



City & Guilds Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations (Construction) (6572- 21/22)

Version 1.2 (April 2025)

Qualification Handbook

Qualification at a glance

Subject area	5.2 Building and Construction
City & Guilds number	6572
Age group approved	16-18, 18+, 19+
Entry requirements	N/A
Assessment	Portfolio of evidence
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations (Construction) - Painter	6572-21	603/7633/8	351	590
City & Guilds Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations (Construction) – Industrial Painter	6572-22	603/7633/8	401	640

Version and date	Change detail	Section
1.0 Jul 2021	<p>Following incremental review the content from 6572-02 and 03 has been updated. Incremental review changes from 02 & 03 are:</p> <ul style="list-style-type: none"> -TQT and GLH updated -New units -Some changes to unit content <p>Refer to Appendices 2 for more information.</p> <p>Unit number changes are:</p> <ul style="list-style-type: none"> 101 changed to 102 204 changed to 371 218 changed to 219 224 changed to 225 608 changed to 618 676 changed to 686 327 changed to 357 337 changed to 367 609 changed to 619 610 changed to 620 628 changed to 358 338 changed to 368 339 changed to 369 340 changed to 370 723 changed to 743 724 changed to 744 725 changed to 745 726 changed to 746. 	All
1.1 Aug 2022	Clarification of unit numbers where the TQT is reduced due to overlapping content.	Introduction
1.2 Apr 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	Throughout

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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?	These qualifications are for candidates who work or want to work as a painter and industrial painter. It provides an opportunity for them to demonstrate their competence in the area via an NVQ.
What do the qualifications cover?	They allow 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.
What opportunities for progression are there?	The allow candidates to progress into employment or onto the City & Guilds Level 3 NVQ Decorative Finishing – Painting and Decorating.

Structure

To achieve the City & Guilds Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations (Construction) – Painter (6572-21), learners must achieve:

City & Guilds unit number	Unit title	GLH
Mandatory units:		
Learners must achieve all six mandatory units.		
102	Conforming to General Health, Safety and Welfare in the Workplace	20
371	Applying Surface Coatings by Brush and Roller in the Workplace	220
219	Conforming to Productive Working Practices in the Workplace	30
225	Erecting and Dismantling Access/Working Platforms in the Workplace	80
618	Moving, Handling and Storing Resources in the Workplace	50
686	Preparing Surfaces for Painting and/or Decorating in the workplace	270

Learners can undertake additional units from the elective group.

To achieve the City & Guilds Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations (Construction) – Industrial Painter (6572-22), learners must :

City & Guilds unit number	Unit title	GLH
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Mandatory units:

Learners must achieve all **six** mandatory units.

102	Conforming to General Health, Safety and Welfare in the Workplace	20
371	Applying Surface Coatings by Brush and Roller in the Workplace	220
219	Conforming to Productive Working Practices in the Workplace	30
225	Erecting and Dismantling Access/Working Platforms in the Workplace	80
618	Moving, Handling and Storing Resources in the Workplace	50
686	Preparing Surfaces for Painting and/or Decorating in the workplace	270

Optional units:

Learners must achieve **one** unit from the optional units.

357	Preparing Surfaces by Abrasive Blast Cleaning in the Workplace	270
367	Applying Coatings by the Airless Spray Method in the Workplace	170
619	Operating Equipment in Support of the Abrasive Blast Cleaner in the Workplace	90
620	Operating Equipment in Support of the Paint Sprayer in the Workplace	120

Learners can undertake additional units from the elective group.

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

City & Guilds unit number	Unit title	GLH
Elective units:		
358	Producing and Applying Complex Stencils in the Workplace	210
368	Hanging Wallcoverings (Standard and Foundation Papers) in the Workplace	260
369	Hanging Non-Standard Width Wallcoverings in the Workplace	220
370	Applying Coatings by the Air Spray Method in the Workplace	170
743	Installing Coving and Decorative Mouldings in the Workplace	110
744	Applying Coatings to Produce Textured Finishes in the Workplace	130
745	Producing Broken Colour Effects in the Workplace	150
746	Producing Stencilised Designs using Pre-cut Stencil Plates in the Workplace	120

Total Qualification Time (TQT)

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- the number of hours that an awarding organisation has assigned to a qualification for guided learning
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 NVQ in Decorative Finishing and Industrial Painting Occupations (Construction) - Painter	351	590
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Note: The above GLH/TQT includes a deduction to reflect overlapping content within units 686, 371 and all the optional units as applicable.

2 Centre requirements

Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area remains current and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the **What is CASS?** and **Quality Assurance Standards** documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner 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 learners aged 16 or above.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the [**City & Guilds website**](#)

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
- any support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

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

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
Candidate logbook	www.cityandguilds.com

4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit.

Assessment strategy

Units are assessed through a portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment.

Portfolio of evidence

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

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

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

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the EQA(s), 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.

Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- training logbooks
- centre-produced worksheets and activities
- annotated photographs
- video clips (maximum duration in total = 10 minutes)
- workplace documentation/records, for example job cards/job sheets, equipment checks/maintenance/service records, parts order records.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

Evidence **must not** include:

- any methods of self-assessment
- opinions – any employer contributions should instead focus on direct observation/evidence of competence, for example, witness statements.

Time constraints

Qualification registration is valid for two years.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- unit aim

Guidance for delivery of the units

These qualifications comprise a number of units. A unit describes what is expected of a competent person in particular aspects of their job.

Each unit is divided into learning outcomes which describe in further detail the skills and knowledge that a candidate should possess.

