

City & Guilds Level 2 NVQ Certificate in Wall and Floor Tiling (Construction) (6560-04)

September 2020 Version 1.1



Qualification at a glance

Subject area	Wall and Floor Tiling (Construction)
City & Guilds number	6560
Age group approved	16-18, 19+
Assessment	Portfolio of evidence
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
City & Guilds Level 2 NVQ Certificate in Wall and Floor Tiling (Construction)	250	401	6560-04	603/5921/3

Version and date	Change detail	Section
1 July 2020 revised 6550-02 for 6560-04	<p>CITB incremental changes, credits and unit aims removed. Qualification structure amended, changing elective units to optional units. GLH and TQT section amended with new values.</p> <p>Unit 101 (A/503/1170) updated to Unit 102</p> <p>Unit 218 (J/503/1169) updated to Unit 219</p> <p>Elective Unit 296 (A/503/2559) updated to Optional Unit 297.</p> <p>Unit 608 (F/503/1171) updated to Unit 609.</p> <p>Unit 671 (J/503/2547) updated to Unit 672.</p> <p>Unit 708 (L/503/2548) updated to Unit 709.</p> <p>Removed Unit 362</p>	<p>1. Structure</p> <p>5. Units</p>

	(R/506/3929) Unit 629 added as new optional unit. Address updated	Final page
September 2020 V1.1	Updates made to titling	Throughout
	Hyperlinks added/amended	Throughout
	Grading statement added	Page 8
	GLH updated	Page 6
	Reference to NVQ Code of Practice removed	Page 54



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1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is ideal for individuals who work as wall and floor tilers in the construction sector. It provides an opportunity for them to demonstrate their competence in this area and gain a City & Guilds Level 2 NVQ Certificate in Wall and Floor Tiling.
What does the qualification cover?	It covers the preparation of the background before beginning wall and floor tiling, and then goes on to cover the skills and knowledge needed for wall and floor tiling. Upon completion, learners show that they have the required skills and knowledge and are competent in this specialist trade area.
Is the qualification part of a framework or initiative?	This qualification forms the competence based element of the Intermediate Apprenticeship in Construction Specialist (Level 2), pathway 4: Wall and floor tiling.
What opportunities for progression are there?	Learners may progress onto an Advanced Apprenticeship in the construction sector.

Structure

To achieve the qualification, learners must achieve 6 units. 5 from the mandatory group and a minimum of 1 from the optional group.

City & Guilds Level 2 NVQ Certificate in Wall and Floor Tiling (Construction)

Unit accreditation number	City & Guilds unit number	Unit title	TQT	Level
Mandatory				
T/618/1367	102	Conforming to general health, safety and welfare in the workplace	20	1
A/618/1368	219	Conforming to productive working practices in the workplace	30	2
F/618/1369	609	Moving, handling and storing resources in the workplace	50	2
T/618/1370	672	Preparing backgrounds for tiling in the workplace	128	2
A/618/1371	709	Tiling wall and floor surfaces in the workplace	153	2
Optional				
F/618/1372	297	Laying under tile heating systems and tiling surfaces in the workplace	176	2
J/618/1373	629	Laying sand and cement screeds in the workplace	100	2

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 NVQ Certificate in Wall and Floor Tiling (Construction)	250	401



2 Centre requirements

Approval

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

Resource requirements

Centre staffing

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

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

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

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

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

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

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

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification

- corporate membership of a relevant professional institution
- interview.

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

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

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

or hold one of the following:

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

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

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

Continuing Professional Development (CPD)

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

Learner entry requirements

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

Age restrictions

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

Grading

This qualification is graded pass/fail.



3 Delivering the qualification

Initial assessment and induction

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

Support materials

The following resources are available for this qualification:

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

Recording documents

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

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

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

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



4 Assessment

Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6560 logbook from the **City & Guilds website**.

Aspects to be assessed through performance in the workplace

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

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

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

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



5 Units

Structure of units

These units each have the following:

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

Unit 102

Conforming to general health, safety and welfare in the workplace

Level:	1
GLH:	17
Relationship to NOS:	This unit is linked to NOS COSVR641 Conform to general workplace health, safety and welfare.

