

Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) (6572)

September 2017 Version 1.1



Qualification at a glance

Subject area	Decorative Finishing and Industrial Painting Occupations (Construction)
City & Guilds number	6572
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 Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) - Painter	224	670	6572-01	600/7864/9
Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) – Industrial Painter	224	670	6572-02	600/7864/9

Version and date	Change detail	Section
1.1 September 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Appendix



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1 Introduction

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

Area	Description
Who are the qualifications for?	This qualification is for candidates who work or want to work as a painter and industrial painter.
What do the qualifications cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in painting and industrial painting. The painting pathway involves preparing background surfaces for painting and applying paint by brush and roller. The industrial painting pathway involves preparing surfaces by blast method and applying paint by spray or other mechanical methods.
Are the qualifications part of a framework or initiative?	This qualification forms the competence based element of the Intermediate Apprenticeship in Construction Building (Level 2), pathway 1: Decorative finishing and industrial painting.
What opportunities for progression are there?	<p>It allows candidates to progress into employment or onto the Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating.</p> <p>Painting and decorating has a wide range of opportunities that learners can be involved with in a structured career path, such as new builds, refurbishments and designer work.</p> <p>This apprenticeship will enable progression to the Advanced (Level 3) Apprenticeship in Construction Building: Decorative Finishing (Painting and Decorating)</p> <p>After gaining work experience in the chosen occupational area there are also opportunities to progress into occupational work supervision, management or technical support areas.</p>

Structure

To achieve the **Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) – Painter (6572-01)**, learners must achieve **67** credits from the mandatory units.

Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) - Painter

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
H/503/9683	204	Applying Paint Systems by Brush and Roller in the Workplace	22
J/503/1169	218	Conforming to Productive Working Practices in the Workplace	3
D/600/8281	224	Erecting and Dismantling Access/Working Platforms in the Workplace	8
F/503/1171	608	Moving, Handling and Storing Resources in the Workplace	5
R/503/9680	676	Preparing surfaces for painting/decorating in the workplace	27

To achieve the **Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) – Industrial Painter (6572-02)**, learners must achieve a minimum of **76** credits. **67** credits must be achieved from the mandatory units plus a minimum of **9** credits from the optional units.

Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) – Industrial Painter

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
H/503/9683	204	Applying Paint Systems by Brush and Roller in the Workplace	22
J/503/1169	218	Conforming to Productive Working Practices in the Workplace	3
D/600/8281	224	Erecting and Dismantling Access/Working Platforms in the Workplace	8
F/503/1171	608	Moving, Handling and Storing Resources in the Workplace	5
R/503/9680	676	Preparing surfaces for painting/decorating in the workplace	27
Optional			
L/503/9791	327	Preparing Surfaces by Abrasive Blast Cleaning in the Workplace	16
D/503/9732	337	Applying Coatings by the Airless Spray Method in the Workplace	17
L/503/9693	609	Operating Equipment in Support of the Abrasive Blast Cleaner in the Workplace	9
J/503/9692	610	Operating Equipment in Support of the Paint Sprayer in the Workplace	12

Learners may achieve further credits from the Elective group. However any credits achieved from the Elective group **will not** count towards the qualification.

Elective

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
K/503/9734	328	Producing and Applying Complex Stencil Designs in the Workplace	21
D/503/9696	338	Hanging Standard Paper Wallcoverings in the Workplace	26
Y/503/9700	339	Hanging Wide-width Vinyls in the Workplace	20
H/503/9733	340	Applying Coatings by the Air Spray Method in the Workplace	27
A/503/9804	723	Installing Coving and Decorative Mouldings in the Workplace	11
Y/503/9809	724	Applying Coatings to Produce Textured Finishes in the Workplace	14
L/503/9810	725	Producing Broken Colour Effects in the Workplace	12
L/503/9953	726	Producing Stencil Designs using Pre-cut Stencil Plates in the Workplace	12

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 Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) - Painter	224	670
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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 candidates
- 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 candidate to access relevant qualifications covering these skills.

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

Assessors and internal verifiers

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 in 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.

Candidate entry requirements

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

Age restrictions

These qualifications are approved for 16 – 18, and 19 + learners. There are no age limits attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, 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 these qualifications:

Description	How to access
Candidate logbook	Available to download from the City & Guilds website

Recording documents

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

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

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

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, 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 6572 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
Aim:	This unit is about awareness of relevant current statutory requirements and official guidance, responsibilities, to self and others, relating to workplace health, safety and welfare, personal behaviour and 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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

<p>warning signs are relevant to the occupational area</p> <p>1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work.</p>

<p>Learning outcome</p> <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>
<p>Assessment criteria</p> <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 resources, substances, asbestos, equipment, obstructions, storage, services and work activities</p> <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>

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

<p>work</p> <p>3.8 state how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.</p>
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Learning outcome
<p>The learner will:</p> <p>4. work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare</p> <p>4.2 state how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ol style="list-style-type: none"> a. recognising when to stop work in the face of serious and imminent danger to self and/or others b. contributing to discussions and providing feedback c. reporting changed circumstances and incidents in the workplace d. complying with the environmental requirements of the workplace <p>4.3 give examples of how the behaviour and actions of individuals could affect others within the workplace.</p>

Learning outcome
<p>The learner will:</p> <p>5. comply with and support all organisational security arrangements and approved procedures</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 provide appropriate support for security arrangements in accordance with approved procedures:</p> <ol style="list-style-type: none"> a. during the working day b. on completion of the day's work c. for unauthorised personnel (other operatives and the general public) d. for theft <p>5.2 state how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.</p>

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

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

Workplace evidence of skills cannot be simulated.