Each learning outcome has a set of assessment criteria (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 102

Conforming to general health, safety and welfare in the workplace

Level:	1
GLH:	17
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 warning signs are relevant to the occupational area
- 1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work.

Learning outcome

The learner will:

2. recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures

Assessment criteria

The learner can:

- 2.1 report any hazards created by changing circumstances within the workplace in accordance with organisational procedures
- 2.2 list typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities
- 2.3 list the current health and safety executive top ten safety risks
- 2.4 list the current health and safety executive top five health risks
- 2.5 state how changing circumstances within the workplace could cause hazards
- 2.6 state the methods used for reporting changed circumstances, hazards and incidents in the workplace.

Learning outcome

The learner will:

3. comply with organisational policies and procedures to contribute to health, safety and welfare

Assessment criteria

The learner can:

- 3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices
- 3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare
- 3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures
- 3.4 safely store health and safety control equipment in accordance with given instructions
- 3.5 dispose of waste and/or consumable items in accordance with legislation
- 3.6 state the organisational policies and procedures for health, safety and welfare, in relation to:
 - 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
- 3.7 state the appropriate types of fire extinguishers relevant to the work
- 3.8 state how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

Learning outcome

The learner will:

4. work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area

Assessment criteria

The learner can:

- 4.1 demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare
- 4.2 state how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:
 - 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
- 4.3 give examples of how the behaviour and actions of individuals could affect others within the workplace.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 provide appropriate support for security arrangements in accordance with approved procedures:
 - 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
- 5.2 state how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Unit 102

Conforming to general health, safety and welfare in the workplace

Supporting information

Guidance

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

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Unit 219

Conforming to productive working practices in the workplace

Level:	2
GLH:	20
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 completed productively
- 2.3 describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to:
 - e) using resources for own and other's work requirements
 - f) allocating appropriate work to employees
 - g) organising the work sequence
 - h) reducing carbon emissions
- 2.4 describe how to contribute to zero/low carbon work outcomes within the built environment.

Learning outcome

The learner will:

3. maintain relevant records in accordance with the organisational procedures

Assessment criteria

The learner can:

- 3.1 complete relevant documentation according to the occupation as required by the organisation
- 3.2 describe how to complete and maintain documentation in accordance with organisational procedures, in relation to:
 - a. job cards
 - b. worksheets
 - c. material/resource lists
 - d. time sheets
- 3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 219

Conforming to productive working practices in the workplace

Supporting information

Guidance

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

Unit 225

Erecting and dismantling access/working platforms in the workplace

Level:	2
GLH:	37
Aim:	This unit aims to provide the learner with the necessary skills and knowledge to: <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

The learner will:

1. interpret the given information relating to the work and resources when erecting and dismantling access/working platforms

Assessment criteria

The learner can:

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

Supporting information

Guidance

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

Assessors for this unit must 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:

Two or more of the following

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

Unit 357

Preparing surfaces by abrasive blast cleaning in the workplace

Level:	3
GLH:	120
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

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when preparing surfaces by abrasive blast cleaning

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, 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. drawings
 - b. specifications
 - c. current regulation
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturers' information
 - h. official guidance and current regulations governing buildings associated with occupational requirements

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, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials and by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when preparing surfaces by abrasive blast cleaning and describe how and when they are used

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 safely and comply with methods of work to carry out the activity in accordance with legislation and organisational requirements when preparing surfaces by abrasive blast cleaning
- 3.2 Demonstrate compliance with given information and relevant legislation when preparing surfaces by abrasive blast cleaning in relation to all of the following:
 - a. Safe use of access equipment
 - b. Safe use, storage and handling of materials, tools and equipment
 - c. Specific risks to health including those posed by lead and other existing industrial coatings
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, 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 working 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 activities.

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. plant and access equipment
 - f. hand tools, power tools, surface profile testing equipment and blast cleaning and ancillary equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity including wastage of materials associated with the method and 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 maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to blast cleaning operations, general workplace activities, other occupations members of the public 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 estimated 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 use and maintain hand tools, power tools, blast cleaning equipment and ancillary equipment
- 7.3 set up abrasive blast cleaning equipment to given working instructions
- 7.4 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
- 7.5 prepare the following surfaces using two types of abrasive media for each:
 - a. metal surfaces
 - b. masonry surfaces
- 7.6 shut down and clean out the blast cleaning equipment to given working instructions
- 7.7 dismantle blast cleaning equipment to given working instructions
- 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. establish suitable atmospheric conditions
 - c. establish lighting requirements
 - d. mask surfaces
 - e. assemble component parts

- f. identify and 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
 - i. monitor blast media effect on the surface to achieve the required standard of surface preparation, profile and cleanliness
 - j. remove toxic and non-toxic surface layers
 - k. monitor the protective integrity of PPE/RPE during work
 - l. evaluate contamination and/or deterioration of newly blasted surfaces and understand the timing constraints for primer application
 - m. close-down, dismantle, clean and store equipment
 - n. provide information for Building Information Modelling (BIM)
 - o. recognise and determine when specialist skills and knowledge are required and report accordingly
 - p. determine specific requirements for structures of special interest, traditional build (pre-1919) and historic interest
 - q. identify and follow manufacturers' instructions
 - r. work around and in close proximity to plant and machinery
 - s. Direct and guide the operations and movement of plant and machinery
 - t. Inspect and use access equipment
 - u. Work at height
 - v. use hand tools and ancillary equipment
- 7.9 describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces by abrasive blast cleaning
- 7.10 describe how to maintain the tools and equipment used when preparing surfaces by abrasive blast cleaning.

