

# Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction) (6572-03)

March 2018 Version 2



## Qualification at a glance

<b>Subject area</b>	<b>Decorative Finishing – Painting and Decorating (Construction)</b>
<b>City &amp; Guilds number</b>	6572
<b>Age group approved</b>	16-18; 19+
<b>Assessment</b>	Portfolio of evidence
<b>Support materials</b>	Qualification handbook Candidate logbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GL</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction)	536	1230	6572-03	601/1235/9

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
v2 March 2018	Units revised in line with current CITB units (2015 v3)	All



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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who are the qualifications for?	This qualification is for candidates who work or want to work as a painter and decorator. It provides an opportunity for them to demonstrate their competence in this area and gain a Level 3 NVQ Diploma in Decorative Finishing.
What do the qualifications cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in painting and decorating, including working on a construction site or in domestic and commercial premises. Candidates will learn how to prepare background surfaces for and applying paint to complex surfaces by brush and roller from given specifications, as well as hanging wall coverings to complex surfaces.
Are the qualifications part of a framework or initiative?	This qualification forms the competence based element of the Advanced Apprenticeship in Construction Building (Level 3), Pathway 3: Decorative Finishing.
What opportunities for progression are there?	<p>It allows candidates to progress into employment or onto Level 5 and 6 Diplomas or Foundation Degrees in Construction Management.</p> <p>Painting and decorating has a wide range of opportunities that learners can be involved with in a structured career path, such as new builds, refurbishments and designer work.</p> <p>After gaining work experience in the chosen occupational area there are also opportunities to progress into occupational work supervision, management or technical support areas.</p>

## Structure

To achieve the **Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction) (6572-03)**, learners must achieve a minimum of **123** credits:

- **92** credits must be achieved from the mandatory units plus a minimum of:
- **20** credits from Optional Group A, and
- **11** credits from Optional Group B.

A minimum of **75** credits must be achieved at or above Level 3.

### Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction) (6572-03)

RITS	City & Guilds unit no.	Unit title	Credit value
<b>Mandatory</b>			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
D/600/8281	224	Erecting and dismantling access/working platforms in the workplace	8
R/503/2924	301	Confirming the occupational method of work in the workplace	11
A/503/2772	302	Confirming work activities and resources for an occupational work area in the workplace	10
F/503/9688	341	Applying paint systems to complex surfaces by brush in the workplace	26
M/503/2915	501	Developing and maintaining good occupational working relationships in the workplace	8
R/503/9680	676	Preparing surfaces for painting/decorating in the workplace	27
<b>Optional group A</b>			
D/503/9696	338	Hanging standard paper wallcoverings in the workplace	26
Y/503/9700	339	Hanging wide-width vinyls in the workplace	20
<b>Optional group B</b>			
K/503/9734	328	Producing and applying complex stencil designs in the workplace	21
D/503/9732	337	Applying coatings by the airless spray method in the workplace	17

H/503/9733	340	Applying coatings by the air spray method in the workplace	27
F/503/9738	342	Hanging wallcoverings to complex surfaces in the workplace	32
D/503/9763	343	Producing comb textured finishes in the workplace	16
J/503/9790	344	Applying metal leaf to surfaces in the workplace	22
H/503/9960	345	Producing quality replica marble finishes in the workplace	15
R/503/9761	401	Hanging specialised paper wallcoverings in the workplace	28
R/504/4197	402	Producing quality replica grained finishes in the workplace	20
A/503/9804	723	Installing coving and decorative mouldings in the workplace	11
Y/503/9809	724	Applying coatings to produce textured finishes in the workplace	14
L/503/9810	725	Producing broken colour effects in the workplace	12
L/503/9953	726	Producing stencil designs using pre-cut stencil plates in the workplace	12
D/503/9956	733	Producing straight grained effects in the workplace	12
K/503/9961	734	Producing marbling effects in the workplace	12

### Total qualification time and guided learning values

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. Guided learning, also expressed in hours, is time spent under the direct supervision of a provider of education or training (including assessment). Guided learning contributes to TQT.

TQT and GL values are estimates.

<b>Title and level</b>	<b>TQT</b>	<b>GL</b>
Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction)	1230	536



## 2 Centre requirements

### Approval

The approval process for Construction qualifications is available at our website. Please visit [www.cityandguilds.com/construction](http://www.cityandguilds.com/construction) for further information.

### Resource requirements

#### Centre staffing

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

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

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

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

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

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

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

#### Assessors and internal verifiers

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

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

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview.

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

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

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

or hold one of the following:

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

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

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

### **Continuing Professional Development (CPD)**

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

### **Candidate entry requirements**

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

### **Age restrictions**

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



## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Support materials

The following resources are available for these qualifications:

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

### Recording documents

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

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

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

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



## 4 Assessment

### **Assessment of the qualification**

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the Level 3 6572 logbook from the City & Guilds website.

### **Aspects to be assessed through performance in the workplace**

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

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

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

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



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 101

## Conforming to general health, safety and welfare in the workplace

<b>RITS:</b>	<b>A/503/1170</b>
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none"><li>• relevant current statutory requirements and official guidance</li><li>• responsibilities, to self and others, relating to workplace health, safety and welfare</li><li>• adopting safe and healthy working practices</li><li>• personal behaviour and security in the workplace.</li></ul>

<b>Learning outcome</b>
The learner will: 1. comply with all workplace health, safety and welfare legislation requirements.
<b>Assessment criteria</b>
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: a. statutory requirements b. 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

<p>1.6 state which types of:</p> <ul style="list-style-type: none"> <li>a. health, safety and welfare legislation</li> <li>b. notices and warning signs</li> </ul> <p>are relevant to the occupational area and associated equipment</p> <p>1.7 state why:</p> <ul style="list-style-type: none"> <li>a. health, safety and welfare legislation</li> <li>b. notices and warning signs</li> </ul> <p>are relevant to the occupational area</p> <p>1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 report any hazards created by changing circumstances within the workplace in accordance with organisational procedures</p> <p>2.2 list typical hazards associated with the work environment and occupational area in relation to:</p> <ul style="list-style-type: none"> <li>a. resources</li> <li>b. substances</li> <li>c. asbestos</li> <li>d. equipment</li> <li>e. obstructions</li> <li>f. storage</li> <li>g. services and work activities</li> </ul> <p>2.3 list the current health and safety executive top ten safety risks</p> <p>2.4 list the current health and safety executive top five health risks</p> <p>2.5 state how changing circumstances within the workplace could cause hazards</p> <p>2.6 state the methods used for reporting changed circumstances, hazards and incidents in the workplace.</p>

<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. comply with organisational policies and procedures to contribute to health, safety and welfare.</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices</p> <p>3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare</p> <p>3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures</p>

3.4	safely store health and safety control equipment in accordance with given instructions
3.5	dispose of waste and/or consumable items in accordance with legislation
3.6	state the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>a. dealing with accidents and emergencies associated with the work and environment</li> <li>b. methods of receiving or sourcing information</li> <li>c. reporting</li> <li>d. stopping work</li> <li>e. evacuation</li> <li>f. fire risks and safe exit procedures</li> <li>g. consultation and feedback</li> </ul>
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.

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

<b>Learning outcome</b>	
The learner will:	
5.	comply with and support all organisational security arrangements and approved procedures.
<b>Assessment criteria</b>	
The learner can:	
5.1	provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>a. during the working day</li> <li>b. on completion of the day's work</li> </ul>

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

## Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 224

# Erecting and dismantling access/working platforms in the workplace

<b>RITS:</b>	<b>D/600/8281</b>
<b>Level:</b>	2
<b>Credit value:</b>	8
<b>GLH:</b>	27
<b>Aim:</b>	<p>This unit aims to provide the learner with the necessary skills and knowledge to:</p> <ul style="list-style-type: none"><li>• interpret information</li><li>• adopt safe and healthy working practices</li><li>• select materials and equipment</li><li>• erect and dismantle access equipment suitable for the work operations.</li></ul>

<b>Learning outcome</b>
The learner will: 1. interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.
<b>Assessment criteria</b>
The learner can: 1.1 interpret and extract information from: a. specifications b. method statements c. risk assessments d. 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.

<b>Learning outcome</b>
The learner will: 2. know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.
<b>Assessment criteria</b>
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>a. in the workplace</li> <li>b. at height</li> <li>c. in confined areas</li> <li>d. with tools and equipment</li> <li>e. with movement/storage of materials</li> <li>f. by manual handling</li> </ul> 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> <li>a. tools</li> <li>b. equipment</li> <li>c. personal belongings</li> </ul> in relation to: <ul style="list-style-type: none"> <li>i. site</li> <li>ii. workplace</li> <li>iii. company</li> <li>iv. operative</li> </ul> 2.3 state what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 3. maintain safe working practices when erecting and dismantling access/working platforms.
<b>Assessment criteria</b>
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: <ul style="list-style-type: none"> <li>a. types</li> <li>b. purpose</li> <li>c. limitations</li> </ul> of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> <li>a. fires</li> <li>b. spillages</li> <li>c. injuries</li> <li>d. other task-related hazards.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.
<b>Assessment criteria</b>
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>a. ladders/crawler boards</li> <li>b. stepladders/platform steps</li> <li>c. trestles</li> <li>d. proprietary staging/podiums</li> <li>e. proprietary towers</li> <li>f. mobile scaffold towers</li> <li>g. protection equipment and notices</li> <li>h. tools and ancillary equipment</li> </ul> 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> <li>a. materials</li> <li>b. components</li> <li>c. tools</li> <li>d. equipment</li> </ul> 4.3 state: <ul style="list-style-type: none"> <li>a. how the resources should be used correctly</li> <li>b. how problems associated with the resources are reported</li> <li>c. how the organisational procedures are used</li> </ul> 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.