Learning outcome
The learner will: 1. comply with all workplace health, safety and welfare legislation requirements.
Assessment criteria
The learner can: 1.1 comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area 1.2 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements 1.3 comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment 1.4 state why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none">• collective protective measures• Personal Protective Equipment (PPE)• Respiratory Protective Equipment (RPE)• Local Exhaust Ventilation (LEV) 1.5 state how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 1.6 state which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment 1.7 state why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area 1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work.

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 102

Conforming to general health, safety and welfare in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Unit 219

Conforming to productive working practices in the workplace

Level:	2
GLH:	20
Relationship to NOS:	This unit is linked to the COSVR642 Conform to productive work practices National Occupational Standard.

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

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

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

Learning outcome
The learner will: 4. maintain good working relationships when conforming to productive working practices.
Assessment criteria
The learner can: 4.1 carry out work productively, to the agreed specification, in conjunction with: <ul style="list-style-type: none"> • line management • colleagues • customers • 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.

Unit 219

Conforming to productive working practices in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Unit 297

Laying under tile heating systems and tiling surfaces in the workplace

Level:	2
GLH:	76
Relationship to NOS:	This unit is linked to the COSVR149 Lay under tile heating systems and tile surfaces National Occupational Standard.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when laying under tile heating systems and tiling surfaces.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• work programmes• schedules• job details• method statements• risk assessments• Control of Substances Hazardous to Health (COSHH) assessments• manufacturers' information, including electronic 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• work programmes• schedules• job details• method statements

- risk assessments
- COSHH assessments
- manufacturers' information
- Codes of Practice
- official guidance.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when laying under tile heating systems and tiling surfaces.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:
 - 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
 - by mechanical lifting
- 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
- 2.4 describe the types of fire extinguishers available when laying under tile heating systems and tiling surfaces and describe how and when they are used.

Learning outcome	
The learner will:	
3.	maintain safe and healthy working practices when laying under tile heating systems and tiling surfaces.
Assessment criteria	
The learner can:	
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 laying under tile heating systems and tiling surfaces
3.2	demonstrate compliance with given information and relevant legislation when laying under tile heating systems and tiling surfaces 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
3.3	explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to laying under tile heating systems and tiling 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"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV)
3.4	describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
3.5	describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related activities

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to lay under tile heating systems and tiling surfaces.

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to materials, components, fixings, accessories, tools and equipment
- 4.2 describe the:
 - characteristics
 - quality
 - uses
 - sustainability
 - limitations
 - defectsassociated with the resources in relation to:
 - electric under tile heating systems
 - under-floor heating systems
 - floor tile
 - grouts
 - adhesives
 - floor screeds
 - levelling compounds
 - profile trims
 - movement joints
 - accessories
 - fittings
 - fixings
 - hand tools
 - portable power tools
 - associated 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 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
 - area
 - wastageassociated with the method and procedure to lay under tile heating systems and tiling surfaces.

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

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

Learning outcome
The learner will: 7. comply with the given contract information to lay under tile heating systems and tiling surfaces to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when laying under tile heating systems and tiling surfaces:

	<ul style="list-style-type: none"> • measuring • setting out • cutting • applying • finishing • positioning • securing
7.2	use and maintain hand tools, portable power tools and associated equipment
7.3	position and secure electrical under tile heating systems to horizontal surfaces to given working instructions.
7.4	lay tile finish under tile heating systems to given working instructions
7.5	<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"> • position and secure electrical under tile heating systems • confirm commission procedures for floor heating systems • locate and provide movement joints • lay tiles over under-tile heating systems • lay tiles over under-floor heating systems • provide information relevant for Building Information Modelling (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation requirements necessary to achieve relevant quality standards • work with, around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • use hand tools, portable power tools and associated equipment • work at height • use access equipment
7.6	describe the needs of other occupations and how to effectively communicate within a team when laying under tile heating systems and tiling surfaces
7.7	describe how to maintain the tools and equipment used when laying under tile heating systems and tiling surfaces

Unit 297

Laying under tile electrical heating systems and tiling surfaces in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Unit 609

Moving, handling and storing resources in the workplace

Level:	2
GLH:	27
Relationship to NOS:	This unit is linked to the COSVR643 Move, handle or store resources National Occupational Standard.