Unit 357

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 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 358

Producing and applying complex stencils in the workplace

Level:	3
GLH:	110
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 stencils

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current regulations
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturers' information
 - h. official guidance and current regulations governing buildings associated with occupational requirements.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when producing and applying complex stencils

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials and by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports
- 2.4 Describe the types of fire extinguishers available when producing and applying complex stencils and describe how and when they are used

Learning outcome

The learner will:

3. maintain safe and healthy working practices when produce and apply complex stencils

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment safely and comply with work methods to carry out the activity in accordance with current legislation and organisational requirements when producing and applying complex stencils
- 3.2 Demonstrate compliance with given information and relevant legislation when applying producing and applying complex stencils method in relation to all of the following:
 - a. Safe use of access equipment
 - b. Safe use, storage and handling of materials, tools and equipment
 - c. Specific risks to health
- 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 stencils 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to produce and apply complex stencils

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. stencil plate materials
 - c. protective sheeting and masking materials
 - d. waste containers/bags
 - e. access equipment
 - f. hand tools, power tools and associated equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification.
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity of materials required associated with the method and procedure to produce and apply complex stencils

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area to produce and apply complex stencils

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 maintain a clear and tidy 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, members of the public, 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 to produce and apply complex stencils

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the estimated allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 stencils 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. maintaining
 - n. transferring
- 7.2 use and maintain hand tools and associated equipment.
- 7.3 form, manufacture and set out involved elaborate or intricate single-plate and multi-plate stencils to given working instructions
- 7.4 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
- 7.5 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 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. provide information for Building Information Modelling (BIM)

- j. recognise and determine when specialist skills and knowledge are required and report accordingly
 - k. identify and follow manufacturers' instructions
 - l. work around and in close proximity to plant and machinery
 - m. direct and guide the operations and movement of plant and machinery
 - n. Inspect and use access equipment
 - o. Work at height
 - p. use hand tools, power tools and associated equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when producing and applying complex stencils
- 7.7 describe how to maintain the tools and equipment used when producing and applying complex stencils

Unit 358

Producing and applying complex stencils in the workplace

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit must be assessed against the following endorsement:

One of the following

- Linear run work
- Broad area applications

Unit 367

Applying coatings by the airless spray method in the workplace

Level:	3
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 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 drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current regulations
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturers' information
 - h. official guidance and current regulations governing buildings associated with occupational requirements

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, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when applying coatings by the airless spray and describe how and when they are used.

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 safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the airless spray method
- 3.2 Demonstrate compliance with given information and relevant legislation when applying coatings by the airless spray method in relation to all of the following:
 - a. safe use of access equipment
 - b. safe use, storage and handling of materials, tools and equipment
 - c. specific risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities (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. plant and access equipment
 - f. hand tools, power tools, film thickness gauges, airless spray equipment and ancillary equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification.
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity length, area and wastage of materials required associated with the method and 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 maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to spraying operations, general workplace activities, other occupations, members of the public 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 estimated 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. communicating
 - e. measuring
 - f. assembling
 - g. positioning
 - h. securing
 - i. cleaning
- 7.2 use and maintain hand, portable power tools airless spray equipment and ancillary equipment.
- 7.3 demonstrate work skills to set up and adjust spray equipment, to achieve the finish stated in the given working instructions:
 - a. preparing coatings
 - b. loading the system
 - c. monitoring and maintaining supply
- 7.4 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
- 7.5 check wet film thickness (as specified)
- 7.6 implement shut down
- 7.7 temporary shut down
- 7.8 final shut down, clean out and maintain spray equipment
- 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. check suitability of previously prepared surfaces
 - c. provide protection by sheeting, masking and removing items
 - d. select and assemble component parts for paint spraying equipment
 - e. prepare and apply coatings: single pack and/or two pack systems
 - f. load, operate, maintain (during use) and monitor the paint spray equipment

- g. establish air-change requirements in confined spaces
 - 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
 - j. implement safety procedures to protect operatives and the general public from spraying activities
 - k. identify and report spray equipment problems
 - l. identify and rectify application problems
 - m. identify how atmospheric conditions affect coatings and their application process
 - n. identify the working and pot life of prepared materials prepared for use
 - o. measure wet film thickness
 - p. shut down, clean, maintain and store equipment
 - q. provide information for Building Information Modelling (BIM)
 - r. recognise and determine when specialist skills and knowledge are required and report accordingly
 - s. identify and follow manufacturers' instructions
 - t. work around and in close proximity to plant and machinery
 - u. direct and guide the operations and movement of plant and machinery
 - v. inspect and use access equipment
 - w. Work at height
 - x. use hand tools, power 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 367

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 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.

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit must be assessed against the following endorsements:

One of the following:

- Decorative finishing
- Industrial painting

Plus one of the following:

- Water-borne
- Solvent-borne

Unit 368

Hanging wallcoverings (standard and foundation papers) in the workplace

Level:	3
GLH:	120
Aim:	This unit aims to provide you with the necessary skills and knowledge to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select 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 wallcoverings (standard and foundation papers)

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current regulations
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturers' information
 - h. official guidance and current regulations governing buildings associated with occupational requirements.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when hanging wallcoverings (standard and foundation papers)

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement and storage of materials by manual handling and mechanical lifting.
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when hanging wallcoverings (standard and foundation papers) and describe how and when they are used

Learning outcome

The learner will:

3. maintain safe and healthy working practices when hanging wallcoverings (standard and foundation papers)

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment safely and comply with work the methods of work to carry out the activity in accordance with current legislation and organisational requirements when hanging wallcoverings (standard and foundation papers)
- 3.2 demonstrate compliance with given information and relevant legislation when hanging wallcoverings (standard and foundation) in relation to all of the following:
 - a. safe use of access equipment
 - b. safe use, storage and handling of materials, tools and equipment
 - c. specific risks to health.
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to hanging wallcoverings (standard and foundation papers) 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 activities.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work when hanging wallcoverings (standard and foundation papers)

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 to confirm that the resources and materials conform to the specification.
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity including wastage of materials required associated with the method and procedure to hang wallcoverings (standard and foundation papers).

