.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– solvents and cleaning agents</li> <li>– stripping materials and equipment</li> <li>– fillers and bonding agents</li> <li>– primers, surface treatment materials and waterproofing agents</li> <li>– sand, cement, lime and plaster renders</li> <li>– mesh, trims and fixings</li> <li>– hand and/or portable powered tools and equipment.</li> </ul>
	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 preparing background surfaces for plastering, tiling, panelling or painting/decorating.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when preparing background surfaces for plastering, tiling, panelling or painting/decorating.	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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when preparing background surfaces for plastering, tiling, panelling or painting/decorating.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to prepare background surfaces for plastering, tiling, panelling or painting/decorating to the required specification.	7.1	Demonstrate the following work skills when preparing background surfaces for plastering, tiling, panelling or painting/decorating: <ul style="list-style-type: none"> <li>– measuring, marking out, washing, stripping/scraping, abrading/keying, hacking, cutting out, removing, mixing, filling, levelling/flattening, brushing down and priming.</li> </ul>
	7.2	Prepare new or existing background surfaces for plastering and/or tiling and/or panelling and/or painting/decorating to given working instructions for five of the following: <ul style="list-style-type: none"> <li>– previously plastered, tiled, panelled or painted/decorated surfaces</li> <li>– brick</li> <li>– block</li> <li>– concrete</li> <li>– render or plaster</li> <li>– manufactured board</li> <li>– wood</li> <li>– metal</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4	Safely store the materials, tools and equipment used when preparing background surfaces for plastering, tiling, panelling or painting/decorating.
	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"> <li>– prepare previously plastered, tiled, panelled or painted/decorated surfaces</li> <li>– remove surface contamination</li> <li>– prepare brick, block, concrete and boarding for plastering</li> <li>– prepare brick, block, concrete, wood, metal, render and plaster for tiling</li> <li>– prepare brick, block, concrete, wood, metal, render and plaster for painting/decorating</li> <li>– prepare brick, block, concrete, wood, metal, render and plaster for panelling</li> <li>– prepare manufactured board</li> <li>– mix and apply plaster, sand, cement and lime renders</li> <li>– apply primers</li> <li>– fill, level and abrade surfaces</li> <li>– apply preparatory treatments</li> <li>– use waterproof membranes</li> <li>– fix proprietary mesh and trims</li> <li>– apply movement joints</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– complete and maintain records</li> <li>– work on buildings of historical significance</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing background surfaces for plastering, tiling, panelling or painting/decorating.
	7.7	Describe how to maintain the tools and equipment used when preparing background surfaces for plastering, tiling, panelling or painting/decorating.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing background surfaces for plastering, tiling, panelling or painting/decorating in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work): Building maintenance</p> <p>Plus <b>one</b> of the following endorsements required: Painting and decorating Tiling plastering Panelling</p> <p>Plus <b>five</b> of the following endorsements required: Previously plastered, tiled, panelled or painted/decorated surfaces Brick Block Concrete Render or plaster Manufactured board Wood Metal</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	23