Unit 204

Applying paint systems by brush and roller in the workplace

UAN:	H/503/9683
Level:	2
Credit value:	22
GLH:	73
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret instructions• adopt safe and healthy working practices• select materials, components and equipment• work on previously prepared surfaces• apply water-borne and solvent-borne coatings, using brush and roller application techniques to new surfaces.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when applying paint systems by brush and/or roller
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. specifications b. current legislation c. risk assessments d. method statements e. manufacturers' information

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials and by manual handling 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 and healthy working practices when applying paint systems by brush and/or roller
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems by brush and/or roller 3.2 comply with information relating to specific risks to health when applying paint systems by brush and/or roller 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to apply paint systems by brush and/or roller
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. water-borne and solvent-borne coatings b. primers, intermediate coatings (undercoats) and finishes (single pack coatings) c. single-product systems (e.g. emulsions, varnishes) d. solvents/thinners e. knotting, proprietary sealers f. brushes, rollers and other associated equipment g. protective sheeting and masking materials h. access equipment i. hand 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 methods of work 4.6 describe how to calculate quantity of materials required associated with the method/procedure to paint by brush and roller.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with current legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when applying paint systems by brush and/or roller
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to apply paint systems by brush and/or roller to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when applying paint systems by brush and/or roller: a. mixing b. pouring c. diluting d. loading e. laying-on f. laying-off g. and cutting-in 7.2 apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: a. linear/trim/narrow-runs and broad areas by brush and/or roller 7.3 safely use materials, tools and associated equipment. 7.4 safely store the materials, tools and equipment used when applying paint systems by brush and/or roller. 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. check suitability of previously prepared surfaces c. prepare and apply water-borne and solvent-borne coatings by brush and roller d. prepare coatings with activators e. coat broad areas, linear/trim/narrow runs f. test wet and dry film thickness g. identify how atmospheric conditions affect coatings and their application process h. identify the working life of prepared materials i. use access equipment

- j. use brushes, rollers and associated tools and equipment.
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when applying paint systems by brush and roller
- 7.7 describe how to maintain brushes, rollers and the associated tools and equipment used when applying paint systems by brush and/or roller.

Unit 204 Applying paint systems by brush and roller 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.

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

- Decorative finishing
- Industrial painting

Unit 218

Conforming to productive working practices in the workplace

UAN:	J/503/1169
Level:	2
Credit value:	3
GLH:	10
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• productive communication with line management, colleagues and customers• interpreting information• planning and carrying out productive work practices• working with others or as an individual

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

<p>completed productively</p> <p>2.3 describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to:</p> <ol style="list-style-type: none"> a. using resources for own and other's work requirements b. allocating appropriate work to employees c. organising the work sequence d. reducing carbon emissions <p>2.4 describe how to contribute to zero/low carbon work outcomes within the built environment.</p>

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

<p>Learning outcome</p> <p>The learner will:</p> <p>4. maintain good working relationships when conforming to productive working practices</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships</p> <p>4.2 apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others</p> <p>4.3 describe how to maintain good working relationships, in relation to:</p> <ol style="list-style-type: none"> a. individuals b. customer and operative c. operative and line management d. own and other occupations <p>4.4 describe why it is important to work effectively with line management, colleagues and customers</p> <p>4.5 describe how working relationships could have an effect on productive working</p> <p>4.6 describe how to apply principles of equality and diversity when communicating and working with others.</p>

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
- 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 224

Erecting and dismantling access/working platforms in the workplace

UAN:	D/600/8281
Level:	2
Credit value:	8
GLH:	27
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 and equipment• erect and dismantle access equipment suitable for the work operations.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when erecting and dismantling access/working platforms
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none">1.1 interpret and extract information from specifications, method statements, risk assessments and manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none">a. specificationsb. current legislationc. method statementsd. risk assessmentse. manufacturers' information

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: a. in the workplace b. at height c. in confined areas d. with tools and equipment e. with movement/storage of materials and by manual handling 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when erecting and dismantling access/working platforms
Assessment criteria
The learner can: 3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms 3.2 explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: a. ladders/crawler boards b. stepladders/platform steps c. trestles

	<ul style="list-style-type: none"> d. proprietary staging/podiums e. proprietary towers f. mobile scaffold towers g. protection equipment and notices h. tools and ancillary equipment
4.2	select resources associated with own work in relation to materials, components, tools and equipment
4.3	state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage
5.2	minimise damage and maintain a clean work space
5.3	describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
5.4	dispose of waste in accordance with legislation
5.5	state why the disposal of waste should be carried out in relation to the work.

Learning outcome	
The learner will:	
6.	complete the work within the allocated time when erecting and dismantling access/working platforms
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"> a. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. comply with the given contract information to erect and dismantle access/ working platforms to the required specification

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when erecting and dismantling access/working platforms:
 - a. moving
 - b. positioning/erecting
 - c. securing, checking
 - d. dismantling and removing
- 7.2 erect, dismantle and store two of the following access equipment to given access regulations:
 - a. ladders/crawler boards
 - b. stepladders/platform steps
 - c. proprietary towers
 - d. trestle platforms
 - e. mobile scaffold towers
 - f. proprietary staging/podiums
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. provide protection to the work area
 - b. establish a base for equipment
 - c. erect proprietary access equipment to manufacturer's instructions suitable for the work
 - d. erect non-proprietary access equipment suitable for the work
 - e. place protective screens and notices
 - f. check/monitor equipment during the period of use
 - g. dismantle and store access equipment
 - h. use tools and equipment
 - i. work at height
- 7.4 safely use and store materials, hand tools and ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms
- 7.6 describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

Unit 224 Erecting and dismantling access/working platforms 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 erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- Own occupational area of work

Plus two or more of the following:

- Ladders/crawler boards
- Step ladders/platform steps
- Proprietary towers
- Trestle platforms
- Mobile scaffold towers
- Proprietary staging/podiums

Unit 327

Preparing surfaces by abrasive blast cleaning in the workplace

UAN:	L/503/9791
Level:	3
Credit value:	16
GLH:	53
Aim:	<p>The aim is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing blast cleaning equipment, materials, and associated equipment• providing protection to the work area• preparing and cleaning surfaces by abrasive blast cleaning process• maintaining the blast cleaning equipment

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when preparing surfaces by abrasive blast cleaning
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none">1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statements1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none">a. specificationsb. current legislationc. risk assessmentsd. method statementse. manufacturers' informationf. blast cleaner's instructions