<b>Learning outcome</b>
The learner will: 5. minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.
<b>Assessment criteria</b>
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: <ul style="list-style-type: none"> <li>a. general workplace activities</li> <li>b. other occupations</li> <li>c. adverse weather conditions</li> </ul> 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.

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

<b>Learning outcome</b>
The learner will: 7. comply with the given contract information to erect and dismantle access/ working platforms to the required specification.
<b>Assessment criteria</b>
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 manufacturers' 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: a. materials b. hand tools c. ancillary equipment

- |  |
|--|
| <p>7.5 state the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms</p> <p>7.6 describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.</p> |
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# Unit 224 Erecting and dismantling access/working platforms in the workplace

## Supporting information

### Guidance

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- own occupational area of work
- plus **two** or more of the following:
- ladders/crawler boards
  - step ladders/platform steps
  - proprietary towers
  - trestle platforms
  - mobile scaffold towers
  - proprietary staging/podiums.

## Unit 301

## Confirming the occupational method of work in the workplace

<b>RITS:</b>	<b>R/503/2924</b>
<b>Level:</b>	3
<b>Credit value:</b>	11
<b>GLH:</b>	37
<b>Aim:</b>	<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"><li>• assessing project data to determine occupational work methods</li><li>• adopting safe and healthy working practices</li><li>• selecting the methods of work</li><li>• confirming the methods of work to the relevant people associated with the occupation</li><li>• sourcing additional information</li></ul>

<b>Learning outcome</b>
The learner will: 1. assess available project data accurately to determine the occupational method of work.
<b>Assessment criteria</b>
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. manufacturers' information e. methods of work f. risk assessments g. programmes of work 1.2 explain how to summarise the following project data: a. required quantities b. specifications c. detailed drawings d. health and safety requirements e. timescales f. scope of works 1.3 explain the different methods of assessing available project data

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| <p>1.4 explain how to use project data to interpret the work method, in relation to:</p> <ol style="list-style-type: none"> <li>a. standard work procedures</li> <li>b. sequence of work</li> <li>c. organisation of resources (people, equipment, materials)</li> <li>d. work techniques</li> <li>e. working conditions (health, safety and welfare)</li> <li>f. risk assessment.</li> </ol> |
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<p><b>Learning outcome</b></p>
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<p>The learner will:</p>
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| <p>2. obtain additional information from alternative sources in cases where the available project data is insufficient.</p> |
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<p><b>Assessment criteria</b></p>
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<p>The learner can:</p>
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| <p>2.1 collect and collate additional information from alternative sources to clarify the work to be carried out</p>  |
| <p>2.2 explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient:</p> <ol style="list-style-type: none"> <li>a. customers or representatives</li> <li>b. suppliers</li> <li>c. regulatory authorities</li> <li>d. manufacturers' literature.</li> </ol> |

<p><b>Learning outcome</b></p>
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<p>The learner will:</p>
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| <p>3. identify work methods that will make best use of resources and meet project, statutory and contractual requirements.</p> |
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<p><b>Assessment criteria</b></p>
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<p>The learner can:</p>
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| <p>3.1 examine potential work methods to carry out the occupational work activity</p>   |
| <p>3.2 determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria</p>  |
| <p>3.3 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to:</p> <ol style="list-style-type: none"> <li>a. health and safety welfare (principles of protection)</li> <li>b. fire protection</li> <li>c. access and egress</li> <li>d. equipment availability</li> <li>e. availability of competent workforce</li> <li>f. pollution risk</li> <li>g. waste and disposal</li> <li>h. zero and low carbon outcomes</li> <li>i. weather conditions</li> </ol> |

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| <p>3.4 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:</p> <ol style="list-style-type: none"> <li>a. conforming to statutory requirements</li> <li>b. customer and user needs</li> <li>c. contract requirements in terms of time, quantity and quality</li> <li>d. environmental considerations</li> </ol> <p>3.5 explain how different methods of work can achieve zero/low carbon outcomes.</p> |
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<b>Learning outcome</b>
The learner will:
4. confirm and communicate the selected work method to relevant personnel.
<b>Assessment criteria</b>
The learner can:
4.1 confirm the selected occupational work method that meets project, statutory and contractual requirements
4.2 communicate appropriately to relevant people on the selected occupational work method
4.3 describe the different techniques and methods of confirming and communicating work methods to relevant people
4.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.

# **Unit 301                    Confirming the occupational method of work in the workplace**

Supporting information

## **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 302

## Confirming work activities and resources for an occupational work area in the workplace

<b>RITS:</b>	<b>A/503/2772</b>
<b>Level:</b>	3
<b>Credit value:</b>	10
<b>GLH:</b>	33
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• identify work activities</li><li>• evaluate work activities and resources</li><li>• identify reasons for changes to planned work activities.</li></ul>

<b>Learning outcome</b>
The learner will: 1. identify work activities, assess required resources and plan the sequence of work.
<b>Assessment criteria</b>
The learner can: 1.1 identify work activities, assess required resources and plan the sequence of work 1.2 identify work activities and formulate a plan for their own sequence of work 1.3 explain the types of work relative to the occupational area and how to identify different work activities 1.4 explain methods of assessing the resources needed from a range of available information 1.5 explain the required information and the different methods used to prepare a work programme relative to the occupational area.

<b>Learning outcome</b>
The learner will: 2. obtain clarification and advice where the resources required are not available.
<b>Assessment criteria</b>
The learner can: 2.1 seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available 2.2 explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.

<b>Learning outcome</b>
The learner will: 3. evaluate the work activities and the requirements of any significant external factors against the project requirements.
<b>Assessment criteria</b>
The learner can: 3.1 assess progress of work against project requirements, taking into account external factors relating to: a. other occupations and /or customers b. resources c. weather conditions d. health and safety requirements 3.2 explain different methods of evaluating work activities against the following project requirements: a. contract conditions b. contract programme c. health and safety requirements of operatives 3.3 evaluate the requirements of significant external factors that could affect the progress of work, in relation to: a. other related programmes b. special working conditions c. weather conditions d. other occupations/people e. resources f. health and safety requirements.

<b>Learning outcome</b>
The learner will: 4. identify work activities which influence each other and make the best use of the resources available.
<b>Assessment criteria</b>
The learner can: 4.1 determine work activities that have an influence on each other 4.2 evaluate which work activities make the best use of available resources in relation to: a. occupations and/or customers associated with the work b. tools, plant and/or ancillary equipment c. materials and components 4.3 explain different methods and sources that can identify which work activities influence each other 4.4 describe how to determine the sequence of work activities and how long each work activity will take 4.5 describe what zero and low carbon requirements are 4.6 explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.

<b>Learning outcome</b>
The learner will: 5. identify changed circumstances that require alterations to the work programme and justify them to decision makers.
<b>Assessment criteria</b>
The learner can: 5.1 evaluate project progress against the work programme to identify any changed circumstances 5.2 inform line management and/or customers on the type and extent of any required changes to the work programme 5.3 explain how to identify possible alterations to the work programme to meet changed circumstances relating to: a. action lists b. method statements c. duration d. schedules and/or occupation specific requirements 5.4 explain how to assess contractual/work effects resulting from alterations to the work programme 5.5 explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

## **Unit 302                    Confirming work activities and resources for an occupational work area in the workplace**

Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 328

## Producing and applying complex stencil designs in the workplace

<b>RITS:</b>	<b>K/503/9734</b>
<b>Level:</b>	3
<b>Credit value:</b>	21
<b>GLH:</b>	70
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• producing specialist involved, elaborate or intricate designs for stencils</li><li>• positioning and applying specialist involved, elaborate or intricate stencil designs to surfaces.</li></ul>

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when producing and applying complex stencil designs.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing and applying complex stencil designs 3.2 comply with information relating to specific risks to health when producing and applying complex stencil designs 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing and applying complex stencil designs and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment (PPE)</li> <li>c. Respiratory Protective Equipment (RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul> 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:
- a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