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when hanging wallcoverings (standard and foundation papers)

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 maintain a clear and tidy 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, members of the public 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 wallcoverings (standard and foundation papers)

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the estimated allocated time.
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 when hanging wallcoverings (standard and foundation papers)

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when hanging wallcoverings (standard and foundation papers):
 - 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 use and maintain hand and power tools and associated equipment.
- 7.3 Demonstrate work skills to 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 and/or relief and patterned finishing papers
- 7.4 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 and/or 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. provide information for Building Information Modelling (BIM)
 - j. recognize and determine when specialist skills and knowledge are required, including traditional buildings (pre-1919), and report accordingly
 - k. identify and follow manufacturers' instructions
 - l. work around and in close proximity to plant and machinery
 - m. direct and guide the operations and movement of plant and machinery.

- n. Inspect and use access equipment
 - o. Work at height
 - p. use hand tools, power tools and associated equipment
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when hanging wallcoverings (standard and foundation papers)
- 7.6 describe how to maintain the tools and associated equipment used when hanging wallcoverings (standard and foundation papers)

Unit 368

Hanging wallcoverings (standard and foundation papers) in the workplace

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated except for assessment criteria 7.3

Unit 369

Hanging non-standard width wallcoverings in the workplace

Level:	3
GLH:	120
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 non-standard width wallcoverings

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current regulations
 - d. risk assessments
 - e. method statements
 - f. manufacturers' information
 - g. official guidance and current regulations governing buildings associated with occupational requirements.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when hanging non-standard width wallcoverings

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when hanging non-standard width wallcoverings and describe how and when they are used. and describe how and when they are used.

Learning outcome

The learner will:

3. maintain safe and healthy working practices when hanging non-standard width wallcoverings

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when hanging non-standard width wallcoverings
- 3.2 demonstrate compliance with given information and relevant legislation when hanging non-standard width wallcoverings in relation to all of the following:
 - a. safe use of access equipment
 - b. safe use, storage and handling of materials, tools and equipment
 - c. specific risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to hanging non-standard width wallcoverings, 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to hang non-standard width 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. primer and sealer
 - b. adhesives
 - c. non-standard width wallcoverings
 - d. protective sheeting
 - e. waste containers and bags
 - f. access equipment
 - g. hand tools, power tools and associated equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification.
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity including wastage of materials required associated with the method and procedure to hang non-standard width wallcoverings.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when hanging non-standard width 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 Maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations members of the public 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 non-standard width wallcoverings

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the estimated allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 non-standard width wallcoverings

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when hanging non-standard wallcoverings to:
 - a. shade
 - b. measure
 - c. cut
 - d. mix and apply
 - e. fold
 - f. position and fix
 - g. trim
 - h. clean off
- 7.2 use and maintain hand and power tools and associated equipment.
- 7.3 demonstrate work skills to establish start and finish point plan, cut and hang to sequence wide-width wallcoverings to given working instructions and/or manufacturer's instructions including broad areas with:
 - a. Internal angles
 - b. External angles
 - c. Reveals and features
- 7.4 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 to ceilings
 - e. prepare and hang non-standard width wallcoverings
 - f. check manufacturers' instructions and form appropriate joints using joint cutter or protective strip, knife and straight-edge.
 - g. work to broad wall areas with reveals and internal and external angles
 - h. work around electrical fittings and pipework
 - i. keep the material and adjacent surfaces clean
 - j. provide information for Building Information Modelling (BIM)
 - k. recognise and determine when specialist skills and knowledge are required and report accordingly
 - l. identify and follow manufacturers' instructions
 - m. work around and in close proximity to plant and machinery.
 - n. inspect and use access equipment
 - o. work at height

- p. use hand tools, power tools and associated equipment
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when hanging non-standard width wallcoverings
- 7.6 describe how to maintain the tools and associated equipment used when hanging non-standard wallcoverings.

Unit 369

Hanging non-standard width wallcoverings in the workplace

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated except for assessment criteria 7.3

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

Unit 370

Applying coatings by the air spray method in the workplace

Level:	3
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 drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current regulations
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturers' information
 - h. official guidance and current regulations governing buildings associated with occupational requirements

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, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when applying coatings by the air spray and describe how and when they are used.