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Tiling wall and floor surfaces in the workplace	
<b>Unit Number:</b>	R/617/1204	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when tiling wall and floor surfaces.	1.1	Interpret and extract relevant information from drawings specifications, job details, method statements, risk assessments, control of substances hazardous to health (COSHH) assessments and manufacturers' information related to the work to be carried out.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, job details, method statements, risk assessments, COSHH assessments, manufacturers' information and wall and floor tiling recommendations.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when tiling wall and floor surfaces.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Tiling wall and floor surfaces in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when tiling wall and floor surfaces.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when tiling wall and floor surfaces.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tiling wall and floor surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to tile wall and floor surfaces.	4.1	Select resources associated with own work in relation to materials, components, accessories, 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"> <li>– wall and floor tiles, grout, adhesives, accessories</li> <li>– hand and/or powered tools and associated equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to tile wall and floor surfaces.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Tiling wall and floor surfaces in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when tiling wall and floor surfaces.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when tiling wall and floor surfaces.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Title:	Tiling wall and floor surfaces in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Comply with the given contract information to tile wall and floor surfaces to the required specification.	7.1	Demonstrate the following work skills when tiling wall and floor surfaces: <ul style="list-style-type: none"> <li>– measuring, setting out, cutting, removing, applying, positioning, securing and finishing.</li> </ul>
	7.2	Fix tiles to vertical, horizontal and inclined surfaces to given working instructions for: <ul style="list-style-type: none"> <li>– wall and floor surfaces</li> <li>– reveals, cills and soffits (door and/or windows)</li> <li>– floor drainage and outlets</li> <li>– fixture of appropriate accessories.</li> </ul>
	7.3	Safely use materials, hand tools, portable power tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when tiling wall and floor surfaces.
	7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– fix and finish wall and floor tiles to regular and irregular vertical, horizontal and inclined surfaces, including staircase and landing (new and repair work)</li> <li>– remove existing tiles and prepare background</li> <li>– form reveals, cills and soffits (door and window openings)</li> <li>– form internal and external angles</li> <li>– fix channels/form drainage and outlets</li> <li>– use appropriate accessories</li> <li>– use hand tools, power tools and associated equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when tiling wall and floor surfaces.
	7.7	Describe how to maintain the tools and equipment used when tiling wall and floor surfaces.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Tiling wall and floor surfaces in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	43

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Removing and renewing floor screeds in the workplace	
<b>Unit Number:</b>	Y/617/1205	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when removing and renewing floor screeds.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and 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"> <li>– drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when removing and renewing floor screeds.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Removing and renewing floor screeds in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe and healthy working practices when removing and renewing floor screeds.	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when removing and renewing floor screeds.
	3.2	Comply with information relating to specific risks to health when removing and renewing floor screeds.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to removing and renewing floor screeds, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	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 and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to remove and renew floor screeds.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– floor screeds</li> <li>– bonding agents</li> <li>– damp-proofing materials</li> <li>– insulation materials</li> <li>– fittings and fixings</li> <li>– hand and/or portable powered tools and equipment.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Removing and renewing floor screeds in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 continued	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 remove and renew floor screeds.
5 Minimise the risk of damage to the work and surrounding area when removing and renewing floor screeds.	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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when removing and renewing floor screeds.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Removing and renewing floor screeds in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to remove and renew floor screeds to the required specification.	7.1	Demonstrate the following work skills removing and renewing floor screeds: – measuring, marking out, cutting, keying, mixing, applying, levelling and finishing.
	7.2	Prepare floor screeds to given working instructions.
	7.3	Remove and renew floor screeds to given working instructions
	7.4	Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when removing and renewing floor screeds.
	7.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – cut out and remove defective screeds – protect damp–proofing, insulation and services (gas, electric, water) – replace damp–proofing and insulation – prepare background surfaces – determine level and gradient – select and prepare materials – apply bonding agents – place, rule off and trowel screeds to float finish – match new screed to existing – recognise and determine when specific skills and knowledge are required and report accordingly –complete and maintain records – work on buildings of historical significance – use hand tools, portable power tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when removing and renewing floor screeds.
	7.8	Describe how to maintain the tools and equipment used when removing and renewing floor screeds.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Removing and renewing floor screeds in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work): Building maintenance</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying finishing plaster to prepared surfaces in the workplace	
<b>Unit Number:</b>	M/615/1560	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when applying finishing plaster to prepared surfaces	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when applying finishing plaster to prepared surfaces.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying finishing plaster to background prepared surfaces	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying finishing plaster to prepared surfaces
	3.2	Demonstrate compliance with given information and relevant legislation when applying finishing plaster to prepared surfaces in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Title:	Applying finishing plaster to prepared surfaces in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 continued	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to applying finishing plaster to prepared surfaces, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how relevant health and safety control equipment should be used in accordance with given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to apply finishing plaster to prepared surfaces.	4.1	Select resources associated with own work in relation to materials, components, tools and ancillary 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"> <li>– plaster</li> <li>– clean water</li> <li>– hand tools portable power tools and ancillary equipment.</li> </ul>
	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 apply finishing plaster to prepared surfaces.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying finishing plaster to prepared surfaces in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when applying finishing plaster to prepared surfaces	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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when applying finishing plaster to prepared surfaces.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>
7 Comply with the given contract information to apply finishing plaster to prepared surfaces to the required specification.	7.1	Demonstrate the following work skills when applying finishing plaster to prepared surfaces: <ul style="list-style-type: none"> <li>– checking, applying and finishing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment
	7.3	Check surface, mix and apply finishing plasters to two of the following to given working instructions. <ul style="list-style-type: none"> <li>– pre-plastered surfaces</li> <li>– plasterboard</li> <li>– finished concrete</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying finishing plaster to prepared surfaces in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.4	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"> <li>– mix plasters</li> <li>– check surface preparation</li> <li>– apply finishing plasters to vertical and horizontal surfaces (pre-plastered, plasterboard and finished concrete)</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– use hand tools, portable power tools and ancillary equipment</li> <li>– work at height</li> <li>– use access equipment/working platforms.</li> </ul>
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when applying finishing plaster to prepared surfaces.
	7.6	Describe how to maintain the tools and equipment used when applying finishing plaster to prepared surfaces