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

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - i. water-borne and solvent-borne paints
  - ii. stencil plate materials
  - iii. protective sheeting and masking materials
  - iv. rubbish containers/bags
  - v. access equipment
  - vi. hand tools and associated equipment
- 4.3 describe:
  - a. how the resources should be used correctly
  - b. how problems associated with the resources are reported
- 4.4 explain:
  - a. why the organisational procedures have been developed
  - b. how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate the quantity of materials required associated with the method/procedure to produce and apply complex stencil designs.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when producing and applying complex stencil designs.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables, estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to produce and apply complex stencil designs to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing and applying complex stencil designs:
  - a. protecting
  - b. matching
  - c. scaling
  - d. drawing
  - e. cutting out
  - f. setting out
  - g. mixing
  - h. pouring
  - i. diluting
  - j. positioning
  - k. securing
  - l. applying
  - m. transferring
- 7.2 form, manufacture and set out involved elaborate or intricate single-plate and multi-plate stencils to given working instructions
- 7.3 position, register and produce stencil designs on surfaces of linear runs and/or full-wall applications using water-borne and/or solvent-borne paints to given working instructions
- 7.4 safely use:
  - a. materials
  - b. hand tools
  - c. associated equipment
- 7.5 safely store the materials, tools and equipment used when producing and applying complex stencil designs
- 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of previously prepared surface and bring up to suitable finish/ground
  - c. form, manufacture and set out single and multi-plate stencils including ties
  - d. adjust dilution of coating to appropriate viscosity
  - e. register and produce stencil designs using water-borne and solvent-borne paints for linear runs and full-wall applications
  - f. produce graduated effects by brush, sponge and spray
  - g. maintain the integrity of the stencil plate (cleanliness and structure)
  - h. apply protective glaze/varnish
  - i. use access equipment
  - j. use hand tools and associated equipment

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| <p>7.7 describe the needs of other occupations and how to effectively communicate within a team when producing and applying complex stencil designs</p> <p>7.8 describe how to maintain the tools and equipment used when producing and applying complex stencil designs.</p> |
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## **Unit 328            Producing and applying complex stencil designs in the workplace**

Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

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

- linear run work
- full wall work.

## Unit 337

# Applying coatings by the airless spray method in the workplace

<b>RITS:</b>	<b>D/503/9732</b>
<b>Level:</b>	3
<b>Credit value:</b>	17
<b>GLH:</b>	57
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• assembling and setting up the spray system</li><li>• applying coatings by airless spray equipment</li><li>• cleaning out and maintaining the airless spray equipment.</li></ul>

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

<b>Learning outcome</b>
The learner will: 2. know how to comply with relevant legislation and official guidance when applying coatings by the airless spray method.
<b>Assessment criteria</b>
The learner can: 2.1 describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>a. in the workplace</li> <li>b. in confined spaces</li> <li>c. at height</li> <li>d. with tools and equipment</li> <li>e. with materials and substances</li> <li>f. with movement/storage of materials</li> <li>g. by manual handling</li> </ul> 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> <li>a. tools</li> <li>b. equipment</li> <li>c. personal belongings</li> </ul> in relation to: <ul style="list-style-type: none"> <li>i. site</li> <li>ii. workplace</li> <li>iii. company</li> <li>iv. operative</li> </ul> 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when applying coatings by the airless spray method.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the airless spray method 3.2 comply with information relating to specific risks to health when applying coatings by the airless spray method 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the airless spray method, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment(PPE)</li> <li>c. Respiratory Protective Equipment(RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards (including fluid injection).

### **Learning outcome**

The learner will:

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

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. water-borne and solvent-borne coatings
  - ii. masking materials: masking tape, masking paper, dust sheets, masking shield
  - iii. two pack coatings (base, activator and solvents)
  - iv. protective sheeting
  - v. access equipment
  - vi. hand tools, film thickness gauges, airless spray equipment and ancillary equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to apply coatings by the airless spray method.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. complete the work within the allocated time when applying coatings by the airless spray method.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

7. comply with the given contract information to apply coatings by the airless spray method to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when applying coatings by the airless spray method:
  - a. preparing
  - b. loading
  - c. protecting
  - d. measuring
  - e. assembling
  - f. positioning
  - g. securing
  - h. cleaning
  - i. communicating
- 7.2 set up spray equipment, to achieve the finish stated in the given working instructions relating to the following:
  - a. preparing coatings
  - b. loading the system
  - c. monitoring and maintaining supply
- 7.3 apply water-borne and/or solvent-borne coatings by airless spray to given working instructions for the following:
  - a. broad work
  - b. linear and structural components
- 7.4 check wet film thickness (as specified)
- 7.5 shut down and clean out spray equipment to given working instructions
- 7.6 safely use:
  - a. materials
  - b. hand tools
  - c. airless spray equipment
  - d. ancillary equipment
- 7.7 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when applying coatings by the airless spray method
- 7.8 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of previously prepared surfaces
  - c. provide protection by sheeting, masking and removing items
  - d. assemble component parts to form paint spraying equipment
  - e. prepare coatings: single pack and two pack systems
  - f. load, operate, maintain (during use) and monitor the paint spray equipment

- g. establish air-change requirements in confined areas
  - h. assemble, set up, operate and shut down spray equipment
  - i. use correct spray gun technique on broad areas, angles, linear items and complex structural features
  - j. plan the safeguard of operatives and the general public from spraying activities
  - k. troubleshoot spray equipment problems
  - l. troubleshoot coating problems
  - m. measure wet and dry film thickness with gauges
  - n. handle coatings that contain activator
  - o. shut down, clean and store equipment
  - p. identify how atmospheric conditions affect coatings and their application process
  - q. identify the working life of prepared materials
  - r. use access equipment
  - s. use hand tools and ancillary equipment
- 7.9 describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the airless spray method
- 7.10 describe how to maintain the tools and equipment used when applying coatings by the airless spray method.



## Unit 338

## Hanging standard paper wallcoverings in the workplace

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

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when hanging standard paper wallcoverings.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when hanging standard paper wallcoverings 3.2 comply with information relating to specific risks to health when hanging standard paper wallcoverings 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging standard paper wallcoverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment(PPE)</li> <li>c. Respiratory Protective Equipment(RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul> 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:
- a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

4. select the required quantity and quality of resources for the methods of work to hang standard paper wallcoverings.

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - i. surface preparation materials
  - ii. pastes and adhesives
  - iii. wallpapers
  - iv. protective sheeting
  - v. rubbish containers/bags
  - vi. access equipment
  - vii. hand tools and associated equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to hang standard paper wallcoverings.

**Learning outcome**

The learner will:

5. minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. complete the work within the allocated time when hanging standard paper wallcoverings.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

7. comply with the given contract information to hang standard paper wallcoverings to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when hanging standard paper wallcoverings:
  - a. shading
  - b. measuring
  - c. matching and cutting
  - d. mixing and applying
  - e. folding
  - f. positioning
  - g. fixing
  - h. trimming
  - i. cleaning-off
- 7.2 establish start and finish point and hang standard papers of substantial length to the given working instructions to the following areas:
  - a. ceilings with any type of paper
  - b. walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers
- 7.3 safely use:
  - a. materials
  - b. hand tools
  - c. associated equipment
- 7.4 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when hanging standard paper wallcoverings
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of surface to receive wallpaper
  - c. prepare and apply pastes and adhesives
  - d. prepare and hang paper to ceilings
  - e. prepare and hang foundation paper, textured/relief and patterned finishing papers
  - f. work to reveals and internal and external angles
  - g. work around electrical fittings and pipework
  - h. keep paper and adjacent surfaces clean
  - i. use access equipment
  - j. use tools and associated equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when hanging standard paper wallcoverings
- 7.7 describe how to maintain the tools and equipment used when hanging standard paper wallcoverings.

## **Unit 338**            **Hanging standard paper wallcoverings in the workplace**

### Supporting information

#### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 339

## Hanging wide-width vinyls in the workplace

<b>RITS:</b>	<b>Y/503/9700</b>
<b>Level:</b>	3
<b>Credit value:</b>	20
<b>GLH:</b>	67
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• hanging wide-width fabric-backed and paper-backed vinyls to walls.</li></ul>

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when hanging wide-width vinyls.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when hanging wide-width vinyls 3.2 comply with information relating to specific risks to health when hanging wide-width vinyls 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging wide-width vinyls, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment(PPE)</li> <li>c. Respiratory Protective Equipment(RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul> 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:
- a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

4. select the required quantity and quality of resources for the methods of work to hang wide-width vinyls.

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - i. primer/sealer
  - ii. adhesives
  - iii. wide-width vinyls (fabric-backed and paper-backed)
  - iv. protective sheeting
  - v. rubbish containers/bags
  - vi. access equipment
  - vii. hand tools and associated equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to hang wide-width vinyls.