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 safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the air spray method
- 3.2 demonstrate compliance with given information and relevant legislation when applying coatings by the air spray method in relation to all of the following:
 - a. safe use of access equipment
 - b. safe use, storage and handling of material tools and equipment
 - c. specific risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities (to include air and 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 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, wet film thickness gauges and air spray equipment (high volume low pressure [HVLP]) and ancillary equipment
- 4.3 describe how to confirm that the resource and material conform to the specification.
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work and how they are overcome.
- 4.7 describe how to calculate quantity, including wastage of materials required associated with the method and 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 maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to, general workplace activities, other occupations, members of the public 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 estimated 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 air spray method:
 - a. preparing
 - b. loading
 - c. protecting
 - d. communicating
 - e. measuring
 - f. assembling
 - g. positioning
 - h. securing
 - i. cleaning
- 7.2 set up and adjust 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 use and maintain hand and power tools and associated equipment
- 7.7 implement shut down procedures
- 7.8 temporary shut down
- 7.9 final shut down, clean out and maintain spray 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. establish access requirements
 - b. check suitability of previously prepared surfaces
 - c. provide protection by sheeting, masking and removing items
 - d. select and assemble component parts for 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
 - j. plan the safety of operative and the general public from spraying activities
 - k. identify and report spray equipment problems
 - l. identify and rectify application problems
 - m. measure wet film thickness with gauges
 - n. shut down, clean, maintain and store equipment
 - o. identify how atmospheric conditions affect coatings and their application process
 - p. identify the working life of prepared materials
 - q. provide information for Building Information Modelling (BIM)
 - r. recognise and determine when specialist skills and knowledge are required and report accordingly
 - s. identify and follow manufacturers' instructions
 - t. work around and in close proximity to plant and machinery
 - u. direct and guide the operations and movement of plant and machinery
 - v. work at height
 - w. inspect and use access equipment
 - x. use hand tools and ancillary equipment
- 7.11 describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the air spray method
- 7.12 describe how to maintain the spray equipment, hand tools and power tools and ancillary equipment used when applying coatings by the air spray method.

Unit 370

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 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.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit must be assessed against the following endorsement:

One of the following:

- water-borne
- solvent-borne

Unit 371

Applying surface coatings by brush and roller in the workplace

Level:	3
GLH:	80
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 surface coatings by brush and roller

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, specifications, current regulations schedules, 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. drawings
 - b. specifications
 - c. current legislation
 - d. risk assessments
 - e. method statements
 - f. manufacturers' information
 - g. official guidance and current regulations governing buildings associated with occupational requirements.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when applying surface coatings by brush and roller

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents, health hazards, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available and when applying surface coatings by brush and roller and describe how and when they are used.

Learning outcome

The learner will:

3. maintain safe and healthy working practices when applying surface coatings by brush and roller

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems by brush and/or roller
- 3.2 demonstrate compliance with given information and relevant legislation when applying surface coatings by brush and roller
 - a. safe use of access equipment
 - b. safe use, storage and handling of materials, tools and equipment
 - a. specific risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to applying surface coatings by brush and 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to apply surface coatings by brush and roller

Assessment criteria

The learner can:

- 4.1 select resources associated with own work in relation to materials, components, fixings, tools and equipment
- 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
 - a. water-borne and solvent-borne coatings
 - b. primers, sealers, intermediate coatings (undercoats) and finishes (single and two pack coatings)
 - c. single-product systems (e.g. emulsions, varnishes, timber preservative treatments)
 - d. specialist coatings
 - e. solvents and/or thinners
 - f. appropriate brushes, rollers and other associated equipment
 - g. protective sheeting and masking materials
 - h. plant and access equipment
 - i. hand tools and associated equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification.
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported.
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity including wastage of materials associated with the method/procedure to apply surface coatings by brush and roller.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when applying surface coatings by brush and 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 maintain a clean and tidy work space.
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations, members of the public 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 surface coatings by brush and roller

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the estimated allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 surface coatings by brush and roller to the required specification

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when applying surface coatings by brush and roller:
 - a. matching
 - b. mixing
 - c. pouring
 - d. diluting
 - e. loading
 - f. laying-on
 - g. laying-off
 - h. and cutting-in
- 7.2 use and maintain hand and power tools and associated equipment.
- 7.3 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, broad areas and structural and architectural work by brush and/or roller
- 7.4 describe how to apply safe and health work practices, follow procedures, report problems and establish the authority needed to rectify them to:
 - a. Establish access requirements
 - b. Check suitability of previously decorated or prepared surfaces
 - c. Prepare and apply water-borne, solvent-borne and two pack coatings by brush and roller.
 - d. coat broad areas, trim and structural and/or architectural features.
 - e. stripe-coat surface features (industrial environment)
 - f. test wet and dry film thickness
 - g. identify how atmospheric conditions affect coatings and their application process
 - h. identify the working and pot life of materials prepared for use.
 - i. provide information for Building Information Modelling (BIM)
 - j. recognise and determine when specialist skills and knowledge are required and report accordingly
 - k. identify and follow manufacturers' instructions
 - l. work around and in close proximity to plant and machinery
 - m. direct and guide the operations and movement of plant and machinery
 - n. work at height
 - o. inspect and use access equipment
 - p. use appropriate brushes, rollers and associated tools and equipment.

7.5 describe the needs of other occupations and how to communicate effectively within a team and with members of the public who may be affected when applying surface coatings by brush and roller

7.6 describe how to maintain brushes, rollers and the associated tools and equipment used when applying surface coatings by brush and roller.

Unit 371

Applying surface coatings by brush and roller in the workplace

Supporting information

Guidance

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

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

This unit must be assessed against the following endorsement:

One of the following:

- Decorative finishing
- Industrial painting

Unit 618

Moving, handling and storing resources in the workplace

Level:	2
GLH:	27
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select aids or equipment to move, handle or store occupational resources• move, handle and store occupational resources to maintain useful condition.

Learning outcome

The learner will:

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 618

Moving, handling and storing resources in the workplace

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

Unit 619

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

Level:	2
GLH:	50
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

The learner will:

1. interpret the given information relating to the work and resources when operating equipment in support of the abrasive blast cleaner.

