

Level 2 NVQ Certificate in Wall and Floor Tiling (Construction) (6560-02)

September 2017 Version 2.1



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
Level 2 NVQ Certificate in Wall and Floor Tiling (Construction)	104	310	6560-02	600/7852/2

Version and date	Change detail	Section
2.0 December 2015	Unit 705 replaced by Unit 362	1.Structure 5.Units
	Phone numbers removed	Final page
2.1 September 2017	Added GLH and TQT details.	Qualification at a Glance, Structure.
	Deleted QCF	Throughout



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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 tillers in the construction sector. It provides an opportunity for them to demonstrate their competence in this area and gain a 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?	It allows learners to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 2 Diploma in Wall and Floor Tiling• Level 3 NVQ Diploma in Wall and Floor Tiling• Learners may also progress onto an Advanced Apprenticeship in the construction sector.

Structure

Learners must achieve a minimum of **31** credits. A total of **31** credits must come from the mandatory units. Additional credits may be achieved from elective units available.

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

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
J/503/1169	218	Conforming to productive working practices in the workplace	3
F/503/1171	608	Moving, handling and storing resources in the workplace	5
J/503/2547	671	Preparing backgrounds to receive wall and/or floor tiling in the workplace	8
L/503/2548	708	Tiling wall and floor surfaces in the workplace	13
Elective			
A/503/2559	296	Laying under tile electrical heating systems and tiling surfaces in the workplace	12
R/506/3929	362	Slinging and hand signalling the movement of suspended loads in the workplace	10

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
Level 2 NVQ Certificate in Wall and Floor Tiling (Construction)	104	310



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.



3 Delivering the qualification

Initial assessment and induction

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

Support materials

The following resources are available for this qualification:

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

Recording documents

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

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

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

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



4 Assessment

Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 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
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101

Conforming to general health, safety and welfare in the workplace

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

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

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

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

Supporting information

Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 218

Conforming to productive working practices in the workplace

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

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in RQF
- 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 296

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

UAN:	A/503/2559
Level:	2
Credit value:	12
GLH:	40
Relationship to NOS:	This unit is linked to the COSVR149 Lay under tile heating systems and tile surfaces National Occupational Standard.
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• lay electrical under tile heating systems• lay tile surfaces to under tile and under floor heating systems.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when laying under tile electrical heating systems and tiling surfaces.

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from:
 - drawings
 - specifications
 - job details
 - method statements
 - risk assessments
 - Control of Substances Hazardous to Health (COSHH) assessments
 - manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statements
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented

1.4	<p>describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • specifications • job details • method statements • risk assessments • COSHH assessments • manufacturers' information • wall and floor tiling recommendations.
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Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when laying under tile electrical heating systems and tiling surfaces.
Assessment criteria	
The learner can:	
2.1	<p>describe their responsibilities under current legislation and official guidance whilst working:</p> <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 • by mechanical lifting
2.2	describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative
2.3	explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome	
The learner will:	
3.	maintain safe working practices when laying under tile electrical heating systems and tiling surfaces.
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 laying under tile electrical heating systems and tiling surfaces
3.2	explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to laying under tile electrical 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)
3.3	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.4	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <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 lay under tile electrical heating systems and tiling surfaces.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, components, accessories, tools and equipment 4.2 describe the: <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability • limitations • defects associated with the resources in relation to: <ul style="list-style-type: none"> • electric under tile heating systems • under-floor heating systems • floor tile • grouts • adhesives • floor screeds • levelling compounds • trims • movement joints • accessories • hand and/or powered tools • associated 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 method of work 4.6 describe how to calculate: <ul style="list-style-type: none"> • quantity • length • area • wastage associated with the method/procedure to lay under tile electrical 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 electrical 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 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to: <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 electrical heating systems and tiling surfaces.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme

Learning outcome	
The learner will:	
7.	comply with the given contract information to lay under tile electrical 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 electrical heating systems and tiling surfaces: <ul style="list-style-type: none"> • measuring • setting out • cutting • applying • finishing • positioning • securing
7.2	position electrical under tile heating systems to horizontal surfaces to given working instructions
7.3	lay tile finish under tile heating systems to given working instructions
7.4	safely use materials, hand tools, portable power tools and associated equipment
7.5	safely store the materials, tools and equipment used when laying under tile electrical heating systems and tiling surfaces
7.6	describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • position electrical under tile heating systems • confirm commission procedures for under floor heating systems • locate and provide movement joints • lay tiles over under-tile heating systems • lay tiles over under-floor heating systems • use hand tools, power tools and associated equipment
7.7	describe the needs of other occupations and how to effectively communicate within a team when laying under tile electrical heating systems and tiling surfaces
7.8	describe how to maintain the tools and equipment used when laying under tile electrical heating systems and tiling surfaces

Unit 296 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:

- Additional Requirements for Qualifications using the title NVQ in RQF
- 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 362

Slinging and hand signalling the movement of suspended loads in the workplace

UAN:	R/506/3929
Level:	2
Credit value:	10
GLH:	33
Unit aim	This unit aims to provide you with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare to and sling and signal the movement of loads.

Learning outcome

The learner will:

1. Interpret the given information relating to the preparation for and the slinging and signalling of loads.

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 2. Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.
Assessment criteria
The learner can: 2.1 organise the work according to given information or instructions 2.2 describe how to communicate ideas between team members 2.3 organise and communicate with team members and other associated occupations 2.4 describe how to organise resources prior to and when slinging and signalling of loads.

Learning outcome
The learner will: 3. Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.
Assessment criteria
The learner can: 3.1 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 3.2 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 3.3 explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 4. Maintain safe and healthy working practices when preparing for and slinging and signalling loads.
Assessment criteria
The learner can: 4.1 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 slinging and signalling loads 4.2 demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following: <ul style="list-style-type: none"> • safe use and storage of tools and equipment • safe use, storage and handling of lifting accessories • safe use of access equipment • specific risks to health 4.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, 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) 4.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions 4.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome

The learner will:

5. Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.

Assessment criteria

The learner can:

- 5.1 select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment

- 5.2 describe the:

- characteristics
- quality
- uses
- sustainability
- limitations
- defects

associated with the resources, and how they should be used correctly, relating to:

- lifting accessories
- signalling and communication equipment
- hand tools and ancillary equipment

- 5.3 describe how the resources should be used correctly, and how problems associated with the resources are reported

- 5.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources

- 5.5 describe any potential hazards associated with the resources and method of work

- 5.6 describe how to identify:

- weight
- quantity
- length
- area

associated with the method/procedures to carry out slinging/signalling.

Learning outcome

The learner will:

6. Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

7. Complete the work within the allocated time when preparing to and slinging and signalling loads.

Assessment criteria

The learner can:

- 7.1 demonstrate completion of the work within the allocated time
- 7.2 describe the purpose of the work programme and describe 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:

8. Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.

Assessment criteria

The learner can:

- 8.1 demonstrate the following work skills when preparing to and slinging and signalling loads:
- measuring
 - gauging
 - estimating
 - calculating
 - fitting
 - fixing
 - testing
 - balancing
 - interpreting
 - inspecting
 - judging
 - explaining
 - preparing
 - indicating
 - informing
 - instructing
 - signing
 - positioning
 - adjusting
 - configuring
 - moving
 - securing
 - signaling
 - relaying
- 8.2 use and maintain lifting accessories, lifting aids and equipment
- 8.3 inspect and prepare lifting accessories prior to slinging
- 8.4 prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following:
- balanced
 - unbalanced
 - loose
 - bundled
 - container
 - drum
 - a load where the machine operator cannot observe its full movement path.

- 8.5 guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following:
- balanced
 - unbalanced
 - loose
 - bundled
 - container
 - drum
 - a load where the machine operator cannot observe its full movement path.
- 8.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- identify the differences between:
 - slinging and signaling
 - directing and guiding movement of vehicles
 - plant and machinery
 - directing and guiding operations of plant and machinery not being used for lifting operations
 - confirm the authority, duties and responsibilities allocated
 - identify characteristics of lifting equipment and lifting accessories
 - identify and interpret valid certification for maintenance, inspection and thorough examination
- 8.7 describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- lift and transfer people
 - sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator
 - communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)
 - confirm methods of communication
 - recognise blind-spots, potential crush zones and other limitations to driver visibility
 - consider the load characteristics including centre of gravity and lifting points to determine the method of slinging
 - determine and check the route of the load before and during the lift including distances, clearances and landing position.