**Learning outcome**

The learner will:

5. minimise the risk of damage to the work and surrounding area when hanging wide-width vinyls.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. complete the work within the allocated time when hanging wide-width vinyls.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

7. comply with the given contract information to hang wide-width vinyls to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when hanging wide-width vinyls:
  - a. shading
  - b. measuring
  - c. cutting
  - d. mixing and applying
  - e. folding
  - f. positioning and fixing
  - g. trimming
  - h. cleaning off
- 7.2 establish start and finish point
- 7.3 plan, cut and hang to sequence wide-width vinyl to given working instructions and manufacturers' instructions, to the following:
  - a. walls: hang paper-backed or fabric-backed vinyls
  - b. wall features: of broad areas with internal and external angles and reveals
- 7.4 safely use:
  - c. materials
  - d. hand tools
  - e. associated equipment
- 7.5 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when hanging wide-width vinyls
- 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of previously prepared surfaces
  - c. prepare appropriate primer sealer and adhesives
  - d. prepare and hang paper-backed, fabric-backed non-woven and polyester acrylic backed vinyls to walls
  - e. form joints using joint cutter or protective strip, knife and straight-edge
  - f. work to broad wall areas with reveals and internal and external angles
  - g. work around electrical fittings and pipework
  - h. keep the material and adjacent surfaces clean
  - i. use access equipment
  - j. use tools and associated equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when hanging wide-width vinyls
- 7.8 describe how to maintain the tools and equipment used when hanging wide-width vinyls.

## **Unit 339                    Hanging wide-width vinyls in the workplace**

### Supporting information

#### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 340

# Applying coatings by the air spray method in the workplace

<b>RITS:</b>	<b>H/503/9733</b>
<b>Level:</b>	3
<b>Credit value:</b>	27
<b>GLH:</b>	90
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• assembling and setting up the High Volume Low Pressure (HVLV) air spray systems</li><li>• applying coatings with air spray equipment</li><li>• cleaning out and maintaining the air spray equipment.</li></ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"><li>1. interpret the given information relating to the work and resources when applying coatings by the air spray method.</li></ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"><li>1.1 interpret and extract relevant information from:<ol style="list-style-type: none"><li>a. specifications</li><li>b. current regulations</li><li>c. risk assessments</li><li>d. method statements</li><li>e. manufacturers' information</li></ol></li><li>1.2 comply with information and/or instructions derived from risk assessments and method statements</li><li>1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</li><li>1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none"><li>a. specifications</li><li>b. current legislation</li><li>c. risk assessments</li><li>d. method statements</li><li>e. manufacturers' information</li><li>f. paint sprayer's instructions.</li></ol></li></ol>

<b>Learning outcome</b>
The learner will: 2. know how to comply with relevant legislation and official guidance when applying coatings by the air spray method.
<b>Assessment criteria</b>
The learner can: 2.1 describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>a. in the workplace</li> <li>b. in confined spaces</li> <li>c. at height</li> <li>d. with tools and equipment</li> <li>e. with materials and substances</li> <li>f. with movement/storage of materials</li> <li>g. by manual handling</li> </ul> 2.2 describe the organisational security procedures for : <ul style="list-style-type: none"> <li>a. tools</li> <li>b. equipment</li> <li>c. personal belongings</li> </ul> in relation to: <ul style="list-style-type: none"> <li>i. site</li> <li>ii. workplace</li> <li>iii. company</li> <li>iv. operative</li> </ul> 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when applying coatings by the air spray method.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the air spray method 3.2 comply with information relating to specific risks to health when applying coatings by the air spray method 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the air spray method, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment(PPE)</li> <li>c. Respiratory Protective Equipment(RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards (including air injection).

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. water-borne and solvent-borne coatings
  - ii. masking materials: masking tape, masking paper, dust sheets, masking shield
  - iii. two pack coatings (base, activator and solvents)
  - iv. protective sheeting
  - v. access equipment
  - vi. hand tools, film thickness gauges and air spray equipment (High Volume Low Pressure [HVLPP]) and ancillary equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to apply coatings by the air spray method.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. complete the work within the allocated time when applying coatings by the air spray method.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

7. comply with the given contract information to apply coatings by the air spray method to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when applying coatings by the air spray method:
  - a. preparing
  - b. loading
  - c. protecting
  - d. measuring
  - e. assembling
  - f. positioning
  - g. securing
  - h. cleaning
  - i. communicating
- 7.2 set up spray equipment (High Volume Low Pressure [HVLP] systems) to achieve the finish stated in the given working instructions, relating to:
  - a. preparing coatings
  - b. loading the system
  - c. monitoring and maintaining supply
- 7.3 apply water-borne and/or solvent-borne coatings by High Volume Low Pressure [HVLP] air spray systems to given working instructions for the following:
  - a. broad work
  - b. linear and structural components
- 7.4 check wet film thickness (as specified)
- 7.5 shut down and clean out spray equipment to given working instructions
- 7.6 safely use:
  - a. materials
  - b. hand tools
  - c. air spray equipment
  - d. ancillary equipment
- 7.7 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when applying coatings by the air spray method
- 7.8 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of previously prepared surfaces
  - c. provide protection by sheeting, masking and removing items
  - d. assemble component parts to form spraying equipment (High Volume Low Pressure [HVLP] systems)

- e. prepare coatings: single-pack and two-pack systems
  - f. load, operate, maintain (during use) and monitor the paint spray equipment
  - g. establish air-change requirements in confined areas
  - h. assemble, set up, operate and shut down spray equipment
  - i. use correct spray gun technique on broad areas, angles, linear items and complex structural features
  - j. plan the safeguard of operatives and the general public from spraying activities
  - k. troubleshoot spray equipment problems
  - l. troubleshoot coating problems
  - m. measure wet and dry film thickness with gauges
  - n. handle coatings that contain activator
  - o. shut down, clean and store equipment
  - p. identify how atmospheric conditions affect coatings and their application process
  - q. identify the working life of prepared materials
  - r. use access equipment
  - s. use hand tools and ancillary equipment
- 7.9 describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the air spray method
- 7.10 describe how to maintain the tools and equipment used when applying coatings by the air spray method.

## Unit 340      Applying coatings by the air spray method in the workplace

### Supporting information

#### Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

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

- water-borne
- solvent-borne.

## Unit 341

# Applying paint systems to complex surfaces by brush in the workplace

<b>RITS:</b>	<b>F/503/9688</b>
<b>Level:</b>	3
<b>Credit value:</b>	26
<b>GLH:</b>	87
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• applying coatings by brush</li><li>• cleaning out and maintaining equipment.</li></ul>

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

**Learning outcome**

The learner will:

2. know how to comply with relevant legislation and official guidance when applying paint systems to complex surfaces by brush.

**Assessment criteria**

The learner can:

- 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:
  - a. in the workplace
  - b. in confined spaces
  - c. at height
  - d. with tools and equipment
  - e. with materials and substances
  - f. with movement/storage of materials
  - g. by manual handling
- 2.2 describe the organisational security procedures for:
  - a. tools
  - b. equipment
  - c. personal belongingsin relation to:
  - i. site
  - ii. workplace
  - iii. company
  - iv. operative
- 2.3 explain:
  - a. what the accident reporting procedures are
  - b. who is responsible for making reports.

**Learning outcome**

The learner will:

3. maintain safe and healthy working practices when applying paint systems to complex surfaces by brush.

**Assessment criteria**

The learner can:

- 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems to complex surfaces by brush
- 3.2 comply with information relating to specific risks to health when applying paint systems to complex surfaces by brush
- 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush, and 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

- 4. select the required quantity and quality of resources for the methods of work to apply paint systems to complex surfaces by brush.

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. tools
  - c. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. water-borne and solvent-borne coatings
  - ii. specialist coatings
  - iii. primers, intermediate coatings (undercoats) and finishes (single and two-pack coatings)
  - iv. single-product systems (eg emulsions, varnishes, timber colour treatments)
  - v. solvents/thinners
  - vi. knotting, proprietary sealers
  - vii. brushes, rollers and other associated equipment
  - viii. protective sheeting and masking materials
  - ix. access equipment
  - x. hand tools and associated equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to apply paint systems to complex surfaces by brush.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when applying paint systems to complex surfaces by brush.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to apply paint systems to complex surfaces by brush.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when applying paint systems to complex surfaces by brush:
  - a. matching
  - b. mixing
  - c. pouring
  - d. diluting
  - e. loading
  - f. laying-on
  - g. laying-off
  - h. cutting-in
- 7.2 apply water-borne and/or solvent-borne coatings by brush to internal and/or external surfaces for industrial and non-industrial situations, to given working instructions for:
  - a. linear/trim/narrow-runs
  - b. broad areas
  - c. detailed/complex work
- 7.3 safely use:
  - a. materials
  - b. tools
  - c. associated equipment
- 7.4 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when applying paint systems to complex surfaces by brush
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems, establish the authority needed to rectify them to:
  - a. establish access requirements
  - b. check suitability of previously prepared surfaces
  - c. prepare and apply water-borne and solvent-borne coatings by brush
  - d. prepare coatings with activators
  - e. coat broad areas, linear/trim/narrow runs and detailed complex structural/architectural items
  - f. stripe-coat surface features (industrial environment)
  - g. test wet and dry film thickness
  - h. identify how atmospheric conditions affect coatings and their application process
  - i. identify the working life of prepared materials
  - j. use access equipment
  - k. use brushes and associated tools and equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when applying paint systems to complex surfaces by brush
- 7.7 describe how to maintain brushes and associated tools and equipment used when applying paint systems to complex surfaces by brush.