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying finishing plaster to prepared surfaces in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work): Building maintenance</p>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining slate and tile roofing in the workplace
<b>Unit Number:</b>	D/617/1206
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when maintaining slate and tile roofing.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and 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"> <li>– drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing.	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when maintaining slate and tile roofing.	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when maintaining slate and tile roofing.
	3.2 Comply with information relating to specific risks to health when maintaining slate and tile roofing.
	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining slate and tile roofing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining slate and tile roofing in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	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 and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to maintain slate and tile roofing.	4.1	Select resources associated with own work in relation to materials, components and fixings, and 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"> <li>– slates, tiles, battens, underlays, sand, cement, limes, vents, lead, additives, guttering, downpipes and fixings</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	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.
5 Minimise the risk of damage to the work and surrounding area when maintaining slate and tile roofing.	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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining slate and tile roofing in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
6 Complete the work within the allocated time when maintaining slate and tile roofing.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7 Comply with the given contract information to maintain slate and tile roofing to the required specification.	7.1 Demonstrate the following work skills when maintaining slate and tile roofing: <ul style="list-style-type: none"> <li>– measuring, marking out, removing, fitting, positioning and securing.</li> </ul>	
	7.2 Repair specified roof areas to given working instructions for four of the following: <ul style="list-style-type: none"> <li>– slate roofs (local material and style)</li> <li>– tiled roofs (local material and style)</li> <li>– flashings</li> <li>– roof ventilation</li> <li>– rainwater goods.</li> </ul>	
	7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.	
	7.4 Safely store the materials, tools and equipment used when maintaining slate and tile roofing.	
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– remove existing battens, underlays, slates and tiles</li> <li>– replace new battens and underlays</li> <li>– remove, replace and treat lead work/flashings (patianation oil)</li> <li>– re-point</li> <li>– position and secure roof ventilation</li> <li>– remove and replace guttering and downpipes</li> <li>– mix mortar</li> <li>– work with plant and machinery</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>	
	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.	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining slate and tile roofing in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work): Building maintenance</p> <p>Plus <b>four</b> of the following endorsements required: Slate roofs (local material and style) Tiled roofs (local material and style) Flashings Roof ventilation Rainwater goods</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	47



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing sheeting and cladding systems on roofs and walls (including rainscreen) in the workplace	
<b>Unit Number:</b>	D/615/9220	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when repairing sheeting and cladding systems on roofs and walls, including rainscreen.	1.1	Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the repair of sheeting and cladding systems.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when repairing sheeting and cladding systems on roofs and walls, including rainscreen.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when repairing sheeting and cladding systems on roofs and walls, including rainscreen.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing sheeting and cladding systems on roofs and walls, including rainscreen.

