



Qualification Specification

ProQual Level 2 NVQ Diploma for Brickwork Technicians (Construction)

ProQual Level 2 NVQ Diploma for Brickwork Technicians



This qualification is part of ProQual's broad offer of qualifications in the construction Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



Scan Here

Contents

Contents	2
Introduction.....	3
Qualification Profile	4
Learner Profile	5
Qualification Structure	6
Centre Requirements	7
Certification	8
Assessment Requirements.....	9
Enquiries, Appeals and Adjustments.....	10
Units – Learning Outcomes and Assessment Criteria.....	11
Conforming to General Health, Safety and Welfare in the Workplace	11
Conforming to Productive Working Practices in the Workplace	16
Moving, Handling and Storing Resources in the Workplace.....	19
Using Access Equipment up to Six Metres in the Workplace	24
Setting Out to Form Masonry Structures in the Workplace.....	31
Installing and Forming Specialist Masonry Elements in the Workplace	39
Appendix One – Command Verb Definitions	48

Introduction

The ProQual Level 2 NVQ Diploma for Brickwork Technicians provides a nationally recognised qualification for those working in the construction sector carrying out brickwork activities.

The aims of this qualification are:

- To allow those working as brickwork technicians to develop and demonstrate their knowledge and skills.
- To provide new entrants to the construction industry with career progression opportunities

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 2 NVQ Diploma for Brickwork Technicians
Qualification Number:	610/4786/7
Level:	2
Total Qualification Time (TQT):	540
Guided Learning Hours (GLH):	374
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff.
	Externally verified by ProQual external verifiers.
Qualification Start Date:	01/10/2024
Qualification Review Date:	01/10/2027

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment to establish candidate's existing knowledge and skills in order to develop the assessment plan.

Candidates must be aged **at least** 16 years old on the day that they are registered for this qualification. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Candidates for this qualification **must** be employed in a role, or enrolled on a training course, where they will have access to perform practical brickwork activities **in a real working environment**.

Candidates who complete this qualification may progress into other qualifications in ProQual's construction skills suite.

Qualification Structure

This qualification consists of **six** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units.

Unit Number	Unit Title	Level	TQT	GLH	CITB Ref.
Mandatory Units – Candidates must complete all units in this group.					
A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	20	17	641v1
T/508/6538	Conforming to Productive Working Practices in the Workplace	2	30	20	642v1
Y/508/6533	Moving, Handling and Storing Resources in the Workplace	2	50	27	643v1
M/651/2180	Using Access Equipment up to Six Metres in the Workplace	2	80	37	250v3
K/651/3575	Setting Out to Form Masonry Structures in the Workplace	2	230	123	41v3
F/618/3283	Installing and Forming Specialist Masonry Elements in the Workplace	3	210	150	810v1

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

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.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

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 for Brickwork Technicians

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.

Assessment Requirements

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

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.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

All practical assessment for this qualification must be carried out in a real working environment. Evidence of workplace skills cannot be simulated.

Enquiries, Appeals and Adjustments

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.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to General Health, Safety and Welfare in the Workplace			Level:	1
Unit Number:	A/503/1170	TQT:	20	GLH:	17
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <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"> • Collective protective measures • Personal protective equipment (PPE) • Respiratory protective equipment (RPE) • Local exhaust ventilation (LEV). 		
		1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.		

1	<i>Continued</i>	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.
		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	<i>Continued</i>	3.4	Safely store health and safety control equipment in accordance with given instructions.
		3.5	Dispose of waste and/or consumable items in accordance with legislation.
		3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> • Dealing with accidents and emergencies. Associated with the work and environment. • Methods of receiving or sourcing information. • Reporting. • Stopping work. • Evacuation. • Fire risks and safe exit procedures. • Consultation and feedback.
		3.7	State the appropriate types of fire extinguishers relevant to the work.
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.
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"> • Recognising when to stop work in the face of serious and imminent danger to self and/or others • Contributing to discussions and providing feedback • Reporting changed circumstances and incidents in the workplace • Complying with the environmental requirements of the workplace.
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.

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"> • During the working day • On completion of the day's work • For unauthorised personnel (other operatives and the general public) • For theft.
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Additional Assessment Information

Where an assessment criteria is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

Title:		Conforming to Productive Working Practices in the Workplace		Level:	2	
Unit Number:		T/508/6538	TQT:	20	GLH:	17
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <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"> Using resources for own and other's work requirements. Allocating appropriate work to employees. Organising the work sequence. Reducing carbon emissions. 			
		2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.			

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"> • Job cards. • Worksheets. • Material/resource lists. • Time sheets.
		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.
		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"> • Individuals. • Customer and operative. • Operative and line management. • Own and other occupations.
		4.4	Describe why it is important to work effectively with line management, colleagues and customers.
		4.5	Describe how working relationships could have an effect on productive working.
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others.