## **Unit 341                    Applying paint systems to complex surfaces by brush in the workplace**

Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 342

## Hanging wallcoverings to complex surfaces in the workplace

<b>RITS:</b>	<b>F/503/9738</b>
<b>Level:</b>	3
<b>Credit value:</b>	32
<b>GLH:</b>	102
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• hanging wallcoverings to complex surfaces</li><li>• cleaning and maintaining relevant equipment.</li></ul>

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when hanging wallcoverings to complex surfaces.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with: <ul style="list-style-type: none"> <li>a. current legislation</li> <li>b. organisational requirements</li> </ul> when hanging wallcoverings to complex surfaces 3.2 comply with information relating to specific risks to health when hanging wallcoverings to complex surfaces 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging wallcoverings to complex surfaces, and the: <ul style="list-style-type: none"> <li>a. types</li> <li>b. purpose</li> <li>c. limitations</li> </ul> of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>i. collective protective measures</li> <li>ii. Personal Protective Equipment (PPE)</li> <li>iii. Respiratory Protective Equipment (RPE)</li> <li>iv. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

- 4. select the required quantity and quality of resources for the methods of work to hang wallcoverings to complex surfaces.

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. tools
  - c. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. surface preparation materials
  - ii. pastes and adhesives
  - iii. wallpapers
  - iv. protective sheeting
  - v. rubbish containers/bags
  - vi. access equipment
  - vii. hand tools and associated equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastage
 associated with the method/procedure to hang wallcoverings to complex surfaces.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when hanging wallcoverings to complex surfaces.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to hang wallcoverings to complex surfaces to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when hanging wallcoverings to complex surfaces:
  - a. shading
  - b. measuring
  - c. matching and cutting
  - d. mixing and applying
  - e. folding
  - f. positioning
  - g. fixing
  - h. trimming
  - i. cleaning-off
- 7.2 establish start and finish point
- 7.3 hang substantial length foundation or finishing papers to given working instructions for **three** of the following (including at least **one** with a matching patterned paper):
  - a. sloping ceiling
  - b. free-standing columns and/or pillars
  - c. stairwells
  - d. ceiling (above average span)
  - e. alcoves and/or niches and/or arches
  - f. walls with both internal and external angles
- 7.4 work safely around electrical fittings and pipework to given working instructions
- 7.5 safely use:
  - a. materials
  - b. hand tools
  - c. associated equipment
- 7.6 safely store the materials, tools and equipment used when hanging wallcoverings to complex surfaces
- 7.7 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 pastes and adhesives
  - d. prepare and hang matching patterned paper to ceilings
  - e. prepare and hang foundation papers, textured/relief and patterned finishing papers
  - f. prepare and hang paper to:
    - i. sloping ceilings
    - ii. free-standing columns/pillars
    - iii. stairwells
    - iv. walls with both internal and external angles

- v. ceilings of above average span
  - vi. alcoves/niches/arches
  - g. work around electrical fittings and pipework
  - h. use access equipment
  - i. use hand tools and associated equipment
- 7.8 describe the needs of other occupations and how to effectively communicate within a team when hanging wallcoverings to complex surfaces
- 7.9 describe how to maintain the tools and equipment used when hanging wallcoverings to complex surfaces.

# Unit 342      Hanging wallcoverings to complex surfaces in the workplace

## Supporting information

### Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against **three** of the following endorsements:

- sloping ceiling
- free-standing column
- free-standing pillar
- stairwell
- ceiling (above average span)
- alcove
- niche
- arch
- walls with both internal and external angles.

## Unit 343

## Producing comb textured finishes in the workplace

<b>RITS:</b>	<b>D/503/9763</b>
<b>Level:</b>	3
<b>Credit value:</b>	16
<b>GLH:</b>	53
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• producing comb textured finishes safely and with minimal waste</li><li>• cleaning and maintaining equipment.</li></ul>

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when producing comb textured finishes.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when producing comb textured finishes 3.2 comply with information relating to specific risks to health when producing comb textured finishes 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing comb textured finishes, and the: <ul style="list-style-type: none"> <li>a. types</li> <li>b. purpose</li> <li>c. limitations</li> </ul> of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>i. collective protective measures</li> </ul>

	<ul style="list-style-type: none"> <li>ii. Personal Protective Equipment (PPE)</li> <li>iii. Respiratory Protective Equipment (RPE)</li> <li>iv. Local Exhaust Ventilation (LEV)</li> </ul>
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: <ul style="list-style-type: none"> <li>a. fires</li> <li>b. spillages</li> <li>c. injuries</li> <li>d. other task-related hazards.</li> </ul>

<b>Learning outcome</b>	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to produce comb textured finishes.
<b>Assessment criteria</b>	
The learner can:	
4.1	select resources associated with own work in relation to materials, tools and equipment
4.2	describe the: <ul style="list-style-type: none"> <li>a. characteristics</li> <li>b. quality</li> <li>c. uses</li> <li>d. sustainability</li> <li>e. limitations</li> <li>f. defects</li> </ul> associated with the resources in relation to: <ul style="list-style-type: none"> <li>i. powder-based and ready-mixed texturing materials</li> <li>ii. sealer</li> <li>iii. protective sheeting and masking materials</li> <li>iv. rubbish containers/bags</li> <li>v. access equipment</li> <li>vi. tools and associated equipment</li> </ul>
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate quantity of materials required associated with the method/procedure to produce comb textured finishes.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when producing comb textured finishes.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to produce comb textured finishes to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing comb textured finishes:
  - a. mixing
  - b. applying
  - c. brushing/troweling
  - d. combing
  - e. cleaning
- 7.2 prepare materials and produce combed textured finishes to walls and/or ceilings of circle/fan pattern and one other manufacturers' recognised comb design to given working instructions
- 7.3 safely use:
  - a. materials
  - b. hand tools
  - c. associated equipment
- 7.4 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when producing comb textured finishes
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. prepare surfaces for texturing (new and previously textured)
  - c. prepare texturing materials
  - d. produce a circle/fan pattern design
  - e. produce other comb designs as found in trade/manufacture's literature
  - f. work around electrical fittings and pipe work
  - g. identify how atmospheric conditions affect coatings and their application process
  - h. identify the working life of prepared materials
  - i. use access equipment
  - j. use hand tools and associated equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when producing comb textured finishes
- 7.7 describe how to maintain the tools and equipment used when producing comb textured finishes.

# **Unit 343            Producing comb textured finishes in the workplace**

## Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 344

## Applying metal leaf to surfaces in the workplace

<b>RITS:</b>	<b>J/503/9790</b>
<b>Level:</b>	3
<b>Credit value:</b>	22
<b>GLH:</b>	73
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• applying metal leaf safely and with minimal waste</li><li>• cleaning and maintaining equipment.</li></ul>

### Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when applying metal leaf to surfaces.

### Assessment criteria

The learner can:

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when applying metal leaf to surfaces.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when applying metal leaf to surfaces 3.2 comply with information relating to specific risks to health when applying metal leaf to surfaces 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying metal leaf to surfaces, and the: <ul style="list-style-type: none"> <li>a. types</li> <li>b. purpose</li> <li>c. limitations</li> </ul> of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>i. collective protective measures</li> <li>ii. Personal Protective Equipment (PPE)</li> <li>iii. Respiratory Protective Equipment (RPE)</li> <li>iv. Local Exhaust Ventilation (LEV)</li> </ul> 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:
- a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

4. select the required quantity and quality of resources for the methods of work to apply metal leaf to surfaces.

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. tools
  - c. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defectsassociated with the resources in relation to:
  - i. loose leaf metal or transfer metal
  - ii. gold size
  - iii. barrier coat
  - iv. cotton wool
  - v. rubbish containers/bags and skewing bags
  - vi. access equipment
  - vii. hand tools
  - viii. associated equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of material required associated with the method/procedure to apply metal leaf to surfaces.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when applying metal leaf to surfaces.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to apply metal leaf to surfaces to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when applying metal leaf to surfaces:
  - a. applying
  - b. cutting
  - c. picking-up
  - d. laying-on
  - e. burnishing
- 7.2 apply appropriate barrier coat as specified
- 7.3 apply gold size and loose leaf metal, and/or transfer metal and burnish, to given working instructions to:
  - a. flat areas
  - b. detailed/ornate areas
- 7.4 safely use:
  - a. materials
  - b. hand tools
  - c. associated equipment
- 7.5 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when applying metal leaf to surfaces
- 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of previously prepared surfaces
  - c. clean surfaces for application
  - d. prepare and apply suitable barrier coat
  - e. identify starting and finishing points
  - f. prepare and apply solvent-borne and water-borne gold size and loose leaf metal and transfer metal to flat and irregular surfaces
  - g. remove barrier coat from finished work
  - h. burnish metal surfaces
  - i. apply protective coatings
  - j. skew surplus
  - k. identify how atmospheric conditions affect coatings and their application process
  - l. use access equipment
  - m. use hand tools and associated equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when applying metal leaf to surfaces
- 7.8 describe how to maintain the tools and equipment used when applying metal leaf to surfaces.

## Unit 344

# Applying metal leaf to surfaces in the workplace

## Supporting information

### Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

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

- loose leaf metal
- transfer metal.