## Units – Learning Outcomes and Assessment Criteria

Title:	Repairing sheeting and cladding systems on roofs and walls (including rainscreen) in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.2	Demonstrate compliance with given information and relevant legislation when repairing sheeting and cladding systems on roofs and walls, including rainscreen, in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment and working platforms</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to repairing sheeting and cladding systems on roofs and walls, including rainscreen, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to repair sheeting and cladding systems on roofs and walls, including rainscreen.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– fixings, fasteners, flashings, fittings, halters and spacer system</li> <li>– insulation, vapour control, separation and breather membranes</li> <li>– primers, cleaning agents, sealing tapes, sealants and fillers</li> <li>– metal and translucent sheets, built up, standing seam, secret fix, composite panels, rainscreen cladding panels, decking panels and fibre cement systems</li> <li>– rainwater goods</li> <li>– hand tools, portable power tools and equipment.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing sheeting and cladding systems on roofs and walls (including rainscreen) in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.3	Describe how the resources should be used correctly, 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 the methods of calculating quantity, length, area and wastage associated with the method and procedure to repair sheeting and cladding systems on roofs and walls, including rainscreen.
5 Minimise the risk of damage to the work and surrounding area when repairing sheeting and cladding systems on roofs and walls, including rainscreen.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Prevent 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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when repairing sheeting and cladding systems on roofs and walls, including rainscreen.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing sheeting and cladding systems on roofs and walls (including rainscreen) in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to repair sheeting and cladding systems on roofs and walls, including rainscreen, to the required specification.	7.1	Demonstrate the following work skills when repairing sheeting and cladding systems on roofs and walls, including rainscreen: <ul style="list-style-type: none"> <li>– removing, replacing, renewing and repairing</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment
	7.3	Identify and repair defects in sheeting and cladding systems to given working instructions: <ul style="list-style-type: none"> <li>– leaks</li> <li>– condensation</li> <li>– damaged sheets and components</li> <li>– minor surface coating defects</li> <li>– damaged or missing flashings.</li> </ul>
	7.4	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"> <li>– identify installation quality requirements</li> <li>– conform to agreed specification</li> <li>– confirm manufacturers’ repair and installation criteria</li> <li>– identify defects including: leaks, condensation, damaged sheets and components, surface coating defects, damaged and missing flashings</li> <li>– remove and recover defective materials</li> <li>– carry out repairs to sheet components</li> <li>– remove and replace damaged, missing and incorrect sheeting and cladding materials, components, fittings, fixings and flashings</li> <li>– identify and match existing products</li> <li>– identify the source of leaks and condensation</li> <li>– deal with and prevent water leaks and condensation</li> <li>– inspect, test, repair and replace rainwater goods</li> <li>– identify and ensure the integrity of joints and overlaps</li> <li>– treat surface coating defects</li> <li>– apply sealants and fillers to ensure water and airtightness</li> <li>– install and replace insulation, fire stops, breather membranes and vapour control layers</li> <li>– recognise the differences between sheeting and cladding materials for roofs and walls including rainscreen systems</li> <li>– check quality and suitability of work on completion and at the end of each working period</li> <li>– recognise and determine when additional specialist skills and knowledge are required and report accordingly</li> <li>– work from mobile elevating work platforms</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing sheeting and cladding systems on roofs and walls (including rainscreen) in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.4 contd	<ul style="list-style-type: none"> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use of access equipment.</li> </ul>
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when repairing sheeting and cladding systems on roofs and walls, including rainscreen.
	7.6	Describe how and when to maintain the tools and equipment used when repairing sheeting and cladding systems on roofs and walls, including rainscreen.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing sheeting and cladding systems on roofs and walls (including rainscreen) in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing membrane roofing systems in the workplace	