Additional Assessment Information

Where an assessment criteria is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

Title:		Moving, Handling and Storing Resources in the Workplace		Level:	2	
Unit Number:		Y/508/6533	TQT:	50	GLH:	27
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <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"> • 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. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			

2	<i>Continued</i>	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.
		3.3	Protect the environment in accordance with safe working practices as appropriate to the work.
		3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: Collective protective measures. Personal protective equipment (PPE). Respiratory protective equipment (RPE). Local exhaust ventilation (LEV).
		3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
		3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries 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"> Lifting and handling aids. Container(s). Fixing, holding and securing systems.
		4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and methods of work.
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.
		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	<p>State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> • Progress charts, timetables and estimated times. • Organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1	<p>Demonstrate the following work skills when moving, handling and/or storing occupational resources:</p> <ul style="list-style-type: none"> • Moving. • Positioning. • Storing • Securing and/or using lifting aids and kinetic lifting techniques.
		7.2	<p>Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:</p> <ul style="list-style-type: none"> • Sheet material. • Loose material. • Bagged or wrapped material. • Fragile material. • Tools and equipment. • Components. • Liquids.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
		7.4	Describe the needs of other occupations when moving, handling and/or storing resources.

Additional Assessment Information

Where an assessment criteria is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

Title:		Using Access Equipment up to Six Metres in the Workplace		Level:		2	
Unit Number:		M/651/2180		TQT:		50	
				GLH:		27	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Interpret the given information relating to the work and resources when using access equipment up to six metres.	1.1	Interpret and extract relevant information from plans, drawings and sketches, 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	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"> Plans. Drawings and sketches. Specifications. Schedules. Method statements. Risk assessments. Manufacturers' technical information. Regulations. Official guidance. 				

2	Know how to comply with relevant legislation and official guidance when using access equipment up to six metres.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> • In the workplace. • Below ground level. • At height. • In confined areas. • With tools and equipment. • With movement and storage of materials. • Manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment, and personal belongings in relation to: <ul style="list-style-type: none"> • Site. • Workplace. • Company. • Operative. • Vehicles.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe and healthy working practices when using access equipment up to six metres.	3.1	Use health and safety control and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when using access equipment up to six metres.
		3.2	Demonstrate compliance with given information and relevant legislation when using access equipment up to six metres in relation to the following: <ul style="list-style-type: none"> • Safe use of access equipment. • Safe use, storage and handling of materials, tools and equipment. • Specific risks to health.

3	<i>Continued</i>	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to using access equipment up to six metres and the types, purpose and limitations of each type, the work situation and general work environment in relation to:</p> <ul style="list-style-type: none"> • Collective protective measures. • Local exhaust ventilation (LEV). • Personal protective equipment (PPE). • Respiratory protective equipment (RPE).
		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 hazards.
4	Select the required quantity and quality of resources for the methods of work to use access equipment up to six metres.	4.1	Select resources associated with own work in relation to materials, components, tools and equipment.
		4.2	<p>Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • Ladders. • Stepladders or platform steps. • Podiums. • Proprietary towers. • Mobile scaffold towers. • Protection equipment and notices. • Hand tools, portable power tools and ancillary equipment. •
		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, 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	<i>Continued</i>	4.6	Describe any potential hazards associated with the resources and method of work.
		4.7	Describe how to calculate quantity of equipment required associated with the method and procedure to using access equipment up to six metres.
5	Minimise the risk of damage to the work and surrounding area when using access equipment up to six metres.	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 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 using access equipment up to six metres	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 organisational procedures for reporting circumstances which will affect the work programme.

7	Comply with the given contract information to using access equipment up to six metres to the required specification.	7.1	Demonstrate the following work skills when Using access equipment up to six metres: <ul style="list-style-type: none"> • Moving. • Positioning. • Erecting. • Securing. • Checking. • Removing.
		7.2	Use and maintain hand tools and ancillary equipment.
		7.3	Erect, use, remove and store two of the following access equipment up to six metres: <ul style="list-style-type: none"> • Ladders. • Stepladders/platform steps. • Proprietary towers. • Podiums. • Mobile scaffold towers.
		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"> • Provide protection to the work area. • Establish a base for equipment. • Erect proprietary access equipment to manufacturer's instructions suitable for the work. • Erect non-proprietary access equipment suitable for the work. • Place protective screens and notices. • Check and monitor equipment during the period of use. • Remove and store access equipment. • Work with, around and in close proximity to plant and machinery. • Use tools and equipment. • Work at height. • Use access equipment.