- 8.8 describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids
 - identify rejection criteria for removing lifting accessories from service
 - recognise and determine when specific skills and knowledge are required and report accordingly
 - attach lifting accessories and sling loads securely
 - ensure balance and stability of loads
 - attach and use load guidance equipment (tag lines)
 - guide and place suspended loads by recognised methods of communication and agreed operational procedures
 - land and position loads safely and securely
 - remove and store lifting accessories
 - use hand tools and ancillary equipment.
- 8.9 describe the needs of other occupations and how to effectively communicate within a team when preparing to and slinging and signalling loads.
- 8.10 describe how to maintain the:
- lifting accessories
 - lifting aids
 - signalling and communication equipment used to sling and signal loads.

Unit 362 Slinging and hand signalling the movement of suspended loads in the workplace

Supporting information

Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of slinging and signalling the movement of loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 608

Moving, handling and storing resources in the workplace

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

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

Learning outcome	
The learner will:	
2.	know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.
Assessment criteria	
The learner can:	
2.1	describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • in confined spaces • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling and mechanical lifting
2.2	describe the organisational security procedures for: <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
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	<p>describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p>
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	<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"> • lifting and handling aids • container(s) • fixing, holding and securing systems
4.3	describe how the resources should be handled and how any problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work.

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 608 Moving, handling and storing resources in the workplace

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in RQF
- 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 671

Preparing backgrounds to receive wall and/or floor tiling in the workplace

UAN:	J/503/2547
Level:	2
Credit value:	8
GLH:	27
Relationship to NOS:	This unit is linked to the COSVR141 Prepare backgrounds for tiling National Occupational Standard.
Aim:	<p>The aim of this unit is to provide the learner with the skills and knowledge required to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• selecting materials, components and equipment• preparing new and/or existing solid and manufactured board backgrounds to receive wall and/or floor tiling.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when preparing backgrounds for wall and/or floor tiling.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: <ul style="list-style-type: none">• drawings• specifications• job details• method statements• risk assessments• Control of Substances Hazardous to Health (COSHH) assessments• manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented

- | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4 | <p>describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • specifications • job details • method statements • risk assessments • COSHH assessments • manufacturers' information • wall and floor tiling recommendations. |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Learning outcome

The learner will:

- | | |
|----|-----------------------------------------------------------------------------------------------------------------------------|
| 2. | know how to comply with relevant legislation and official guidance when preparing backgrounds for wall and/or floor tiling. |
|----|-----------------------------------------------------------------------------------------------------------------------------|

Assessment criteria

The learner can:

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 | <p>describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> • in the workplace • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling and mechanical lifting. |
| 2.2 | <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 reports. |

Learning outcome	
The learner will:	
3.	maintain safe working practices when preparing backgrounds for wall and/or floor tiling.
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 preparing backgrounds for wall and/or floor tiling
3.2	explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing backgrounds for wall and/or floor tiling, 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)
3.3	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.4	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to:
 - materials
 - components
 - accessories
 - tools
 - equipment
- 4.2 describe the:
 - characteristics
 - quality
 - uses
 - sustainability
 - limitations
 - defectsassociated with the resources in relation to:
 - sand
 - cement
 - plaster renders
 - screeds
 - trim
 - bonding/priming agents
 - waterproofing agents
 - accessories
 - hand and/or powered tools and associated 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 method of work
- 4.6 describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare backgrounds for wall and/or floor tiling

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when preparing backgrounds for wall and/or floor 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 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to: <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 wall and/or floor tiling.
Assessment criteria
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.

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

	<ul style="list-style-type: none"> • setting out • stripping • cutting out • removing • making good • applying • finishing • positioning • securing • finishing
7.2	<p>prepare and apply new and/or existing surfaces (to receive ceramic and natural stone wall and floor tiling) to given working instructions for:</p> <ul style="list-style-type: none"> • brick, block, tiles, concrete and manufactured board surfaces, cement and sand surfaces • application of appropriate accessories
7.3	<p>safely use:</p> <ul style="list-style-type: none"> • materials • hand tools • portable power tools • associated equipment
7.4	<p>safely store the:</p> <ul style="list-style-type: none"> • materials • tools • equipment <p>used when preparing backgrounds for wall and/or floor tiling</p>
7.5	<p>describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare brick, block, tiles, concrete, manufactured board surfaces, membranes and gypsum based surfaces • mix and apply cement and sand renders/screed and plaster renders • mix and apply proprietary material to make good the surfaces • install appropriate accessories • use waterproof decoupling and acoustic membranes • install movement joints • use hand tools, power tools and associated equipment • work at height • use access equipment
7.6	<p>describe the needs of other occupations and how to effectively communicate within a team when preparing backgrounds for tiling</p>
7.7	<p>describe how to maintain the tools and equipment used when preparing backgrounds for tiling.</p>