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when preparing surfaces by abrasive blast cleaning
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials and by manual handling 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 and healthy working practices when preparing surfaces by abrasive blast cleaning
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with legislation and organisational requirements when preparing surfaces by abrasive blast cleaning 3.2 comply with information relating to specific risks to health when preparing surfaces by abrasive blast cleaning 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing surfaces by abrasive blast cleaning, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, leakages or injuries and 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 surfaces by abrasive blast cleaning
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. blast media b. lighting and signage c. protective sheeting and masking materials d. abrasive blast cleaning equipment e. access equipment f. hand tools, surface profile testing equipment and blast cleaning 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 of materials associated with the method/procedure to prepare surfaces by abrasive blast cleaning.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when preparing surfaces by abrasive blast cleaning
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with current legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to blast cleaning operations, general workplace activities, other occupations and adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when preparing surfaces by abrasive blast cleaning
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: a. types of progress charts, timetables and estimated times b. 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 surfaces by abrasive blast cleaning to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when preparing surfaces by abrasive blast cleaning: a. assembling b. preparing c. loading d. communicating e. positioning f. profiling g. filling h. checking i. fitting j. setting-up k. shutting down l. protecting and blasting 7.2 set up abrasive blast cleaning equipment to given working instructions 7.3 operate blast cleaning equipment to achieve the required standard as stated in the given working instructions, relating to the following: a. preparing abrasives b. loading the system c. monitoring and maintaining supply 7.4 clean the following to given working instructions with two types of abrasive media: a. metal surfaces b. concrete or stone or brick surfaces c. broad areas d. complex structural components 7.5 shut down and clean out the blast cleaning equipment to given working instructions

- 7.6 dismantle blast cleaning equipment to given working instructions
- 7.7 safely use hand tools, blast cleaning equipment and ancillary equipment
- 7.8 safely store the materials, tools and equipment used when preparing surfaces by abrasive blast cleaning
- 7.9 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. establish access requirements
 - b. establish suitable atmospheric conditions
 - c. establish lighting requirements
 - d. mask surfaces
 - e. assemble component parts
 - f. prepare abrasives
 - g. plan the safeguard of operatives and the general public from blast cleaning activities
 - h. prepare, load, operate, maintain (during use) and monitor the abrasive blast cleaning equipment
- 7.10 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. monitor blast media effect on the surface to achieve the required standard of surface preparation, profile and cleanliness
 - b. remove toxic and non-toxic surface layers
 - c. monitor the protective integrity of PPE/RPE during work
 - d. evaluate contamination/deterioration of newly blast cleaned surfaces
 - e. cleaned surfaces
 - f. close-down, dismantle, clean and store equipment
 - g. use access equipment
 - h. use hand tools and ancillary equipment
- 7.11 describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces by abrasive blast cleaning
- 7.12 describe how to maintain the tools and equipment used when preparing surfaces by abrasive blast cleaning.

Unit 327 Preparing surfaces by abrasive blast cleaning 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 328

Producing and applying complex stencil designs in the workplace

UAN:	K/503/9734
Level:	3
Credit value:	21
GLH:	70
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• producing specialist involved, elaborate or intricate designs for stencils• positioning and applying specialist involved, elaborate or intricate stencil designs to surfaces

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when producing and applying complex stencil designs

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when producing and applying complex stencil designs
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials and by manual handling 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 and healthy working practices when producing and applying complex stencil designs
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing and applying complex stencil designs 3.2 comply with information relating to specific risks to health when producing and applying complex stencil designs 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing and applying complex stencil designs 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to produce and apply complex stencil designs
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. water-borne and solvent-borne paints b. stencil plate materials c. protective sheeting and masking materials d. rubbish containers/bags e. access equipment f. hand 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 methods of work 4.6 describe how to calculate quantity of materials required associated with the method/procedure to produce and apply complex stencil designs

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing and applying complex stencil designs
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with current legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when producing and applying complex stencil designs
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme

Learning outcome
The learner will: 7. comply with the given contract information to produce and apply complex stencil designs to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when producing and applying complex stencil designs: a. protecting b. matching c. scaling d. drawing e. cutting out f. setting out g. mixing h. pouring i. diluting j. positioning k. securing l. applying m. transferring 7.2 form, manufacture and set out involved elaborate or intricate single-plate and multi-plate stencils to given working instructions 7.3 position, register and produce stencil designs on surfaces of linear runs and/or full-wall applications using water-borne and/or solvent-borne paints to given working instructions 7.4 safely use materials, hand tools and associated equipment 7.5 safely store the materials, tools and equipment used when producing and applying complex stencil designs 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. check suitability of previously prepared surface and bring up to suitable finish/ground c. form, manufacture and set out single and multi-plate stencils

- including ties
 - d. adjust dilution of coating to appropriate viscosity
 - e. register and produce stencil designs using water-borne and solvent-borne paints for linear runs and full-wall applications
 - f. produce graduated effects by brush, sponge and spray
 - g. maintain the integrity of the stencil plate (cleanliness and structure)
 - h. apply protective glaze/varnish
 - i. use access equipment
 - j. use hand tools and associated equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when producing and applying complex stencil designs
- 7.8 describe how to maintain the tools and equipment used when producing and applying complex stencil designs

Unit 328 Producing and applying complex stencil designs 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.

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

- Linear run work
- Full wall work

Unit 337

Applying coatings by the airless spray method in the workplace

UAN:	D/503/9732
Level:	3
Credit value:	17
GLH:	57
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• assembling and setting up the spray system• applying coatings by airless spray equipment• cleaning out and maintaining the airless spray equipment

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when applying coatings by the airless spray method
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. specifications

- b. current legislation
- c. risk assessments
- d. method statements
- e. manufacturers' information
- f. paint sprayer's instructions

Learning outcome

The learner will:

- 2. know how to comply with relevant legislation and official guidance when applying coatings by the airless spray method

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working:
 - a. in the workplace
 - b. in confined spaces
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement/storage of materials and by manual handling
- 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 and healthy working practices when applying coatings by the airless spray method

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the airless spray method
- 3.2 comply with information relating to specific risks to health when applying coatings by the airless spray method
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the airless spray method, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - a. collective protective measures
 - b. personal protective equipment (PPE)
 - c. respiratory protective equipment (RPE)
 - d. local exhaust ventilation (LEV)
- 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions
- 3.5 describe how emergencies should be responded to in accordance

with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including fluid injection).