		7.5	Describe the needs of other occupations and how to communicate within a team when using access equipment up to six metres.
		7.6	Describe how to maintain the hand tools, portable power tools, ancillary equipment and access equipment used when using access equipment up to six metres.

Endorsement Requirements

This unit must be **endorsed** with **at least two** of the following endorsements:

- Ladders.
- Stepladders / Platform Steps.
- Proprietary Towers.
- Podiums.
- Mobile Scaffold Towers.

All endorsements will appear on the unit certificate.

Please see the following page for additional assessment guidance.

Additional Assessment Information

Where an assessment criteria is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

Title:		Setting Out to Form Masonry Structures in the Workplace		Level:		2	
Unit Number:		K/651/3575		TQT:		230	
				GLH:		123	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Interpret the given information relating to the work and resources when setting out to form masonry 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"> • Drawings. • Specifications. • Current legislation. • Schedules. • Method statements. • Risk assessments. • Manufacturers' information. • Oral and written instructions. • Sketches. • Electronic data. • Official guidance and current regulations governing buildings associated with setting out to form masonry structures. 				

2	Know how to comply with relevant legislation and official guidance when setting out to form masonry structures	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> • In the workplace. • Below ground level. • At height. • In confined areas. • With tools and equipment. • With movement and storage of materials. • Manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment, and personal belongings in relation to: <ul style="list-style-type: none"> • Site. • Workplace. • Company. • Operative. • Vehicles.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe and healthy working practices when setting out to form masonry 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 setting out to form masonry structures.
		3.2	Demonstrate compliance with given information and relevant legislation when setting out to form masonry structures in relation to of the following: <ul style="list-style-type: none"> • Safe use of access equipment. • Safe use, storage and handling of materials, tools and equipment. • Specific risks to health.

3	<i>Continued</i>	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to setting out to form masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • Collective protective measures. • Local exhaust ventilation (LEV). • Personal protective equipment (PPE). • Respiratory protective equipment (RPE).
		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 hazards.
4	Select the required quantity and quality of resources for the methods of work to set out to form masonry structures.	4.1	Select resources associated with own work in relation to materials, components, tools and equipment.
		4.2	<p>Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • Levels. • Lines. • Trammels. • Templates. • Profiles. • Tape measures. • Pegs, squares and fixings. • hand and power tools. • Setting out equipment.
		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, how problems associated with the resources are reported.

4	<i>Continued</i>	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 method of work.
		4.7	Describe how to calculate distances, quantity, length, levels and diagonals, area and wastage of materials associated with the method and procedure to set out to form masonry structures.
5	Minimise the risk of damage to the work and surrounding area when setting out to form masonry 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 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 setting out to form 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"> • Types of productivity targets and time scales. • How times are estimated. • Organisational procedures for reporting circumstances which will affect the work programme.

7	Comply with the given contract information to set out to form masonry structures to the required specification.	7.1	<p>Demonstrate the following work skills when setting out to form masonry structures:</p> <ul style="list-style-type: none"> • Measuring. • Marking out. • Levelling. • Plumb. • Positioning. • Transferring. • Transposing. • Fixing and securing.
		7.2	Use and maintain hand and power tools and setting out equipment.
		7.3	<p>Determine dimensions and positions using line, level, depth, area, height and angle to given working instructions to establish at least four of the following lines:</p> <ul style="list-style-type: none"> • Straight (180 degrees). • Right angles (90 degrees). • Obtuse angles (between 90- and 180- degrees including batters). • Acute angles (between 0 and 90 degrees). • Curves on plan. • Curves in elevation. • Openings.

7	Continued	7.4	<p>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"> • Measure and set out to form masonry structures on level and sloping ground. • Identify and mark datum points. • Make trammels, templates and profiles. • Mark straight lines, right angles, obtuse angles, acute angles, curves on plan, curves in elevation and openings. • Set out using trammels, templates and profiles. • Plumb from ranging lines. • Transfer lines and levels (spirit level, straight-edge and laser level). • Determine convex and concave curves using pegs and line. • Recognise and determine when specialist skills and knowledge are required and report accordingly. • Identify and follow the installation quality requirements. • Work with, around and in close proximity to plant and machinery. • Use hand and power tools, and setting out equipment. • Work at height. • Use access equipment.
		7.5	<p>Describe the needs of other occupations and how to communicate effectively within a team when setting out to form masonry structures.</p>
		7.6	<p>Describe how to maintain the tools and equipment used when setting out to form masonry structures.</p>

Endorsement Requirements

This unit must be **endorsed** with **at least four** of the following endorsements:

- Straight (180 degrees).
- Right Angles (90 degrees).
- Obtuse Angles (between 90 and 180 degrees including batters).
- Acute Angles (between 0 and 90 degrees).
- Curves on Plan.
- Curves in Elevation.
- Openings.