## Unit 345

## Producing quality replica marble finishes in the workplace

<b>RITS:</b>	<b>H/503/9960</b>
<b>Level:</b>	3
<b>Credit value:</b>	15
<b>GLH:</b>	50
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• producing quality replica marble finishes safely and with minimal waste</li><li>• cleaning and maintaining equipment.</li></ul>

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when producing quality replica marble finishes.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing quality replica marble finishes 3.2 comply with information relating to specific risks to health when producing quality replica marble finishes 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing quality replica marble finishes and the: <ul style="list-style-type: none"> <li>a. types</li> <li>b. purpose</li> <li>c. limitations</li> </ul> of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>i. collective protective measures</li> </ul>

	<ul style="list-style-type: none"> <li>ii. Personal Protective Equipment (PPE)</li> <li>iii. Respiratory Protective Equipment (RPE)</li> <li>iv. Local Exhaust Ventilation (LEV)</li> </ul>
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: <ul style="list-style-type: none"> <li>a. fires</li> <li>b. spillages</li> <li>c. injuries</li> <li>d. other task-related hazards.</li> </ul>

<b>Learning outcome</b>	
The learner will:	
4.	select the required quantity and quality of resources for the methods of work to produce quality replica marble finishes.
<b>Assessment criteria</b>	
The learner can:	
4.1	select resources associated with own work in relation to materials, tools and equipment
4.2	describe the: <ul style="list-style-type: none"> <li>a. characteristics</li> <li>b. quality</li> <li>c. uses</li> <li>d. sustainability</li> <li>e. limitations</li> <li>f. defects</li> </ul> associated with the resources in relation to: <ul style="list-style-type: none"> <li>i. water-borne and solvent-borne proprietary scumbles and scumble glazes</li> <li>ii. paints, stainers, binders, solvents, pigments, glaze/varnish, driers</li> <li>iii. protective sheeting and masking materials</li> <li>iv. rubbish containers/bags</li> <li>v. access equipment</li> <li>vi. hand tools and equipment</li> </ul>
4.3	describe how the resources should be used correctly and how problems associated with the resources are reported
4.4	explain why the organisational procedures have been developed and how they are used for the selection of required resources
4.5	describe any potential hazards associated with the resources and methods of work
4.6	describe how to calculate quantity of materials required associated with the method/procedure to produce quality replica marble finishes.

**Learning outcome**

The learner will:

5. minimise the risk of damage to the work and surrounding area when producing quality replica marble finishes.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. complete the work within the allocated time when producing quality replica marble finishes.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

7. comply with the given contract information to produce quality replica marble finishes to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing quality replica marble finishes:
  - a. mixing
  - b. blending
  - c. pouring
  - d. diluting
  - e. masking
  - f. laying-on
  - g. stippling
  - h. softening
  - i. feathering
  - j. opening-up
  - k. wiping out
- 7.2 prepare high quality grounds to given working instructions
- 7.3 produce quality replica marble finishes on broad and linear work, by at least two distinct stages, using water-borne and/or solvent-borne scumble to given working instructions for **two** of the following:
  - a. Carrara
  - b. Verte De Mer
  - c. Sienna
- 7.4 apply protective finish to given working instructions
- 7.5 safely use:
  - a. materials
  - b. hand tools
  - c. associated equipment
- 7.6 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when producing quality replica marble finishes
- 7.7 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 appropriate finish and ground colour
  - c. identify materials for inclusion in scumbles
  - d. prepare paint/scumble products (proprietary and self-produced)
  - e. prepare brushes, specialised tools and equipment
  - f. produce high quality replica marble finishes
  - g. apply marble finishes to broad and linear work

- h. complete work in stages
  - i. identify how atmospheric conditions affect coatings and their application process
  - j. use access equipment
  - k. use hand tools and associated equipment
- 7.8 describe the needs of other occupations and how to effectively communicate within a team when producing quality replica marble finishes
- 7.9 describe how to maintain the tools and equipment used when producing quality replica marble finishes.

## Unit 345      Producing quality replica marble finishes in the workplace

### Supporting information

#### Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Carrara
- Verte De Mer
- Sienna.

## Unit 401

## Hanging specialised paper wallcoverings in the workplace

<b>RITS:</b>	<b>R/503/9761</b>
<b>Level:</b>	4
<b>Credit value:</b>	28
<b>GLH:</b>	93
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• hanging specialised paper wallcoverings safely and with minimal waste</li><li>• cleaning and maintaining equipment.</li></ul>

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

**Learning outcome**

The learner will:  
2. know how to comply with relevant legislation and official guidance when hanging specialised paper wallcoverings.

**Assessment criteria**

The learner can:  
2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:  
a. in the workplace  
b. at height  
c. with tools and equipment  
d. with materials and substances  
e. with movement/storage of materials  
f. by manual handling  
2.2 describe the organisational security procedures for:  
a. tools  
b. equipment  
c. personal belongings  
in relation to:  
i. site  
ii. workplace  
iii. company  
iv. operative  
2.3 explain what the accident reporting procedures are and who is responsible for making reports.

**Learning outcome**

The learner will:  
3. maintain safe and healthy working practices when hanging specialised paper wallcoverings.

**Assessment criteria**

The learner can:  
3.1 use health and safety control equipment and access equipment to carry out the activity in accordance with legislation and organisational requirements when hanging specialised paper wallcoverings  
3.2 comply with information relating to specific risks to health when hanging specialised paper wallcoverings  
3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging specialised paper wallcoverings, and the:  
a. types  
b. purpose  
c. limitations  
of each type, the work situation and general work environment, in relation to:  
i. collective protective measures  
ii. Personal Protective Equipment (PPE)  
iii. Respiratory Protective Equipment (RPE)  
iv. 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

- 4. select the required quantity and quality of resources for the methods of work to hang specialised paper wallcoverings.

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. tools
  - c. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. surface preparation materials
  - ii. appropriate pastes/adhesives
  - iii. specialised wallcoverings
  - iv. protective sheeting for the work area, cotton gloves
  - v. rubbish containers/bags
  - vi. access equipment
  - vii. hand tools and associated equipment for specialised wallcoverings
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastage
 associated with the method/procedure to hang specialised paper wallcoverings.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when hanging specialised paper wallcoverings.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to hang specialised paper wallcoverings to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when hanging specialised paper wallcoverings:
  - a. shading
  - b. measuring
  - c. matching and cutting
  - d. mixing and applying
  - e. folding
  - f. positioning
  - g. fixing
  - h. trimming
  - i. handling
  - j. cleaning-off
- 7.2 hang **three** different specialised wallcoverings (eg paper-backed fabric, lincrusta, hand-print, flock, murals, hessian, wool/silk strand, metallic) to given working instructions to walls with internal and external angles
- 7.3 safely use:
  - a. materials
  - b. hand tools
  - c. associated equipment
- 7.4 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when hanging specialised paper wallcoverings
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of surface to receive wallpaper
  - c. prepare adhesives/pastes
  - d. protect specialised papers when handling
  - e. prepare and hang:
    - i. paper-backed fabric
    - ii. lincrusta
    - iii. hand-prints
    - iv. flock
    - v. murals
    - vi. hessian
    - vii. wool/silk strand
    - viii. metallic
  - f. work to broad wall areas with reveals and internal and external angles
  - g. work around electrical fittings and pipework

- h. keep the wallcovering surface and adjacent surfaces clean
  - i. use access equipment
  - j. use hand tools and associated equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when hanging specialised paper wallcoverings
- 7.7 describe how to maintain the tools and equipment used when hanging specialised paper wallcoverings.

# **Unit 401            Hanging specialised paper wallcoverings in the workplace**

Supporting information

## **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 402

## Producing quality replica grained finishes in the workplace

<b>RITS:</b>	<b>R/504/4197</b>
<b>Level:</b>	4
<b>Credit value:</b>	20
<b>GLH:</b>	67
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• producing replica grained finishes safely and with minimal waste</li><li>• cleaning and maintaining equipment.</li></ul>

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when applying coatings to produce quality replica grained finishes.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing quality replica grained finishes 3.2 comply with information relating to specific risks to health when producing quality replica grained finishes 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing quality replica grained finishes and the: <ul style="list-style-type: none"> <li>a. types</li> <li>b. purpose</li> <li>c. limitations of each type</li> </ul> the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>i. collective protective measures</li> <li>ii. Personal Protective Equipment (PPE)</li> <li>iii. Respiratory Protective Equipment (RPE)</li> <li>iv. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. 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 quality replica grained finishes.

**Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
  - a. materials
  - b. tools
  - c. equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. water-borne and solvent-borne proprietary scumbles and scumble glazes
  - ii. paints, stainers, binders, solvents, pigments, driers, glaze/varnish
  - iii. protective sheeting and masking materials
  - iv. rubbish containers/bags
  - v. access equipment
  - vi. hand tools and equipment associated with graining
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to produce quality replica grained finishes.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when producing quality replica grained finishes.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to produce quality replica grained finishes to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing quality replica grained finishes:
    - a. mixing
    - b. blending
    - c. pouring
    - d. diluting
    - e. masking
    - f. laying-on
    - g. dragging
    - h. softening
    - i. overgraining
    - j. flogging
    - k. combing
    - l. wiping out
  - 7.2 prepare high quality grounds to given working instructions
  - 7.3 produce the following replica grained finishes on broad and linear work, by at least two distinct stages, using water-borne and/or solvent-borne scumble to given working instructions:
    - a. oak (any two):
      - i. quarter sawn
      - ii. heartwood
      - iii. straight grain
    - b. mahogany (any two):
      - i. heartwood
      - ii. straight grain
      - iii. feather cut
  - 7.4 apply protective finish to given working instructions
  - 7.5 safely use:
    - a. materials
    - b. hand tools
    - c. associated equipment
  - 7.6 safely store the:
    - a. materials
    - b. tools
    - c. equipment
- used when producing quality replica grained finishes
- 7.7 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 appropriate finish and ground colour
    - c. identify materials for inclusion in scumbles

- d. prepare paint/scumble products (proprietary and self-produced)
  - e. prepare brushes, specialised tools and equipment
  - f. produce high quality replica grained finishes for soft and hard woods
  - g. apply to doors, panelling and linear/trim work
  - h. complete work in stages
  - i. identify how atmospheric conditions affect coatings and their application process
  - j. use access equipment
  - k. use hand tools and associated equipment
- 7.8 describe the needs of other occupations and how to effectively communicate within a team when producing quality replica grained finishes
- 7.9 describe how to maintain the tools and equipment used when producing quality replica grained finishes.

## Unit 402      Producing quality replica grained finishes in the workplace

### Supporting information

#### Guidance

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

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

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

Workplace evidence of skills cannot be simulated.

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

- oak quarter sawn
- oak heartwood
- oak straight grain

Plus against two of the following:

- mahogany heartwood
- mahogany straight grain
- mahogany feather cut.

## Unit 501

# Developing and maintaining good occupational working relationships in the workplace

<b>RITS:</b>	<b>M/503/2915</b>
<b>Level:</b>	5
<b>Credit value:</b>	8
<b>GLH:</b>	27
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• working with, informing and supporting people</li><li>• developing and maintaining good occupational working relationships.</li></ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"><li>1. develop, maintain and encourage working relationships to promote good will and trust.</li></ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"><li>1.1 give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved</li><li>1.2 apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others</li><li>1.3 explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people</li><li>1.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.</li></ol>

<b>Learning outcome</b>
The learner will: 2. inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.
<b>Assessment criteria</b>
The learner can: 2.1 communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> <li>a. appropriate timescales</li> <li>b. health and safety requirements</li> <li>c. co-ordination of work procedures</li> </ul> 2.2 explain the different methods and techniques used to inform relevant people about work activities 2.3 explain the effects of not informing relevant people with the expected level of urgency 2.4 explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> <li>a. colleagues</li> <li>b. employers</li> <li>c. customers</li> <li>d. contractors</li> <li>e. suppliers of products and services</li> <li>f. other people affected by the work/project.</li> </ul>

<b>Learning outcome</b>
The learner will: 3. offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.
<b>Assessment criteria</b>
The learner can: 3.1 give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome 3.2 explain the techniques of encouraging questions and/or requests for clarification and comments 3.3 explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> <li>a. progress</li> <li>b. results</li> <li>c. achievements</li> <li>d. occupational problems</li> <li>e. occupational opportunities</li> <li>f. health and safety requirements</li> <li>g. co-ordinated work.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. clarify proposals with relevant people and discuss alternative suggestions.
<b>Assessment criteria</b>
The learner can: 4.1 engage regular discussions with relevant people about the occupational work activity and/or other occupations involved 4.2 explain the methods of clarifying alternative proposals with relevant people 4.3 explain the methods of suggesting alternative proposals.

<b>Learning outcome</b>
The learner will: 5. resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.
<b>Assessment criteria</b>
The learner can: 5.1 examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work 5.2 explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

# **Unit 501            Developing and maintaining good occupational working relationships in the workplace**

## Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 676

## Preparing surfaces for painting/decorating in the workplace

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

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy work practices when preparing surfaces for painting/decorating.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when preparing surfaces for painting/decorating 3.2 comply with information relating to specific health risks when preparing surfaces for painting/decorating 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing surfaces for painting/decorating, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment (PPE)</li> <li>c. Respiratory Protective Equipment (RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

**Learning outcome**

The learner will:

- 4. select the required quantity and quality of resources for the methods of work to prepare surfaces for painting/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:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. protective sheets and masking materials
  - ii. degreasing agents for the removal of contaminants
  - iii. cleaning agents
  - iv. paint stripping materials and equipment
  - v. fillers (single and two pack)
  - vi. abrasives
  - vii. surface treatment materials
  - viii. rubbish containers/bags
  - ix. access equipment
  - x. hand and/or powered tools and associated equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials associated with the method/procedure to prepare surfaces for painting/decorating.

**Learning outcome**

The learner will:

5. minimise the risk of damage to the work and surrounding area when preparing surfaces for painting/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 minimise damage and maintain a clean work space
- 5.3 dispose of waste in accordance with current legislation
- 5.4 describe how to protect work from damage and the purpose of protection in relation to:
  - a. general workplace activities
  - b. other occupations
  - c. adverse weather conditions
- 5.5 explain why the disposal of waste should be carried out safely in accordance with:
  - a. environmental responsibilities
  - b. organisational procedures
  - c. manufacturers' information
  - d. statutory regulations
  - e. official guidance.

**Learning outcome**

The learner will:

6. complete the work within the allocated time when preparing surfaces for painting/decorating.

**Assessment criteria**

The learner can:

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

<b>Learning outcome</b>
The learner will: 7. comply with the given contract information to prepare surfaces for painting/decorating to the required specification.
<b>Assessment criteria</b>
The learner can: 7.1 demonstrate the following work skills when preparing surfaces for painting/decorating: <ol style="list-style-type: none"> <li>a. washing</li> <li>b. stripping/scraping</li> <li>c. abrading and keying</li> <li>d. mixing</li> <li>e. filling</li> <li>f. levelling/flattening</li> <li>g. brushing-down</li> </ol> 7.2 prepare, prime and seal exterior and/or interior surfaces for industrial and/or non-industrial situations to the given working instructions for the following: <ul style="list-style-type: none"> <li>• bare substrates and previously painted/decorated surfaces in sound condition and featuring surface defects</li> <li>• existing covering/material requiring removal</li> </ul> 7.3 safely use: <ol style="list-style-type: none"> <li>a. materials</li> <li>b. tools</li> <li>c. associated equipment</li> </ol> 7.4 safely store the: <ol style="list-style-type: none"> <li>a. materials</li> <li>b. tools</li> <li>c. equipment</li> </ol> used when preparing surfaces for painting/decorating 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ol style="list-style-type: none"> <li>a. establish access requirements</li> <li>b. check suitability of previously prepared surfaces</li> <li>c. prepare bare, untreated substrates</li> <li>d. prepare previously treated surfaces in sound condition</li> <li>e. prepare previously treated surfaces with defects</li> <li>f. remove surface contamination</li> <li>g. remove toxic/hazardous materials from surfaces</li> <li>h. remove existing painted and/or hung wall coverings</li> <li>i. remove defective materials from timber, brick/stone/concrete, plaster, metal</li> <li>j. fill, level and abrade surfaces</li> <li>k. apply primer and sealers to bare substrates</li> <li>l. apply special preparatory treatments to prepared surfaces</li> <li>m. work around electrical fittings and pipe work</li> <li>n. use access equipment</li> <li>o. use hand tools, power tools and associated equipment</li> </ol>

- 7.6 describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces for painting/decorating
- 7.7 describe how to maintain the hand tools and/or power tools and associated equipment used when preparing surfaces for painting/decorating.

## Unit 676                      Preparing surfaces for painting/decorating in the workplace

### Supporting information

#### Guidance

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

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

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

Workplace evidence of skills cannot be simulated except for the following item from assessment criteria 7.2:

- existing covering/material requiring removal.

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

- decorative finishing
- industrial painting.

## Unit 723

## Installing coving and decorative mouldings in the workplace

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

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when installing coving and decorative mouldings.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing coving and decorative mouldings 3.2 comply with information relating to specific risks to health when installing coving and decorative mouldings 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing coving and decorative mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment(PPE)</li> <li>c. Respiratory Protective Equipment(RPE)Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

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

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when installing coving and decorative mouldings.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to install coving and decorative mouldings to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when installing coving and decorative mouldings:
  - a. mixing
  - b. manipulating
  - c. levelling
  - d. cleaning
  - e. measure
  - f. cutting
  - g. positioning
  - h. jointing
  - i. securing
  - j. filling
  - k. smoothing
- 7.2 cut and install coving and decorative mouldings to form straight runs and internal and external angles to given working instructions
- 7.3 safely use:
  - a. materials
  - b. tools
  - c. associated equipment
- 7.4 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when installing coving and decorative mouldings
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. prepare surfaces for coving and decorative mouldings including lightweight centre piece installation
  - c. prepare, cut and secure coving and decorative mouldings including lightweight centre pieces and finish joints
  - d. prepare adhesives
  - e. work around electrical fittings and pipework
  - f. identify how atmospheric conditions affect coatings and their application process
  - g. identify the working life of prepared materials
  - h. use access equipment
  - i. use hand tools and associated equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when installing coving and decorative mouldings
- 7.7 describe how to maintain the tools and equipment used when installing coving and decorative mouldings.