Learning outcome
The learner will: 1. comply with given information when moving, handling and/or storing resources.
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none">• in the workplace• in confined spaces• below ground level• at height• with tools and equipment• with materials and substances• with movement/storage of materials

2.2	<ul style="list-style-type: none"> • by manual handling and mechanical lifting <p>describe the organisational security procedures for:</p> <ul style="list-style-type: none"> • tools • equipment • personal belongings <p>in relation to:</p> <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	explain what the accident reporting procedures are and who is responsible for making the reports
2.4	state the appropriate types of fire extinguishers relevant to the work
2.5	describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.

Learning outcome	
The learner will:	
3.	maintain safe working practices when moving, handling and/or storing resources.
Assessment criteria	
The learner can:	
3.1	use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources
3.2	use lifting aids safely as appropriate to the work
3.3	protect the environment in accordance with safe working practices as appropriate to the work
3.4	<p>explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV)
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	<p>state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:</p> <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.
Assessment criteria
The learner can: 4.1 select the relevant resources to be moved, handled and/or stored, associated with own work 4.2 describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability • limitations • 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.

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

- organisational procedures
- manufacturers' information
- statutory regulations
- official guidance.

Learning outcome

The learner will:

6. complete the work within the allocated time when moving, handling and/or storing resources.

Assessment criteria

The learner can:

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

Learning outcome	
The learner will:	
7.	comply with the given occupational resource information to move, handle and/or store resources to the required guidance.
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> • moving • positioning • storing • securing • using lifting aids • kinetic lifting techniques
7.2	move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <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.

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Level:	2
GLH:	43

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when laying sand and cement screeds.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• 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• schedules• method statements• risk assessments• manufacturers' information• current regulations governing buildings.

Learning outcome	
The learner will:	
2. know how to comply with relevant legislation and official guidance when laying sand and cement screeds.	
Assessment criteria	
The learner can:	
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 • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling and mechanical lifting
2.2	describe the organisational security procedures for: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative
2.3	explain what the accident reporting procedures are and who is responsible for making the reports.

Learning outcome	
The learner will:	
3. maintain safe and healthy working practices when laying sand and cement screeds.	
Assessment criteria	
The learner can:	
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 laying sand and cement screeds
3.2	demonstrate compliance with given information and relevant legislation when laying sand and cement screeds in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment/working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health

3.3	<p>explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to laying sand and cement screeds, 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 • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV)
3.4	<p>describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p>
3.5	<p>describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:</p> <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related activities.

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to lay sand and cement screeds.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to materials, components, tools and equipment
4.2	<p>describe the:</p> <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability • limitations • defects <p>associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> • sand, cement, ready-mixed screeds • damp-proof membranes (DPM) • reinforcement fibre/mesh • expansion joints • hand tools, portable power tools and ancillary equipment
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work.
4.6	describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay sand and cement screeds.

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

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

Learning outcome

The learner will:

7. comply with the given contract information to lay sand and cement screeds to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when laying sand and cement screeds:
 - measuring
 - marking out
 - cleaning
 - laying
 - compacting
 - finishing
- 7.2 use and maintain hand tools, portable power tools and ancillary equipment:
- 7.3 prepare surfaces, mix and lay floor screeds to given working instructions relating to the following:
 - sand and cement screeds
 - level and/or to falls
- 7.4 describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - prepare floor surfaces
 - lay and finish sand and cement screeds to level and falls
 - fall to drainage outlets and form skirtings
 - remove defective and repair sand and cement screeds
 - install damp proof membranes (DPM)
 - prepare screed materials
 - accommodate movement
 - lay bonded and floating screeds
 - accommodate for insulation and underfloor heating
 - reinforce screeds (fibres and mesh)
 - recognise and determine when specialist skills and knowledge are required and report accordingly
 - understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - use hand tools, portable power tools and ancillary equipment
 - work at height
 - use access equipment/working platforms
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when laying sand and cement screeds
- 7.6 describe how to maintain the tools and equipment used when laying sand and cement screeds.