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to apply coatings by the airless spray method

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
 - a. water-borne and solvent-borne coatings
 - b. masking materials: masking tape, masking paper, dust sheets, masking shield
 - c. two pack coatings (base, activator and solvents)
 - d. protective sheeting
 - e. access equipment
 - f. hand tools, film thickness gauges, airless spray equipment 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 of materials required associated with the method/procedure to apply coatings by the airless spray method.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when applying coatings by the airless spray method

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 6. complete the work within the allocated time when applying coatings by the airless spray method
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to apply coatings by the airless spray method to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when applying coatings by the airless spray method: a. preparing b. loading c. protecting d. measuring e. assembling f. positioning g. securing h. cleaning i. communicating 7.2 set up spray equipment, to achieve the finish stated in the given working instructions relating to the following: a. preparing coatings b. loading the system c. monitoring and maintaining supply 7.3 apply water-borne and/or solvent-borne coatings by airless spray to given working instructions for the following: a. broad work b. linear and structural components 7.4 check wet film thickness (as specified) 7.5 shut down and clean out spray equipment to given working instructions 7.6 safely use materials, hand tools, airless spray equipment and ancillary equipment 7.7 safely store the materials, tools and equipment used when applying coatings by the airless spray method 7.8 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements

- b. check suitability of previously prepared surfaces
 - c. provide protection by sheeting, masking and removing items
 - d. assemble component parts to form paint spraying equipment
 - e. prepare coatings: single pack and two pack systems
 - f. load, operate, maintain (during use) and monitor the paint spray equipment
 - g. establish air-change requirements in confined areas
 - h. assemble, set up, operate and shut down spray equipment
 - i. use correct spray gun technique on broad areas, angles, linear items and complex structural features
- 7.9 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. plan the safeguard of operatives and the general public from spraying activities
 - b. troubleshoot spray equipment problems
 - c. troubleshoot coating problems
 - d. measure wet and dry film thickness with gauges
 - e. handle coatings that contain activator
 - f. shut down, clean and store equipment
 - g. identify how atmospheric conditions affect coatings and their application process
 - h. identify the working life of prepared materials
 - i. use access equipment
 - j. use hand tools and ancillary equipment
- 7.10 describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the airless spray method
- 7.11 describe how to maintain the tools and equipment used when applying coatings by the airless spray method

Unit 337 Applying coatings by the airless spray method 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.

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

- Decorative finishing
- Industrial painting

Plus against one of the following:

- Water-borne
- Solvent borne

Unit 338

Hanging standard paper wallcoverings in the workplace

UAN:	D/503/9696
Level:	3
Credit value:	26
GLH:	87
Aim:	<p>This unit aims to provide you with the necessary skills and knowledge to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select and preparing materials and associated equipment• providing protection to the work area• hanging foundation paper (cross), textured/relief and patterned finishing papers in non-complex locations.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when hanging standard paper wallcoverings

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when hanging standard paper wallcoverings
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> a. in the workplace b. at height c. with tools and equipment d. with materials and substances e. with movement/storage of materials and by manual handling 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 and healthy working practices when hanging standard paper wallcoverings
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when hanging standard paper wallcoverings 3.2 comply with information relating to specific risks to health when hanging standard paper wallcoverings 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging standard paper wallcoverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to hang standard paper wallcoverings
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. surface preparation materials b. pastes and adhesives c. wallpapers d. protective sheeting e. rubbish containers/bags f. access equipment g. hand 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 methods of work 4.6 describe how to calculate quantity of materials required associated with the method/procedure to hang standard paper wallcoverings.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings
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 describe how to keep the paper and adjacent surfaces clean 5.4 dispose of waste in accordance with current legislation 5.5 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.6 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when hanging standard paper wallcoverings
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to hang standard paper wallcoverings to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when hanging standard paper wallcoverings: a. shading b. measuring c. matching and cutting d. mixing and applying e. folding f. positioning g. fixing h. trimming i. cleaning-off 7.2 establish start and finish point and hang standard papers of substantial length to the given working instructions to the following areas: a. ceilings with any type of paper b. walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers 7.3 safely use materials, hand tools and associated equipment 7.4 safely store the materials, tools and equipment used when hanging standard paper wallcoverings 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. check suitability of surface to receive wallpaper c. prepare and apply pastes and adhesives d. prepare and hang paper to ceilings e. prepare and hang foundation paper, textured/relief and patterned finishing papers f. work to reveals and internal and external angles

- g. work around electrical fittings and pipework
 - h. keep paper and adjacent surfaces clean
 - i. use access equipment
 - j. use tools and associated equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when hanging standard paper wallcoverings
- 7.7 describe how to maintain the tools and equipment used when hanging standard paper wallcoverings.

Unit 338 **Hanging standard paper wallcoverings 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 339

Hanging wide-width vinyls in the workplace

UAN:	Y/503/9700
Level:	3
Credit value:	20
GLH:	67
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• hanging wide-width fabric-backed and paper-backed vinyls to walls

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when hanging wide-width vinyls
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. specifications b. current legislation c. risk assessments d. method statements e. manufacturers' information

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when hanging wide-width vinyls
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> a. in the workplace b. at height c. with tools and equipment d. with materials and substances e. with movement/storage of materials and by manual handling 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 and healthy working practices when hanging wide-width vinyls
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when hanging wide-width vinyls 3.2 comply with information relating to specific risks to health when hanging wide-width vinyls 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging wide-width vinyls, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to hang wide-width vinyls
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. primer/sealer b. adhesives c. wide-width vinyls (fabric-backed and paper-backed) d. protective sheeting e. rubbish containers/bags f. access equipment g. hand 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 methods of work 4.6 describe how to calculate quantity of materials required associated with the method/procedure to hang wide-width vinyls.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when hanging wide-width vinyls
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with current legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when hanging wide-width vinyls
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to hang wide-width vinyls to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when hanging wide-width vinyls: a. shading b. measuring c. cutting d. mixing and applying e. folding f. positioning and fixing g. trimming h. cleaning off 7.2 establish start and finish point 7.3 plan, cut and hang to sequence wide-width vinyl to given working instructions and manufacturer's instructions, to the following: a. walls: hang paper-backed or fabric-backed vinyls b. wall features: of broad areas with internal and external angles and reveals. 7.4 safely use materials, hand tools and associated equipment 7.5 safely store the materials, tools and equipment used when hanging wide-width vinyls 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. check suitability of previously prepared surfaces c. prepare appropriate primer sealer and adhesives d. prepare and hang paper-backed, fabric-backed non-woven and polyester acrylic backed vinyls to walls e. form joints using joint cutter or protective strip, knife and straight-edge f. work to broad wall areas with reveals and internal and external

angles

- g. work around electrical fittings and pipework
- h. keep the material and adjacent surfaces clean
- i. use access equipment
- j. use tools and associated equipment

7.7 describe the needs of other occupations and how to effectively communicate within a team when hanging wide-width vinyls

7.8 describe how to maintain the tools and equipment used when hanging wide-width vinyls.