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current regulations
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturers' information
 - h. official guidance and current regulations governing buildings associated with occupational requirements.

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, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement/storage of materials and by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative and vehicles.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when operating equipment in support of the abrasive blast cleaner when and describe how and when they are used

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 safely and comply with the methods of work 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 prevention, 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

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. plant and access equipment
 - f. hand tools, power tools
 - g. surface profile testing equipment and ancillary equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification.
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity including length, area and wastage of materials of materials associated with the method and 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 maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

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 estimated 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 use, clean and maintain hand and power tools, material supply equipment and ancillary equipment.
- 7.3 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
- 7.4 shut down and clean the abrasive blast cleaning equipment
 - a. implement shut down procedures
 - b. temporary shut down
 - c. final shut down and clean out abrasive blast cleaning equipment
- 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. 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. provide information for Building Information Modelling (BIM)
 - i. recognise and determine when specialist skills and knowledge are required, including traditional buildings (pre-1919), and report accordingly
 - j. identify and follow manufacturers' instructions
 - k. work around and in close proximity to plant and machinery

- l. direct and guide the operations and movement of plant and machinery
 - m. inspect and use access equipment
 - n. work at height
 - o. use hand tools power tools and ancillary equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when operating equipment in support of the abrasive blast cleaner
- 7.7 describe how to maintain the tools and equipment used when operating equipment in support of the abrasive blast cleaner.

Unit 619

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 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

Workplace evidence of skills cannot be simulated.

Unit 620

Operating equipment in support of the paint sprayer in the workplace

Level:	2
GLH:	80
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 drawings, specifications, current regulations, schedules 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. drawings
 - b. specifications
 - c. current regulation
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturers' information
 - h. official guidance and current regulations governing buildings associated with operating equipment in support of the spray painter's instructions and occupational requirements.

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, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when operating equipment in support of the paint sprayer and describe how and when they are used

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 safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when operating equipment in support of the paint sprayer.
- 3.2 demonstrate compliance with given information and relevant legislation when operating equipment in support of a paint sprayer.in relation to all of the following:
 - a. safe use of access equipment
 - b. safe use, storage and handling of materials, tools and equipment
 - c. specific risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities (including air and fluid injection).

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 paint sprayer

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 solvent)
 - d. protective sheeting
 - e. plant and access equipment
 - f. hand tools, paint spraying equipment and ancillary equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification.
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity including wastage of materials associated with the method and procedure to operate equipment in support of the paint sprayer.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when operating equipment in support of the paint sprayer

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 maintain a clear and tidy 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 damage from general workplace activities, other occupations, members of the public 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 paint sprayer

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the estimated allocated time.
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 use and maintain hand tools, portable and power tools, material supply equipment and ancillary equipment.
- 7.3 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.
- 7.4 shut down and clean out paint spraying equipment to given working instructions
- 7.5 implement shut down procedures:
 - a. temporary shut down
 - b. final shut down, clean out and maintain spray equipment
- 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. provide information for Building Information Modelling (BIM)
 - h. recognise and determine when specialist skills and knowledge are required, including traditional buildings (pre-1919), and report accordingly
 - i. identify and follow manufacturers' instructions
 - j. work around and in close proximity to plant and machinery
 - k. inspect and use access equipment
 - l. work at height
 - m. use hand tools, power tools and ancillary equipment

- n. shut down, clean and store 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 tools, power tools, material supply equipment and ancillary equipment used when operating equipment in support of the paint sprayer.

Unit 620

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 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.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit must be assessed against the following endorsement:

One of the following:

- Air spray
- Airless spray

Unit 686

Preparing surfaces for painting and/or decorating in the workplace

Level:	2
GLH:	170
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 and/or decorating

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current legislation
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturers' information.
 - h. official guidance and current regulations governing buildings associated with occupational requirements.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when preparing surfaces for painting and/or decorating

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement/ and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when preparing surfaces for painting and/or decorating

Learning outcome

The learner will:

3. maintain safe and healthy work practices when preparing surfaces for painting and/or decorating

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment and access equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when preparing surfaces for painting and/or decorating
- 3.2 demonstrate compliance with given information and relevant legislation when preparing surfaces for painting and/or decorating in relation to all of the following
 - a. Safe use of access equipment
 - b. Safe use, storage and handling of material, tools and equipment
 - c. Specific to risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to preparing surfaces for painting and/or 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to prepare surfaces for painting and/or decorating

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. 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. waste containers and/or bags
 - i. access equipment
 - j. hand tools, powered tools and associated equipment.
- 4.3 describe how to confirm that the resources and materials confirm to the specification
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity of materials including wastage associated with the method and procedure to prepare surfaces for painting and/or decorating.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when preparing surfaces for painting and / or decorating

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures
- 5.2 maintain a clean and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations, members of the public 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 for painting and/or decorating

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the estimated, allocated time.
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 for painting and/or decorating to the required specification