<b>Unit Number:</b>	F/615/2180	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when repairing membrane roofing systems.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and oral/written instructions.
	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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data, oral/written procedures and current regulations</li> </ul>
2 Know how to comply with relevant legislation and official guidance when repairing membrane roofing systems.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when repairing membrane roofing systems and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Repairing membrane roofing systems in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe and healthy working practices when repairing membrane roofing systems.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing membrane roofing systems.
	3.2	Demonstrate compliance with given information and relevant legislation when repairing membrane roofing systems in relation to: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use and handling of materials, tools and equipment</li> <li>– safe storage and distribution of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used relating to repairing membrane roofing systems, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing membrane roofing systems in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to repair membrane roofing systems.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– relevant membrane system materials, upstands, pipes, vents, rainwater outlets and associated materials, components, fixings and fittings</li> <li>– access equipment</li> <li>– hand and/or power tools and equipment.</li> </ul>
	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 membrane roofing systems.
5 Minimise the risk of damage to the work and surrounding area when repair membrane roofing systems.	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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when repairing membrane roofing systems.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Repairing membrane roofing systems in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Comply with the given contract information to repair membrane roofing systems to the required specification.	7.1	Demonstrate the following work skills when repairing membrane roofing systems: <ul style="list-style-type: none"> <li>– removing, measuring, marking out, cutting, fitting, applying, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, power tools and ancillary equipment.
	7.3	Repair reinforced bitumen and/or single ply and/or liquid applied membrane roofing systems to given working instructions relating to one of the following: <ul style="list-style-type: none"> <li>– damaged membrane</li> <li>– edges and upstands</li> <li>– penetrations, pipes and vents</li> <li>– perimeters, rainwater outlets.</li> </ul>
	7.4	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"> <li>– identify and evaluate defects in the membrane and inspect condition of sub-strata</li> <li>– record and report findings</li> <li>– take account of the local environment</li> <li>– remove debris and blockages</li> <li>– repair damaged reinforced bitumen membrane system, single ply membrane system or liquid membrane system</li> <li>– carry out appropriate repair to edges, upstands, penetrations, pipes, vents, perimeters and rainwater outlets</li> <li>– repair/replace damaged insulation/decking</li> <li>– repair/replace damaged associated materials and components</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when repairing membrane roofing systems.
	7.6	Describe how to maintain the tools and equipment used when repairing membrane roofing systems.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing membrane roofing systems in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p><b>One</b> of the following endorsements required:  Reinforced bitumen membrane roofing  Single ply membrane roofing  Liquid applied membrane roofing</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Removing and repairing eaves and verge finishings in the workplace	
<b>Unit Number:</b>	L/615/1601	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when removing and repairing eaves and verge finishings.	1.1	Interpret and extract relevant information from drawings, scales, specifications, schedules, method statements, risk assessments and 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, official guidance and current regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when removing and repairing eaves and verge finishings.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting</li> <li>– near telephone lines and overhead power supplies.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working and healthy practices when removing and repairing eaves and verge finishings.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when removing and repairing eaves and verge finishings.