All endorsements will appear on the unit certificate.

Please see the following page for additional assessment guidance.

Additional Assessment Information

Where an assessment criteria is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

Title:	Installing and Forming Specialist Masonry Elements in the Workplace		Level:	3
Unit Number:	F/618/3283	TQT:	210	GLH: 150
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>		
1	Interpret the given information relating to the work and resources when installing and forming specialist masonry elements.	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"> • Drawings. • Specifications. • Current legislation. • Schedules. • Method statements. • Risk assessments. • Manufacturers' information. • Oral and written instructions. • Sketches. • Electronic data. • Official guidance and current regulations governing buildings associated with specialist masonry elements. 	

2	Know how to comply with relevant legislation and official guidance when installing and forming specialist masonry elements.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> • In the workplace. • Below ground level. • At height. • In confined areas. • With tools and equipment. • With movement and storage of materials. • Manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment, and personal belongings in relation to: <ul style="list-style-type: none"> • Site. • Workplace. • Company. • Operative. • Vehicles.
		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 and forming specialist masonry elements.	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 and forming specialist masonry elements.
		3.2	Demonstrate compliance with given information and relevant legislation when installing and forming specialist masonry elements in relation to the following: <ul style="list-style-type: none"> • Safe use of access equipment. • Safe use, storage and handling of materials, tools and equipment. • Specific risks to health.

3	<i>Continued</i>	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to install and form specialist masonry elements, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • Collective protective measures. • Local exhaust ventilation (LEV). • Personal protective equipment (PPE). • Respiratory protective equipment (RPE).
		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 hazards.
4	Select the required quantity and quality of resources for the methods of work to install and form specialist masonry elements.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.2	<p>Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • Specialist masonry support elements. • Fittings and fixings. • Hand and power tools, and equipment.
		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, how problems associated with the resources are reported.

4	<i>Continued</i>	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	width, area and wastage of materials associated with the method and procedure to install and form specialist masonry elements.
5	Minimise the risk of damage to the work and surrounding area when installing and forming specialist masonry elements.	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 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 and forming specialist masonry elements.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • Types of productivity targets and time scales. • How times are estimated. • Organisational procedures for reporting circumstances which will affect the work programme.

7	Comply with the given contract information to install and form specialist masonry elements to the required specification.	7.1	Demonstrate the following work skills when: <ul style="list-style-type: none"> • Positioning. • Levelling. • Plumb. • Adjusting • Fixing.
		7.2	Use and maintain hand and power tools and equipment.
		7.3	Install and/or form fire barriers and/or breaks and support angles plus at least two of the following specialist masonry support elements to given working instructions: <ul style="list-style-type: none"> • Brick soffit systems. • Channel systems. • Wind posts. • Vapour and/or moisture barriers. • Wall starter kits.

7	Continued	<p>7.4 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"> • Identify the types, uses and characteristics of specialist masonry support elements: <ul style="list-style-type: none"> ○ Brick soffit systems. ○ Support angles. ○ Fire barriers and breaks. ○ Wind posts. ○ Wall starter kits. • Position, level, plumb, fix and integrate brick soffit systems. • Install and adjust masonry support angles. • Install and maintain the integrity of fire barriers and breaks. • Form and maintain the integrity of cavities. • Position and secure wall ties including spacing, particularly around openings. • Position and fix damp-proof barriers, cloak systems and cavity trays. • Form and install weep holes and vents. • Position bond and tape insulation materials. • Install wind posts. • Use wall starter kits. • Recognise and determine when specialist skills and knowledge are required and report accordingly. • Identify and follow the installation quality requirements. • Work with, around and in close proximity to plant and machinery. • Use hand and power tools, and equipment • Work at height. • Use access equipment.
		<p>7.5 Describe the needs of other occupations and how to communicate effectively within a team when installing and forming specialist masonry elements.</p>
		<p>7.6 Describe how to maintain the tools and equipment used when installing and forming specialist masonry elements.</p>

Endorsement Requirements

This unit must be **endorsed** with **at least one** of the following endorsements:

- Install fire barriers and support angles.
- Install fire breaks and support angles.
- Form fire barriers and support angles.
- Form fire breaks and support angles.

This unit must be **additionally endorsed** with **at least two** of the following endorsements:

- Brick Soffit Systems.
- Channel Systems.
- Wind Posts.
- Vapour and/or Moisture Barriers.
- Wall Starter Kits.

All endorsements will appear on the unit certificate.

Please see the following page for additional assessment guidance.

Additional Assessment Information

Where an assessment criteria is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



ProQual Awarding Body

ProQual House
Unit 1, Innovation Drive
Newport, Brough
HU15 2GX

Tel: 01430 423 822
enquiries@proqualab.com
www.proqualab.com