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when preparing surfaces for painting and/or decorating:
 - a. washing
 - b. stripping and/or scraping
 - c. abrading and keying
 - d. mixing
 - e. filling
 - f. levelling and/or flattening
 - g. brushing-down
- 7.2 use and maintain hand and power tools and associated equipment
- 7.3 prepare, prime and seal exterior and/or interior surfaces for industrial and/or non-industrial situations to the given working instructions for the following:
 - a. bare substrates and previously painted and/or decorated surfaces in sound condition including surface defects
 - b. removal of existing covering and/or material where required.
- 7.4 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 bare, untreated substrates
 - d. prepare previously treated surfaces in sound condition
 - e. prepare previously treated surfaces with defects
 - f. remove surface contamination
 - g. identify and report potentially toxic and/or hazardous materials from surfaces
 - h. remove toxic and/or hazardous materials from surfaces.
 - i. remove existing wall coverings
 - j. remove defective coatings from timber, brick and/or stone and/or concrete, plaster, and metal
 - k. fill, level and abrade surfaces
 - l. apply appropriate primer or sealer to bare substrates
 - m. apply special preparatory treatments to prepared surfaces
 - n. work around electrical fittings and pipe work
 - o. provide information for Building Information Modelling (BIM)

- p. recognize and determine when specialist skills and knowledge are required, including traditional buildings (pre-1919), and report accordingly
 - q. have an awareness of structures of special interest, traditional builds and historical significance and the impact of your work on these
 - r. work around and in close proximity to plan and machinery
 - s. inspect and use access equipment
 - t. use hand tools, power tools and associated equipment
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces for painting and/or decorating
- 7.6 describe how to maintain the tools and equipment used when preparing surfaces for painting/decorating.

Unit 686

Preparing surfaces for painting and/or decorating in the workplace

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated except for the following item from assessment criteria 7.3:

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit must be assessed against the following endorsement:

One of the following:

- Decorative finishing
- Industrial painting

Unit 743

Installing coving and decorative mouldings in the workplace

Level:	2
GLH:	70
Aim:	This unit aims to provide the learner with the necessary skills and knowledge for: <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 drawings, specifications, current regulations schedules, 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. drawings
 - b. specifications
 - c. current legislation
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturer's information
 - h. official guidance and current regulations governing buildings associated with occupational requirements

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when installing coving and decorative mouldings

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when installing coving and decorative mouldings and describe how and when they are used

Learning outcome

The learner will:

3. maintain safe and healthy working practices when installing coving and decorative mouldings

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment safely and comply to with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing coving and decorative mouldings
- 3.2 demonstrate compliance with given information and relevant legislation when installing coving and decorative mouldings in relation to all of the following:
 - a. Safe use of access equipment
 - b. Safe use storage and handling of materials, tools and equipment
 - c. Specific risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing coving and decorative mouldings, 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

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. primer and/or sealers
 - b. adhesives
 - c. coving
 - d. decorative mouldings and lightweight centre-pieces
 - e. access equipment
 - f. protective sheeting and masking materials
 - g. waste container and/or bag
 - h. fixings, coving tools and equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity of materials required including wastage associated with the method and 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 maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations, members of the public 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 estimated 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. leveling
 - b. measuring
 - c. cutting
 - d. applying adhesive
 - e. fixing
 - f. jointing
 - g. securing
 - h. filling and smoothing
 - i. cleaning
- 7.2 cut and install coving and decorative mouldings to form straight runs and internal and external angles to given working instructions.
- 7.3 Use and maintain hand tools, power tools and associated equipment
- 7.4 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. identify and 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. provide information for Building Information Modelling (BIM)
 - i. recognise and determine when specialist skills and knowledge are required and report accordingly
 - j. determine specific requirements for structures of special interest, traditional build (pre-1919) and historical significance
 - k. identify and follow manufacturers' instructions
 - l. work around and in close proximity to plant and machinery
 - m. direct and guide the operations and movement of plant and machinery
 - n. Inspect and use access equipment
 - o. Work at height

- p. use hand tools, power tools and associated equipment
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when installing coving and decorative mouldings
- 7.6 describe how to maintain the tools and equipment used when installing coving and decorative mouldings.

Unit 743

Installing coving and decorative mouldings in the workplace

Supporting information

Guidance

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

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

Unit 744

Applying coatings to produce textured finishes in the workplace

Level:	2
GLH:	80
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 drawing, specifications, current regulations, schedules, asbestos report, 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. drawings
 - b. specifications
 - c. current legislation
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturer's information
 - h. official guidance and current regulations governing buildings associated with occupational requirements.

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, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when applying coatings to produce textured finishes and describe how and when they are used.

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 safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying coatings to produce textured finishes
- 3.2 demonstrate compliance with given information and relevant legislation when applying coatings to produce textured finishes in relation to all of the following:
 - a. safe use of access equipment
 - b. safe use, storage and handling of materials, tools and equipment
 - c. specific risks to health including any highlighted by an asbestos report
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

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. primer and sealer
 - c. access equipment
 - d. protective sheeting and masking materials
 - e. waste container and/or bag
 - f. texturing tools and equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity including wastage of materials required and associated with the method and 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 maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations, members of the public 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 estimated 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 manufacturers' recognised design produced by brush and/or stippler and/or rollers.
- 7.3 use and maintain hand tools, power tools and associated equipment
- 7.4 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 manufacturers' 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. provide information for Building Information Modelling (BIM)
 - j. recognise and determine when specialist skills and knowledge are required and report accordingly
 - k. identify and follow manufacturers' instructions
 - l. work around and in close proximity to plant and machinery
 - m. Direct and guide the operations and movement of plant and machinery
 - n. Inspect and use access equipment

- o. Work at height
 - p. use hand tools, power tools and associated equipment.
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when applying coatings to produce textured finishes
- 7.6 describe how to maintain the tools and equipment used when applying coatings to produce textured finishes.