Unit 629

Laying sand and cement screeds in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Unit 672

Preparing backgrounds for tiling in the workplace

Level:	2
GLH:	68
Relationship to NOS:	This unit is linked to the COSVR141 Prepare backgrounds for tiling National Occupational Standard.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when preparing backgrounds for tiling.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• work programmes• schedules• job details• method statements• risk assessments• Control of Substances Hazardous to Health (COSHH) assessments• manufacturers' information, including electronic 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• work programmes• schedules• job details• method statements

- risk assessments
- COSHH assessments
- manufacturers' information
- Codes of Practice
- official guidance

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when preparing backgrounds for tiling.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:
 - 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.
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongings
 in relation to:
 - site
 - workplace
 - company
 - operative
 - vehicles
- 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 preparing backgrounds for tiling and describe how and when they are used.

Learning outcome

The learner will:

3. maintain safe and healthy working practices when preparing backgrounds for tiling.

Assessment criteria

The learner can:

- 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 preparing backgrounds for tiling
- 3.2 demonstrate compliance with given information and relevant legislation when preparing backgrounds for tiling in relation to the following:
 - safe use of access equipment
 - safe use, storage and handling of materials, tools and equipment
 - specific risks to health.
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to preparing backgrounds for tiling, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - collective protective measures
 - Personal Protective Equipment (PPE)
 - Respiratory Protective Equipment (RPE)
 - Local Exhaust Ventilation (LEV)
- 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given 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
 - other task-related activities.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to prepare backgrounds for tiling.

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to:
 - materials
 - components
 - fixings
 - accessories
 - tools
 - equipment
- 4.2 describe the:
 - characteristics
 - quality
 - uses
 - sustainability
 - limitations
 - defectsassociated with the resources in relation to:
 - cement and sand renders
 - plaster renders
 - screeds
 - sheets and boards
 - trim
 - bonding and priming agents
 - waterproofing systems
 - membranes
 - accessories
 - hand tools
 - portable power tools
 - associated 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 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, area and wastage associated with the method and procedure to prepare backgrounds for tiling.

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

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

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

	<ul style="list-style-type: none"> • setting out • stripping • cutting out • removing • making good • applying • positioning • securing • finishing
7.2	use and maintain hand tools, portable power tools and associated equipment.
7.3	<p>prepare and apply surfaces to receive wall and floor tiling and appropriate accessories to given working instructions including:</p> <ul style="list-style-type: none"> • the siting and installation of movement joints • the installation of membranes
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"> • prepare backgrounds including manufactured board surfaces, membranes and gypsum based wall and floor surfaces • mix and apply cement and sand renders and screed and plaster renders • mix and apply proprietary material to make good the surfaces • install appropriate accessories • use waterproof, uncoupling, decoupling and acoustic membranes • locate and install movement joints • provide information relevant for Building Information Modelling (BIM) • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation requirements necessary to achieve relevant quality standards • work with, around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • use hand tools, portable power tools and associated equipment • work at height • use access equipment
7.5	describe the needs of other occupations and how to effectively communicate within a team when preparing backgrounds for tiling
7.6	describe how to maintain the hand tools, portable power tools and associated equipment used when preparing backgrounds for tiling.

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- wall tiling and/or floor tiling
- plus
- either – new surfaces and/or existing surfaces.

Unit 709

Tiling wall and floor surfaces in the workplace

Level:	2
GLH:	75
Relationship to NOS:	This unit is linked to the COSVR142 Tile wall and floor surfaces NOS.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when tiling wall and floor surfaces.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings specifications• work programmes• schedules• job details• method statements• risk assessments• Control of Substances Hazardous to Health (COSHH) assessments• manufacturers' information, including electronic 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 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• work programmes• schedules• job details• method statements• risk assessments

- COSHH assessments
- manufacturers' information
- Codes of Practice
- official guidance.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when tiling wall and floor surfaces.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:
 - 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
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongings
 in relation to:
 - site
 - workplace
 - company
 - operative
 - vehicles
- 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 tiling wall and floor surfaces and describe how and when they are used.