Unit 339 Hanging wide-width vinyls 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 340

Applying coatings by the air spray method in the workplace

UAN:	H/503/9733
Level:	3
Credit value:	27
GLH:	90
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• assembling and setting up the high volume low pressure (HVLP) air spray systems• applying coatings with air spray equipment• cleaning out and maintaining the air spray equipment

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when applying coatings by the air spray method
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to:

- a. specifications
- b. current legislation
- c. risk assessments
- d. method statements
- e. manufacturers' information
- f. paint sprayer's instructions.

Learning outcome

The learner will:

- 2. know how to comply with relevant legislation and official guidance when applying coatings by the air spray method

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working:
 - a. in the workplace
 - b. in confined spaces
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement/storage of materials and by manual handling
- 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 and healthy working practices when applying coatings by the air spray method

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the air spray method
- 3.2 comply with information relating to specific risks to health when applying coatings by the air spray method
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the air spray method, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - a. collective protective measures
 - b. personal protective equipment (PPE)
 - c. respiratory protective equipment (RPE)
 - d. local exhaust ventilation (LEV)
- 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions

3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including air injection).

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to apply coatings by the air spray method

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
- a. water-borne and solvent-borne coatings
 - b. masking materials: masking tape, masking paper, dust sheets, masking shield
 - c. two pack coatings (base, activator and solvents)
 - d. protective sheeting
 - e. access equipment
 - f. hand tools, film thickness gauges and air spray equipment (high volume low pressure [HVLPP]) 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 of materials required associated with the method/procedure to apply coatings by the air spray method.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when applying coatings by the air spray method

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 6. complete the work within the allocated time when applying coatings by the air spray method
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to apply coatings by the air spray method to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when applying coatings by the air spray method: a. preparing b. loading c. protecting d. measuring e. assembling f. positioning g. securing h. cleaning i. communicating. 7.2 set up spray equipment (high volume low pressure [hvlp] systems) to achieve the finish stated in the given working instructions, relating to: a. preparing coatings b. loading the system c. monitoring and maintaining supply 7.3 apply water-borne and/or solvent-borne coatings by high volume low pressure [HVLP] air spray systems to given working instructions for the following: a. broad work b. linear and structural components 7.4 check wet film thickness (as specified) 7.5 shut down and clean out spray equipment to given working instructions 7.6 safely use materials, hand tools, air spray equipment and ancillary equipment 7.7 safely store the materials, tools and equipment used when applying coatings by the air spray method 7.8 describe how to apply safe and healthy work practices, follow

procedures, report problems and establish the authority needed to rectify them, to:

- a. establish access requirements
- b. check suitability of previously prepared surfaces
- c. provide protection by sheeting, masking and removing items
- d. assemble component parts to form spraying equipment (high volume low pressure [HVLP] systems)
- e. prepare coatings: single-pack and two-pack systems
- f. load, operate, maintain (during use) and monitor the paint spray equipment
- g. establish air-change requirements in confined areas
- h. assemble, set up, operate and shut down spray equipment
- i. use correct spray gun technique on broad areas, angles, linear items and complex structural features

7.9 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- a. plan the safeguard of operatives and the general public from spraying activities
- b. troubleshoot spray equipment problems
- c. troubleshoot coating problems
- d. measure wet and dry film thickness with gauges
- e. handle coatings that contain activator
- f. shut down, clean and store equipment
- g. identify how atmospheric conditions affect coatings and their application process
- h. identify the working life of prepared materials
- i. use access equipment
- j. use hand tools and ancillary equipment

7.10 describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the air spray method

7.11 describe how to maintain the tools and equipment used when applying coatings by the air spray method.

Unit 340 Applying coatings by the air spray method 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.

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

- Water-borne
- Solvent-borne

Unit 608

Moving, handling and storing resources in the workplace

UAN:	F/503/1171
Level:	2
Credit value:	5
GLH:	17
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• 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: 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: a. in the workplace b. in confined spaces c. below ground level d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials and by manual handling 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 explain what the accident reporting procedures are and who is responsible for making the reports 2.4 state the appropriate types of fire extinguishers relevant to the work 2.5 describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.

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 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.5 describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 3.6 state how emergencies should be responded to in accordance with

organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards

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 characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:
 - a. lifting and handling aids
 - b. container(s)
 - c. 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 general workplace activities, other occupations and adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

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: a. progress charts, timetables and estimated times b. 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: a. moving b. positioning c. storing d. securing and/or using lifting aids e. 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: a. sheet material b. loose material c. bagged or wrapped material d. fragile material e. tools and equipment f. components g. 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
- 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

Operating equipment in support of the abrasive blast cleaner in the workplace

UAN:	L/503/9693
Level:	2
Credit value:	9
GLH:	30
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• providing protection to the work area• selecting and preparing materials and associated equipment• setting-up of the material supply equipment• operating and maintaining the blast system in support of the abrasive blast cleaner

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when operating equipment in support of the abrasive blast cleaner.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none">1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.1.2 comply with information and/or instructions derived from risk assessments and method statements.1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none">a. specificationsb. current legislation

- c. risk assessments
- d. method statements
- e. manufacturers' information
- f. abrasive blast cleaner's instructions.