Unit 671 Preparing backgrounds to receive wall and/or floor tiling in the workplace

Supporting information

Guidance

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

- the Additional Requirements for Qualifications using the title NVQ in RQF
- 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 708

Tiling wall and floor surfaces in the workplace

UAN:	L/503/2548
Level:	2
Credit value:	13
GLH:	43
Relationship to NOS:	This unit is linked to the COSVR142 Tile wall and floor surfaces NOS.
Aim:	<p>The aim of this unit is to provide the learner with the skills and knowledge required to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• selecting materials, components and equipment• fixing wall and floor tiles to vertical, horizontal and inclined surfaces.

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• job details• method statements• risk assessments• Control of Substances Hazardous to Health (COSHH) assessments• manufacturers' information related to the work to be carried out 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none">• drawings

- specifications
- job details
- method statements
- risk assessments
- COSHH assessments
- manufacturers' information
- wall and floor tiling recommendations.

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

Learning outcome

The learner will:

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

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 tiling wall and floor surfaces
- 3.2 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tiling wall and floor surfaces, and the types, purpose and limitations of each type, the work situation and general work

	environment, in relation to:
	<ul style="list-style-type: none"> • collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV)
3.3	describe how the relevant health and safety control equipment should be used in accordance with the given instructions
3.4	state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
	<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 tile wall and floor surfaces
Assessment criteria	
The learner can:	
4.1	select resources associated with own work in relation to materials, components, accessories, tools and equipment
4.2	describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
	<ul style="list-style-type: none"> • wall and floor tiles • grout • adhesives • accessories • hand and/or powered tools • associated 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 method of work
4.6	describe how to calculate:
	<ul style="list-style-type: none"> • quantity • length • area • wastage
	associated with the method/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 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to: <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 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 allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme

Learning outcome

The learner will:

7. comply with the given contract information to 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 fix tiles to vertical, horizontal and inclined surfaces to given working instructions for:
- wall and floor surfaces
 - reveals, cills and soffits (door and/or windows)
 - floor drainage and outlets
 - fixture of appropriate accessories
- 7.3 safely use materials, hand tools, portable power tools and associated equipment
- 7.4 safely store the materials, tools and equipment used when tiling wall and floor surfaces
- 7.5 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- fix and finish wall and floor tiles to regular and irregular vertical, horizontal and inclined surfaces, including staircase and landing (new and repair work)
 - remove existing tiles and prepare background
 - form reveals, cills and soffits (door and window openings)
 - form internal and external angles
 - fix channels/form drainage and outlets
 - use appropriate accessories
 - use hand tools, 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 tiling wall and floor surfaces
- 7.7 describe how to maintain the tools and equipment used when tiling wall and floor surfaces.

Unit 708 Tiling wall and floor surfaces in the workplace

Supporting information

Guidance

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

- the Additional Requirements for Qualifications using the title NVQ in RQF
- 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.



Appendix 1 Sources of general information

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

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

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

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

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners
General qualification information E: learnersupport@cityandguilds.com

International learners
General qualification information E: intcg@cityandguilds.com

Centres
Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results E: centresupport@cityandguilds.com

Single subject qualifications
Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change E: singlesubjects@cityandguilds.com

International awards
Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports E: intops@cityandguilds.com

Walled Garden
Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems E: walledgarden@cityandguilds.com

Employer
Employer solutions, Mapping, Accreditation, Development Skills, Consultancy E: business@cityandguilds.com

Publications
Logbooks, Centre documents, Forms, Free literature

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

City & Guilds Group

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City & Guilds
1 Giltspur Street
London EC1A 9DD
www.cityandguilds.com

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