Learning outcome

The learner will:

3. maintain safe and healthy working practices when tiling wall and floor surfaces.

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when tiling wall and

	floor surfaces
3.2	demonstrate compliance with given information and relevant legislation when tiling wall and floor surfaces 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
3.3	explain why and when health and safety control equipment, identified by the principles of prevention, 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"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV)
3.4	describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
3.5	describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related activities.

Learning outcome	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to tile wall and floor surfaces.
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to materials, components, fixings, 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"> • wall and floor tiles • grout • adhesives • accessories • fittings • fixings • hand tools • portable power tools • associated 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 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 method of work
- 4.7 describe how to calculate:
- quantity
 - length
 - area
 - wastage
- associated with the method and procedure to tile wall and floor surfaces.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when tiling wall and floor surfaces.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

6. complete the work within the allocated time when tiling wall and floor surfaces.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

7. comply with the given contract information to tile wall and floor surfaces to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when tiling wall and floor surfaces:
- measuring
 - setting out
 - cutting
 - removing
 - applying
 - positioning
 - securing
 - finishing
- 7.2 use and maintain hand tools, portable power tools and associated equipment
- 7.3 mix and apply materials for tiling wall and floor surfaces
- 7.4 fix tiles to vertical, horizontal and inclined wall surfaces to given working instructions for:
- wall surfaces
 - reveals, cills and soffits (door and windows)
 - fixture of appropriate accessories
- 7.5 fix tiles to vertical, horizontal and inclined floor surfaces to given working instructions for:
- floor surfaces
 - floor drainage and outlets
 - treads and risers
 - fixture of appropriate accessories
- 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- fix and finish wall tiles to regular and irregular vertical, horizontal and inclined surfaces
 - fix and finish floor tiles to regular and irregular vertical, horizontal and inclined surfaces, including staircase and landing (new and repair work)
 - form reveals, cills and soffits (door and window openings)
 - form internal and external angles
 - fix channels and form drainage and outlets
 - locate and install movement joints
 - use appropriate accessories
 - recognise and determine when specialist skills and knowledge are required and report accordingly
 - determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance

- identify and follow the installation requirements necessary to achieve relevant quality standards
- work with, around and in close proximity to plant and machinery
- direct and guide the operations and movement of plant and machinery
- use hand tools, portable power tools and associated equipment
- work at height
- use access equipment

7.7 describe the needs of other occupations and how to effectively communicate within a team when tiling wall and floor surfaces

7.8 describe how to maintain the hand tools, portable power tools and associated equipment used when tiling wall and floor surfaces.

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.



6 Sources of general information

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

City & Guilds Centre Manual

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

- The centre and qualification approval process
- Examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- Specifies the quality assurance and control requirements that apply to all centres
- Sets out the basis for securing high standards, for all our qualifications and/or assessments
- Details the impact on centres of non-compliance.

Our Quality Assurance Requirements document encompasses the relevant regulatory requirements of the following documents, which apply to centres working with City & Guilds:

- Ofqual's General Conditions of Recognition

Access Arrangements and Special Considerations

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

7 Useful contacts

Please note - calls to 0844 numbers cost 5 pence per minute plus your telephone company's access charge.

UK and Republic of Ireland Centres Registrations, Exam entries, Invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature	General support	T: +44 (0)844 543 0000
		E: centresupport@cityandguilds.com
	e-assessment support	T: +44 (0)844 543 0000
		E: evolvesupport@cityandguilds.com
New centres Sales advice and support and quality assurance	Sales support	T: +44 (0)844 846 0969
		E: directsales@cityandguilds.com
	Quality support	T: +44 (0)844 846 0969
		E: csdirect@cityandguilds.com
International centres Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials		Please contact your local office: www.cityandguilds.com/about-us/international
UK learners General qualification information		T: +44 (0)844 543 0033
		E: learnersupport@cityandguilds.com
International learners General qualification information		Please contact your local office: www.cityandguilds.com/about-us/international
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery		T: +44 (0)207 294 8128
		E: business@cityandguilds.com

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