Unit 744

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 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 745

Producing broken colour effects in the workplace

Level:	2
GLH:	80
Aim:	This unit aims to provide the learner with the necessary skills and knowledge for: <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

The learner will:

1. interpret the given information relating to the work and resources when producing broken colour effects

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current legislation
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturer's information
 - h. official guidance and current regulations governing buildings associated with occupational requirements

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, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports.
- 2.4 describe the types of fire extinguishers available when applying coatings to produce broken colour effects and describe how and when they are used.

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 safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing broken colour effects
- 3.2 demonstrate compliance with given information and relevant legislation when producing broken colour effects in relation to all of the following:
 - a. Safe use of access equipment
 - b. Safe use, storage and handling of materials, tools and equipment
 - c. Specific risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing broken colour effects, 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

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 and 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. waste containers and/or bags
 - f. access equipment
 - g. hand tools, broken colour work equipment.
- 4.3 describe how to confirm that the resources and materials conform to the specification
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity of materials including wastage required associated with the method and 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 maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations, members of the public 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 estimated 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 use hand tools and associated equipment
- 7.3 prepare high quality ground and produce broken colour effects to broad and linear and/or trim areas, using water-borne or solvent-borne scumbles (proprietary and/or self-produced), to given working instructions for at least 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 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 and ground
 - c. identify and prepare paint and 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 appropriate protective coating over decorative effects

- h. identify how atmospheric conditions affect coatings and their application process
 - i. provide information for Building Information Modelling (BIM)
 - j. recognise and determine when specialist skills and knowledge are required and report accordingly
 - k. determine specific requirements for structures of special interest, traditional build (pre1919) and historical significance
 - l. identify and follow manufacturers' instructions
 - m. work around and in close proximity to plant and machinery
 - n. direct and guide the operations and movement of plant and machinery
 - o. inspect and use access equipment
 - p. work at height
 - q. use hand tools, portable power tools and associated equipment
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when producing broken colour effects.
- 7.6 describe how to maintain the tools and equipment used when producing broken colour effects.

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

This unit must be assessed against the following endorsement:

Two of the following:

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

Unit 746

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

Level:	2
GLH:	80
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 stencilised designs using pre-cut stencil plates

Assessment criteria

The learner can:

- 1.1 interpret and extract relevant information from drawings, specifications, current regulations, schedules, 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. drawings
 - b. specifications
 - c. current legislation
 - d. schedules
 - e. risk assessments
 - f. method statements
 - g. manufacturer's information
 - h. official guidance and current regulations governing buildings associated with occupational requirements

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when producing stencilised designs using pre-cut stencil plates

Assessment criteria

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, people and the environment whilst working:
 - a. in the workplace
 - b. below ground level
 - c. in confined spaces
 - d. at height
 - e. with tools and equipment
 - f. with materials and substances
 - g. with movement and storage of materials by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.
- 2.3 explain what the accident reporting procedures are and who is responsible for making reports
- 2.4 describe the types of fire extinguishers available when producing stencilised designs using pre-cut stencil plates and describe how and when they are used

Learning outcome

The learner will:

3. maintain safe and healthy working practices when producing stencil designs using pre-cut stencilised plates

Assessment criteria

The learner can:

- 3.1 use health and safety control equipment safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing stencil designs using pre-cut stencilised plates
- 3.2 demonstrate compliance with given information and relevant legislation when producing broken colour effects in relation to all of the following:
 - a. Safe use of access equipment
 - b. Safe use, storage and handling of materials tools and equipment
 - c. Specific risks to health
- 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing stencilised 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:
 - 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 working instructions
- 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.

Learning outcome

The learner will:

4. select the required quantity and quality of resources for the methods of work to produce stencilised 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, protective coatings
 - c. pre-cut stencil plates
 - d. protective sheeting and masking materials
 - e. waste containers and/or bags
 - f. access equipment
 - g. paint application equipment, stencilling tools, and stencil setting-out equipment
- 4.3 describe how to confirm that the resources and materials conform to the specification
- 4.4 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.6 describe any potential hazards associated with the resources and methods of work
- 4.7 describe how to calculate quantity including wastage of materials required and associated with the method and procedure to produce stencilised 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 stencilised 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 maintain a clear and tidy work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations, members of the public 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 stencilised plates

Assessment criteria

The learner can:

- 6.1 demonstrate completion of the work within the estimated allocated time
- 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 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 stencilised plates to the required specification

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when producing stencilised 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 use hand tools and associated equipment
- 7.3 prepare high quality ground, 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 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 on surfaces of linear runs and broad areas
 - g. apply stencil design using brush, roller and spay equipment
 - h. maintain integrity of the stencil plate (cleanliness and structure)
 - i. apply appropriate protective coating as required
 - j. identify how atmospheric conditions affect coatings and the application process
 - k. provide information for Building Information Modelling (BIM)
 - l. recognise and determine when specialist skills and knowledge are required and report accordingly
 - m. determine specific requirements for structures of special interest, tradition build (pre-1919) and historical significance

- n. identify and follow manufacturers' instructions
 - o. work around and in close proximity to plant and machinery
 - p. direct and guide the operations and movement of the plan and machinery
 - q. inspect and use access equipment
 - r. work at height
 - s. use hand tools and associated equipment
- 7.5 describe the needs of other occupations and how to effectively communicate within a team when producing stencil designs using pre-cut stencilised plates
- 7.6 describe how to maintain the tools and equipment used when producing stencilised designs using pre-cut stencil plates.

Unit 746

Producing stencilised 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 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.

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 www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: when and how applications need to be made to City & Guilds

This 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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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