## Units – Learning Outcomes and Assessment Criteria

Title:	Removing and repairing eaves and verge finishings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.2	Demonstrate compliance with given information and relevant legislation when removing and repairing eaves and verge finishings in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– safe use, storage and handling of asbestos cement materials</li> <li>– specific risks to health</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to removing and repairing eaves and verge finishings, 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"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	4	Select the required quantity and quality of resources for the methods of work to remove and repair eaves and verge finishings.
	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– timber, tiles and slates, sarking, fixings, fittings, sand and cement</li> <li>– hand tools, power tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Removing and repairing eaves and verge finishings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to remove and repair eaves and verge finishings.
5 Minimise the risk of damage to the work and surrounding area when removing and repairing eaves and verge finishings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy 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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when removing and repairing eaves and verge finishings.	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"> <li>– types of productivity targets and time scales</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to remove and repair eaves and verge finishings to the required specification.	7.1	Demonstrate the following work skills when removing and repairing eaves and verge finishings: <ul style="list-style-type: none"> <li>– measuring, marking out, removing, replacing, fitting, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Remove to given working instructions: <ul style="list-style-type: none"> <li>– gutters and pipework, fascias, bargeboards, soffits</li> <li>– tiles and/or slates, battens, sarking.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Removing and repairing eaves and verge finishings in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 continued	<p>7.4 Repair and/or replace to given working instructions:</p> <ul style="list-style-type: none"> <li>– rafters and/or joist feet</li> <li>– tile battens, sarking, tiles and slates</li> <li>– application of appropriate timber preservative</li> <li>– roof pointing to verges.</li> </ul>
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– remove existing gutters, fascias, snow guards, leaf traps, bargeboards, soffits, tiles and slates, asbestos cement materials</li> <li>– repair feet of existing rafters and/or joists</li> <li>– replace sarking and battens</li> <li>– locate and remove telephone lines and overhead power supplies in accordance with organisational policy</li> <li>– assess expansion and contraction across products</li> <li>– assess compatibility across manufacturer’s products</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– identify and follow the installation quality requirements</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	<p>7.6 Describe the needs of other occupations and how to communicate effectively within a team when removing and repairing eaves and verge finishings.</p>
	<p>7.7 Describe how to maintain the tools and equipment used when removing and repairing eaves and verge finishings.</p>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Removing and repairing eaves and verge finishings in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	100



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing and maintaining masonry structures in the workplace	
<b>Unit Number:</b>	H/617/1207	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when repairing and maintaining masonry structures.	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and 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"> <li>– drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when repairing and maintaining masonry structures.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when repairing and maintaining masonry structures.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when repairing and maintaining masonry structures.
	3.2	Comply with information relating to specific risks to health when repairing and maintaining masonry structures.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing and maintaining masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Repairing and maintaining masonry structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	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 and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to repair and maintain masonry structures.	4.1	Select resources associated with own work in relation to materials, components and fixings, and 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"> <li>– bricks, blocks, natural stones, mortars, sand, lime, additives, frames, insulation, damp-proof barriers, lintels, fixings and ties</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	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.
5 Minimise the risk of damage to the work and surrounding area when repairing and maintaining masonry structures.	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 and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing and maintaining masonry structures in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
6 Complete the work within the allocated time when repairing and maintaining masonry structures.	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to repair and maintain masonry structures to the required specification.	7.1	Demonstrate the following work skills when repairing and maintaining masonry structures: <ul style="list-style-type: none"> <li>– measuring, marking out, removing, laying, positioning and securing.</li> </ul>
	7.2	Repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following: <ul style="list-style-type: none"> <li>– match existing materials</li> <li>– continue existing bonding</li> <li>– match existing quality of structure</li> <li>– form openings</li> <li>– prop existing walls and floors</li> <li>– form internal and external angles.</li> </ul>
	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4	Safely store the materials, tools and equipment used when repairing and maintaining masonry structures.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles</li> <li>– form joint finishes</li> <li>– form openings</li> <li>– prop existing walls and floors</li> <li>– form internal and external angles</li> <li>– dress surfaces</li> <li>– form finishes</li> <li>– mortar mix ratios (volume, gauge boxes and colour)</li> <li>– work with plant and machinery</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	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.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing and maintaining masonry structures in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p><u>ProQual Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)</u></p> <p>The following endorsement required (i.e. own area of work): Building maintenance</p> <p>Plus at least <b>one</b> of the following endorsements required: Brick Block Local style</p> <p>Plus <b>three</b> of the following endorsements required: Match existing materials Continue existing bonding Match existing quality of structure Form openings Prop existing walls and floors Form internal and external angles</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	73