Learning outcome

The learner will:

- 2. know how to comply with relevant legislation and official guidance when operating equipment in support of the abrasive blast cleaner

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working:
 - a. in the workplace
 - b. in confined spaces
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement/storage of materials and by manual handling
- 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 and healthy working practices when operating equipment in support of the abrasive blast cleaner

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when operating equipment in support of the abrasive blast cleaner
- 3.2 comply with information relating to specific risks to health when operating equipment in support of the abrasive blast cleaner
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to operating equipment in support of the abrasive blast cleaner and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - a. collective protective measures
 - b. personal protective equipment (PPE)
 - c. respiratory protective equipment (RPE)
 - d. local exhaust ventilation (LEV)
- 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved

with fires, spillages, injuries and other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to operate equipment in support of the abrasive blast cleaner

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
 - a. materials for protecting and masking the work area
 - b. blast cleaning equipment
 - c. blast media
 - d. lighting and signage
 - e. access equipment
 - f. hand tools
 - g. surface profile testing equipment
 - h. 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 of materials associated with the method/procedure to operate equipment in support of the abrasive blast cleaner.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when operating equipment in support of the abrasive blast cleaner

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 6. complete the work within the allocated time when operating equipment in support of the abrasive blast cleaner
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to operate equipment in support of the abrasive blast cleaner to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when operating equipment in support of the abrasive blast cleaner: a. assembling b. preparing c. loading d. operating e. protecting f. communicating. 7.2 operate abrasive blast cleaning equipment in support of the abrasive blast cleaner to the given working instructions, relating to the following: a. preparing abrasives b. loading the system c. monitoring and maintaining supply 7.3 shut down and clean the abrasive blast cleaning equipment to given working instructions 7.4 safely use hand tools, material supply equipment and ancillary equipment 7.5 safely clean and store the materials, tools and equipment used when operating equipment in support of the abrasive blast cleaner 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. assemble component parts c. identify and prepare abrasives d. load hoppers e. operate, monitor and maintain (during use) the abrasive blast cleaning equipment f. shut-down, clean and store equipment g. apply and remove protective and masking products to

- maintain the integrity of the work
- h. use access equipment
- i. use hand tools and ancillary equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when operating equipment in support of the abrasive blast cleaner
- 7.8 describe how to maintain the tools and equipment used when operating equipment in support of the abrasive blast cleaner.

Unit 609 Operating equipment in support of the abrasive blast cleaner 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

Workplace evidence of skills cannot be simulated.

Unit 610

Operating equipment in support of the paint sprayer in the workplace

UAN:	J/503/9692
Level:	2
Credit value:	12
GLH:	40
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and associated equipment• setting-up of the material supply equipment• operating and maintaining the paint spraying system (air and/or airless) in support of the paint sprayer

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when operating equipment in support of the paint sprayer

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statements
- 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - a. specifications
 - b. current legislation
 - c. risk assessments
 - d. method statements
 - e. manufacturers' information
 - f. spray painter's instructions

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when operating equipment in support of the paint sprayer

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working:
 - a. in the workplace
 - b. in confined spaces
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement/storage of materials and by manual handling
- 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 and healthy working practices when operating equipment in support of the paint sprayer

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when operating equipment in support of the paint sprayer
- 3.2 comply with information relating to specific risks to health when operating equipment in support of the paint sprayer
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to operating equipment in support of the paint sprayer, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - a. collective protective measures
 - b. personal protective equipment (PPE)
 - c. respiratory protective equipment (RPE)
 - d. local exhaust ventilation (LEV)
- 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including air and fluid injection).

Learning outcome

<p>The learner will:</p> <p>4. select the required quantity and quality of resources for the methods of work to operate equipment in support of the paint sprayer</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>4.1 select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ol style="list-style-type: none"> a. water-borne and solvent-borne coatings b. masking materials: masking tape, masking paper, dust sheets, masking shield c. two pack coatings (base, activator and solvent) d. protective sheeting e. access equipment f. hand tools, paint spraying equipment and ancillary equipment <p>4.3 describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work</p> <p>4.6 describe how to calculate quantity of materials associated with the method/procedure to operate equipment in support of the paint sprayer.</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>5. minimise the risk of damage to the work and surrounding area when operating equipment in support of the paint sprayer</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 dispose of waste in accordance with current legislation</p> <p>5.4 describe how to protect work from damage and the purpose of protection in relation to damage from general workplace activities, other occupations and adverse weather conditions</p> <p>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.</p>

Learning outcome
The learner will: 6. complete the work within the allocated time when operating equipment in support of the paint sprayer
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to operate equipment in support of the paint sprayer to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when operating equipment in support of the paint sprayer: a. assembling b. preparing c. loading d. protecting e. communicating 7.2 set up and operate paint spraying equipment (air and/or airless) in support of the paint sprayer to the given working instructions relating to the following: a. preparing coatings b. loading the system c. monitoring and maintaining supply. 7.3 shut down and clean out paint spraying equipment to given working instructions 7.4 safely use hand tools, material supply equipment and ancillary equipment 7.5 safely store the materials, tools and equipment used when operating equipment in support of the paint sprayer 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. assemble component parts to form paint spraying equipment c. prepare coatings: single pack and two pack systems d. load material containers e. apply and remove masking products to maintain the integrity of the work f. operate, monitor and maintain (during use) the paint spraying equipment

- g. shut down, clean and store equipment
 - h. use access equipment
 - i. use hand tools and ancillary equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when operating equipment in support of the paint sprayer
- 7.8 describe how to maintain the hand tools, material supply equipment and ancillary equipment used when operating equipment in support of the paint sprayer.

Unit 610 Operating equipment in support of the paint sprayer 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.

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

- Air spray
- Airless spray

Unit 676

Preparing surfaces for painting/decorating in the workplace

UAN:	R/503/9680
Level:	2
Credit value:	27
GLH:	90
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• preparing surfaces in readiness to receive decorative/protective finishes in industrial and/or non-industrial situations

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when preparing surfaces for painting/decorating
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. specifications b. current legislation c. risk assessments d. method statements e. manufacturers' information.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when preparing surfaces for painting/decorating
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials and by manual handling 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 and healthy work practices when preparing surfaces for painting/decorating
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when preparing surfaces for painting/decorating 3.2 comply with information relating to specific health risks when preparing surfaces for painting/decorating 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing surfaces for painting/decorating, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome

<p>The learner will:</p> <p>4. select the required quantity and quality of resources for the methods of work to prepare surfaces for painting/decorating</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>4.1 select resources associated with own work in relation to materials, tools and equipment</p> <p>4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ol style="list-style-type: none"> a. protective sheets and masking materials b. degreasing agents for the removal of contaminants c. cleaning agents d. paint stripping materials and equipment e. fillers (single and two pack) f. abrasives g. surface treatment materials h. rubbish containers/bags i. access equipment j. hand and/or powered tools and associated equipment. <p>4.3 describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work</p> <p>4.6 describe how to calculate quantity of materials associated with the method/procedure to prepare surfaces for painting/decorating.</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>5. minimise the risk of damage to the work and surrounding area when preparing surfaces for painting/decorating</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 dispose of waste in accordance with current legislation</p> <p>5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>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.</p>

<p>Learning outcome</p>

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

<p>Learning outcome</p>
<p>The learner will:</p> <p>7. comply with the given contract information to prepare surfaces for painting/decorating to the required specification</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>7.1 demonstrate the following work skills when preparing surfaces for painting/decorating:</p> <ul style="list-style-type: none"> a. washing b. stripping/scraping c. abrading and keying d. mixing e. filling f. levelling/flattening g. brushing-down <p>7.2 prepare, prime and seal exterior and/or interior surfaces for industrial and/or non-industrial situations to the given working instructions for the following:</p> <ul style="list-style-type: none"> a. bare substrates and previously painted/decorated surfaces in sound condition and featuring surface defects b. existing covering/material requiring removal. <p>7.3 safely use materials, tools and associated equipment</p> <p>7.4 safely store the materials, tools and equipment used when preparing surfaces for painting/decorating</p> <p>7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> a. establish access requirements b. check suitability of previously prepared surfaces c. prepare bare, untreated substrates d. prepare previously treated surfaces in sound condition e. prepare previously treated surfaces with defects f. remove surface contamination g. remove toxic/hazardous materials from surfaces. <p>7.6 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"> a. remove existing painted and/or hung wall coverings

- b. remove defective materials from timber, brick/stone/concrete, plaster, metal
 - c. fill, level and abrade surfaces
 - d. apply primer and sealers to bare substrates
 - e. apply special preparatory treatments to prepared surfaces
 - f. work around electrical fittings and pipe work
 - g. use access equipment
 - h. 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 preparing surfaces for painting/decorating
- 7.8 describe how to maintain the hand tools and/or power tools and associated equipment used when preparing surfaces for painting/decorating.

Unit 676 Preparing surfaces for painting/decorating 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 except for the following item from assessment criteria 7.2:

- existing covering/material requiring removal.

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

- Decorative finishing
- Industrial painting.

Unit 723

Installing coving and decorative mouldings in the workplace

UAN:	A/503/9804
Level:	2
Credit value:	11
GLH:	37
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• installing coving and decorative mouldings

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when installing coving and decorative mouldings

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statements
- 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - a. specifications
 - b. current legislation
 - c. risk assessments
 - d. method statements
 - e. manufacturer's information.

Learning outcome

<p>The learner will:</p> <p>2. know how to comply with relevant legislation and official guidance when installing coving and decorative mouldings</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ol style="list-style-type: none"> a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials and by manual handling <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports.</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>3. maintain safe and healthy working practices when installing coving and decorative mouldings</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing coving and decorative mouldings</p> <p>3.2 comply with information relating to specific risks to health when installing coving and decorative mouldings</p> <p>3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing coving and decorative mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ol style="list-style-type: none"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) <p>3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.</p>

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to install coving and decorative mouldings

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment.
- 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
 - a. sealers
 - b. adhesives
 - c. coving
 - d. decorative mouldings and lightweight centre-pieces
 - e. access equipment
 - f. protective sheeting and masking materials
 - g. rubbish container/bag
 - h. fixing, coving tools and equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to install coving and decorative mouldings.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing coving and decorative mouldings

Assessment criteria

The learner can:

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

Learning outcome
The learner will: 6. complete the work within the allocated time when installing coving and decorative mouldings
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to install coving and decorative mouldings to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing coving and decorative mouldings: a. mixing b. manipulating c. levelling d. cleaning e. measure f. cutting g. positioning h. jointing i. securing j. filling k. smoothing 7.2 cut and install coving and decorative mouldings to form straight runs and internal and external angles to given working instructions. 7.3 safely use materials, tools and associated equipment 7.4 safely store the materials, tools and equipment used when installing coving and decorative mouldings 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. prepare surfaces for coving and decorative mouldings including lightweight centre piece installation c. prepare, cut and secure coving and decorative mouldings including lightweight centre pieces and finish joints d. prepare adhesives e. work around electrical fittings and pipework f. identify how atmospheric conditions affect coatings and their application process

- g. identify the working life of prepared materials
 - h. use access equipment
 - i. use hand tools and associated equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when installing coving and decorative mouldings
- 7.7 describe how to maintain the tools and equipment used when installing coving and decorative mouldings.

Unit 723 Installing coving and decorative mouldings 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 724

Applying coatings to produce textured finishes in the workplace

UAN:	Y/503/9809
Level:	2
Credit value:	14
GLH:	47
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• preparing for and applying coatings to produce textured finishes• producing brush, stippler and roller textured finishes

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when applying coatings to produce textured finishes
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. specifications b. current legislation c. risk assessments d. method statements e. manufacturer's information

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when applying coatings to produce textured finishes
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials and by manual handling 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 and healthy working practices when producing textured finishes
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying coatings to produce textured finishes 3.2 comply with information relating to specific risks to health when applying coatings to produce textured finishes 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings to produce textured finishes, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV). 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to apply coatings to produce textured finishes
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. power-based and ready-mixed texturing materials b. sealers c. access equipment d. protective sheeting and masking materials e. rubbish container/bag f. texturing tools and equipment 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 describe any potential hazards associated with the resources and methods of work 4.6 describe how to calculate quantity of materials required associated with the method/procedure to apply coatings to produce textured finishes.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when applying coatings to produce textured finishes
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with current legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when applying coatings to produce textured finishes
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to apply coatings to produce textured finishes to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when applying coatings to produce textured finishes: a. mixing, b. laying-on c. manipulating d. cleaning e. washing f. measuring g. filling h. smoothing 7.2 mix and apply coatings to given working instructions and produce the following textured finishes: a. stippled design b. one other recognised design produced by brush/stippler/rollers. 7.3 safely use materials, tools and associated equipment 7.4 safely store the materials, tools and equipment used when applying coatings to produce textured finishes 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. prepare surfaces for texturing (new and previously textured) c. produce a range of recognised brush, stippler and roller textured finishes d. prepare texturing coatings e. lay-on texturing material to surfaces f. work around electrical fittings and pipework g. identify how atmospheric conditions affect coatings and their application process

- h. identify the working life of prepared materials
 - i. use access equipment
 - j. use hand tools and associated equipment.
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when applying coatings to produce textured finishes
- 7.7 describe how to maintain the tools and equipment used when applying coatings to produce textured finishes.