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing basic stonemasonry structures in the workplace	
<b>Unit Number:</b>	M/616/9203	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when repairing basic stonemasonry structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' and technical information, official guidance and current regulations associated with repairing basic stonemasonry structures.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when repairing basic stonemasonry structures.	2.1	Describe their responsibilities regarding potential accidents, incidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– 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.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, public, and operative, plant and machinery.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when repairing basic stonemasonry structures.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing basic stonemasonry structures.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing basic stonemasonry structures in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Continued	3.2	Demonstrate compliance with given information and relevant legislation when repairing basic stonemasonry structures, in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to repairing basic stonemasonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, near misses, evacuations and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to repair basic stonemasonry structures.	4.1	Select resources associated with own work in relation to materials, components, 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"> <li>– natural stones, fixings, fine aggregates, lime, lime mortars, cement, lime additives, adhesives, damp barriers, colourings, insulation, reinforcements, props and struts</li> <li>– hand tools, power tools, ancillary and safety equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing basic stonemasonry structures in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Continued	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, weight, area, and wastage associated with the method/procedure to repair basic stonemasonry structures.
5 Minimise the risk of damage to the work and surrounding area when repairing basic stonemasonry structures.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Demonstrate compliance with employer's quality procedures
	5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.6	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational and quality procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when repairing basic stonemasonry structures.	6.1	Demonstrate safe completion of the work within the estimated, agreed 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"> <li>– types of programmes of work and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to repair basic stonemasonry structures to the required specification.	7.1	Demonstrate the following work skills when repairing basic stonemasonry structures: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting out, removing, renewing, fixing and finishing.</li> </ul>
	7.2	Use and maintain hand tools, power tools, ancillary and safety equipment.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing basic stonemasonry structures in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Continued	7.3	Cut out and prepare the substrate with regard to the repair method to given working instructions.
	7.4	Arrange the lifting of stonemasonry structures to given working instructions
	7.5	Repair stonemasonry structures to given working instructions to: <ul style="list-style-type: none"> <li>– stone and mortar repairs</li> <li>– individual damaged/defective stones</li> <li>– replicate stones</li> <li>– clean beds and joints including removal of redundant fixings</li> <li>– match finishes.</li> </ul>
	7.6	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"> <li>– identify and follow the organisational quality requirements</li> <li>– carry out stone and mortar repairs by full or partial replacement</li> <li>– repair individual damaged or defective stones</li> <li>– match finishes in both stone and mortar</li> <li>– prop and protect existing structures</li> <li>– cut out and prepare the substrate with regard to the repair method</li> <li>– clean beds and joints including removal of redundant fixings</li> <li>– replace and repair stones</li> <li>– identify and fix suitable reinforcements and fixings</li> <li>– identify and mix suitable mortars and adhesives</li> <li>– use quick lime, putty lime and hydraulic lime in mortars and lime washes</li> <li>– protect lime mortars from adverse weather and rapid drying</li> <li>– determine when specialist skills and knowledge are required and report accordingly</li> <li>– understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance, listed buildings, flora and fauna</li> <li>– discuss and review on-going work</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand tools, power tools, ancillary and safety equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Repairing basic stonemasonry structures in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.7	Describe the needs of other occupations and how to communicate effectively within a team when repairing basic stonemasonry structures.
	7.8	Describe how to maintain the tools and equipment used when repairing basic stonemasonry structures.

<b>Title:</b>	Repairing basic stonemasonry structures in the workplace	
<b>Additional information about this unit</b>		
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector Subject Areas	5.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	110	



[www.proqualab.com](http://www.proqualab.com)

[enquiries@proqualab.com](mailto:enquiries@proqualab.com)

Tel: +44 (0)1430 423822

ProQual AB Limited, ProQual House, Westbridge Court, Annie Med Lane, South Cave HU15 2HG  
Company Registration Number: 07464445