Unit 724 Applying coatings to produce textured finishes 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 725

Producing broken colour effects in the workplace

UAN:	L/503/9810
Level:	2
Credit value:	12
GLH:	40
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• preparing grounds and producing broken colour effects

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when producing broken colour effects
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none">1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statements1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none">a. specificationsb. current legislationc. risk assessmentsd. method statementse. manufacturer's information

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when producing broken colour effects
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials and by manual handling 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 and healthy working practices when applying coatings to produce broken colour effects
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing broken colour effects 3.2 comply with information relating to specific health risks when producing broken colour effects 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing broken colour effects, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to produce broken colour effects
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. water-borne and solvent-borne proprietary scumbles and scumble glazes b. paints, stainers, binders, solvents/thinners, pigments, glaze/varnish, driers c. draggers, bags, rag-rolling materials, natural sponges, stipplers, other items for working scumble d. protective sheeting and masking materials e. rubbish containers/bags f. access equipment g. hand tools, broken colour work 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 of materials required associated with the method/procedure to produce broken colour effects.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing broken colour effects
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with current legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when producing broken colour effects
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to produce broken colour effects to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when producing broken colour effects: a. protecting b. matching c. mixing d. pouring e. diluting f. laying-on g. laying-off h. cutting-in i. rolling j. bagging k. dragging l. stippling m. wiping off 7.2 prepare high quality ground to given working instructions. 7.3 produce broken colour effects to broad and linear/trim areas, using water-borne or solvent-borne scumbles (proprietary and/or self-produced), to given working instructions for two of the following: a. rag-rolling b. bagging c. dragging d. brush or sponge stippling e. wiping-off relief surfaces f. colour washing 7.4 safely use materials, hand tools and associated equipment. 7.5 safely store the materials, tools and equipment used when producing broken colour effects 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to

rectify them, to:

- a. establish access requirements
 - b. check suitability of previously prepared surface and bring up to suitable finish/ground
 - c. prepare paint/scumble products (proprietary and self-produced)
 - d. prepare brushes, rollers, specialised tools and equipment
 - e. produce broken colour effects of rag-rolling, bagging, dragging, brush and sponge stippling, wiping-off relief surfaces and colour washing
 - f. decorate broad and linear areas
 - g. apply protective glaze/varnish over decorative effects
 - h. identify how atmospheric conditions affect coatings and their application process
 - i. use access equipment
 - j. use hand tools and associated equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when producing broken colour effects.
- 7.8 describe how to maintain the tools and equipment used when producing broken colour effects.

Unit 725 Producing broken colour effects 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.

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

- Rag-rolling
- Bagging
- Dragging
- Brush or sponge stippling
- Wiping-off relief surfaces
- Colour washing.

Unit 726

Producing stencil designs using pre-cut stencil plates in the workplace

UAN:	L/503/9953
Level:	2
Credit value:	12
GLH:	40
Aim:	<p>This unit aims to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting and preparing materials and associated equipment• providing protection to the work area• preparing grounds• positioning pre-cut stencil plates and applying paint to produce stencil designs

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when producing stencil designs using pre-cut stencil plates
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. specifications b. current legislation c. risk assessments d. method statements e. manufacturer's information

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when producing stencil designs using pre-cut stencil plates
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials and by manual handling 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 and healthy working practices when producing stencil designs using pre-cut stencil plates
Assessment criteria
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing stencil designs using pre-cut stencil plates 3.2 comply with information relating to specific risks to health when producing stencil designs using pre-cut stencil plates 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing stencil designs using pre-cut stencil plates, 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"> a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to produce stencil designs using pre-cut stencil plates
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to materials, tools and equipment. 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. water-borne and solvent-borne coatings b. stainers, solvents, driers, glaze/varnish c. pre-cut stencil plates d. protective sheeting and masking materials e. rubbish containers/bags f. access equipment g. paint application equipment, stencilling tools, and stencil setting-out equipment 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 describe any potential hazards associated with the resources and methods of work 4.6 describe how to calculate quantity of materials required associated with the method/procedure to produce stencil designs using pre-cut stencil plates.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing stencil designs using pre-cut stencil plates
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 minimise damage and maintain a clean work space 5.3 dispose of waste in accordance with current legislation 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when producing stencil designs using pre-cut stencil plates
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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to produce stencil designs using pre-cut stencil plates to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when producing stencil designs using pre-cut stencil plates: a. protecting b. moving c. matching d. mixing e. pouring f. diluting g. positioning h. securing i. applying j. transferring 7.2 prepare high quality ground to given working instructions 7.3 set out and position pre-cut stencils to produce stencil designs using water-borne or solvent-borne coatings to linear runs and/or wall applications to given working instructions 7.4 safely use materials, hand tools and associated equipment 7.5 safely store the materials, tools and equipment used when producing stencil designs using pre-cut stencil plates 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. establish access requirements b. check suitability of previously prepared surface and bring up to suitable finish/ground c. prepare paint products d. prepare brushes, rollers, specialised tools and equipment e. set out and position pre-cut stencil plates f. apply stencil design to linear runs and walls g. apply stencil design using brush, roller and spay equipment

- h. maintain integrity of the stencil plate (cleanliness and structure)
 - i. apply protective glaze/varnish
 - j. identify how atmospheric conditions affect coatings and the application process
 - k. use access equipment
 - l. use hand tools and associated equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when producing stencil designs using pre-cut stencil plates
- 7.8 describe how to maintain the tools and equipment used when producing stencil designs using pre-cut stencil plates.

Unit 726 Producing stencil designs using pre-cut stencil plates 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.



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 GOLA/e-volve assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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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

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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