## **Unit 723            Installing coving and decorative mouldings in the workplace**

### Supporting information

#### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 724

# Applying coatings to produce textured finishes in the workplace

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

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when producing textured finishes.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying coatings to produce textured finishes 3.2 comply with information relating to specific risks to health when applying coatings to produce textured finishes 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings to produce textured finishes, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment(PPE)</li> <li>c. Respiratory Protective Equipment(RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

- 4. select the required quantity and quality of resources for the methods of work to apply coatings to produce textured finishes.

### **Assessment criteria**

The learner can:

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

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when applying coatings to produce textured finishes.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to apply coatings to produce textured finishes to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when applying coatings to produce textured finishes:
  - a. mixing,
  - b. laying-on
  - c. manipulating
  - d. cleaning
  - e. washing
  - f. measuring
  - g. filling
  - h. smoothing
- 7.2 mix and apply coatings to given working instructions and produce the following textured finishes:
  - a. stippled design
  - b. one other recognised design produced by brush/stippler/rollers
- 7.3 safely use:
  - a. materials
  - b. tools
  - c. associated equipment
- 7.4 safely store the:
  - a. materials
  - b. tools
  - c. associated equipmentused when applying coatings to produce textured finishes
- 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. prepare surfaces for texturing (new and previously textured)
  - c. produce a range of recognised brush, stippler and roller textured finishes
  - d. prepare texturing coatings
  - e. lay-on texturing material to surfaces
  - f. work around electrical fittings and pipework
  - g. identify how atmospheric conditions affect coatings and their application process
  - h. identify the working life of prepared materials
  - i. use access equipment
  - j. use hand tools and associated equipment
- 7.6 describe the needs of other occupations and how to effectively communicate within a team when applying coatings to produce textured finishes
- 7.7 describe how to maintain the tools and equipment used when applying coatings to produce textured finishes.

## **Unit 724            Applying coatings to produce textured finishes in the workplace**

### Supporting information

#### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 725

## Producing broken colour effects in the workplace

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

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when applying coatings to produce broken colour effects.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing broken colour effects 3.2 comply with information relating to specific health risks when producing broken colour effects 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing broken colour effects, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment (PPE)</li> <li>c. Respiratory Protective Equipment (RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

### **Learning outcome**

The learner will:

- 4. select the required quantity and quality of resources for the methods of work to produce broken colour effects

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to materials, tools and equipment
- 4.2 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. water-borne and solvent-borne proprietary scumbles and scumble glazes
  - ii. paints, stainers, binders, solvents/thinners, pigments, glaze/varnish, driers
  - iii. draggers, bags, rag-rolling materials, natural sponges, stipplers, other items for working scumble
  - iv. protective sheeting and masking materials
  - v. rubbish containers/bags
  - vi. access equipment
  - vii. hand tools, broken colour work equipment
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to produce broken colour effects.

**Learning outcome**

The learner will:

5. minimise the risk of damage to the work and surrounding area when producing broken colour effects.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. complete the work within the allocated time when producing broken colour effects.

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

7. comply with the given contract information to produce broken colour effects to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing broken colour effects:
  - a. protecting
  - b. matching
  - c. mixing
  - d. pouring
  - e. diluting
  - f. laying-on
  - g. laying-off
  - h. cutting-in
  - i. rolling
  - j. bagging
  - k. dragging
  - l. stippling
  - m. wiping off
- 7.2 prepare high quality ground to given working instructions
- 7.3 produce broken colour effects to broad and linear/trim areas, using water-borne or solvent-borne scumbles (proprietary and/or self-produced), to given working instructions for two of the following:
  - a. rag-rolling
  - b. bagging
  - c. dragging
  - d. brush or sponge stippling
  - e. wiping-off relief surfaces
  - f. colour washing
- 7.4 safely use materials, hand tools and associated equipment
- 7.5 safely store the materials, tools and equipment used when producing broken colour effects
- 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of previously prepared surface and bring up to suitable finish/ground
  - c. prepare paint/scumble products (proprietary and self-produced)
  - d. prepare brushes, rollers, specialised tools and equipment
  - e. produce broken colour effects of rag-rolling, bagging, dragging, brush and sponge stippling, wiping-off relief surfaces and colour washing
  - f. decorate broad and linear areas
  - g. apply protective glaze/varnish over decorative effects
  - h. identify how atmospheric conditions affect coatings and their application process

- i. use access equipment
  - j. use hand tools and associated equipment
- 7.7 describe the needs of other occupations and how to effectively communicate within a team when producing broken colour effects
- 7.8 describe how to maintain the tools and equipment used when producing broken colour effects.

# **Unit 725            Producing broken colour effects in the workplace**

## Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

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

- rag-rolling
- bagging
- dragging
- brush or sponge stippling
- wiping-off relief surfaces
- colour washing.

## Unit 726

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

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

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

<b>Learning outcome</b>
The learner will: 2. know how to comply with relevant legislation and official guidance when producing stencil designs using pre-cut stencil plates.
<b>Assessment criteria</b>
The learner can: 2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>a. in the workplace</li> <li>b. in confined spaces</li> <li>c. at height</li> <li>d. with tools and equipment</li> <li>e. with materials and substances</li> <li>f. with movement/storage of materials</li> <li>g. by manual handling</li> </ul> 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> <li>a. tools</li> <li>b. equipment</li> <li>c. personal belongings</li> </ul> in relation to: <ul style="list-style-type: none"> <li>i. site</li> <li>ii. workplace</li> <li>iii. company</li> <li>iv. operative</li> </ul> 2.3 explain what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when producing stencil designs using pre-cut stencil plates.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing stencil designs using pre-cut stencil plates 3.2 comply with information relating to specific risks to health when producing stencil designs using pre-cut stencil plates 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing stencil designs using pre-cut stencil plates, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment(PPE)</li> <li>c. Respiratory Protective Equipment(RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

**Learning outcome**

The learner will:

- 4. select the required quantity and quality of resources for the methods of work to produce stencil designs using pre-cut stencil plates.

**Assessment criteria**

The learner can:

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

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when producing stencil designs using pre-cut stencil plates.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to produce stencil designs using pre-cut stencil plates to the required specification.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing stencil designs using pre-cut stencil plates:
    - a. protecting
    - b. moving
    - c. matching
    - d. mixing
    - e. pouring
    - f. diluting
    - g. positioning
    - h. securing
    - i. applying
    - j. transferring
  - 7.2 prepare high quality ground to given working instructions
  - 7.3 set out and position pre-cut stencils to produce stencil designs using water-borne or solvent-borne coatings to linear runs and/or wall applications to given working instructions
  - 7.4 safely use:
    - a. materials
    - b. hand tools
    - c. associated equipment
  - 7.5 safely store the:
    - a. materials
    - b. tools
    - c. equipment
- used when producing stencil designs using pre-cut stencil plates
- 7.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
    - a. establish access requirements
    - b. check suitability of previously prepared surface and bring up to suitable finish/ground
    - c. prepare paint products
    - d. prepare brushes, rollers, specialised tools and equipment
    - e. set out and position pre-cut stencil plates
    - f. apply stencil design to linear runs and walls
    - g. apply stencil design using brush, roller and spay equipment
    - h. maintain integrity of the stencil plate (cleanliness and structure)
    - i. apply protective glaze/varnish
    - j. identify how atmospheric conditions affect coatings and the application process
    - k. use access equipment
    - l. use hand tools and associated equipment

- |   |
|---|
| <p>7.7 describe the needs of other occupations and how to effectively communicate within a team when producing stencil designs using pre-cut stencil plates</p> <p>7.8 describe how to maintain the tools and equipment used when producing stencil designs using pre-cut stencil plates.</p> |
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## **Unit 726            Producing stencil designs                           using pre-cut stencil plates in                           the workplace**

Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 733

## Producing straight grained effects in the workplace

<b>RITS:</b>	<b>D/503/9956</b>
<b>Level:</b>	2
<b>Credit value:</b>	12
<b>GLH:</b>	40
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• producing straight grained effects safely and with minimal waste</li><li>• cleaning and maintaining equipment.</li></ul>

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when producing straight grained effects.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing straight grained effects 3.2 comply with information relating to specific risks to health when producing straight grained effects 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing straight grained effects, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment (PPE)</li> <li>c. Respiratory Protective Equipment (RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul>

- 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:
  - a. fires
  - b. spillages
  - c. injuries
  - d. 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 straight grained 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:
  - a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
 associated with the resources in relation to:
  - i. water-borne and solvent-borne proprietary scumbles and scumble glazes
  - ii. paints, stainers, binders, solvents, pigments, driers, glaze/varnish
  - iii. protective sheeting and masking materials
  - iv. rubbish containers/bags
  - v. access equipment
  - vi. hand tools and equipment associated with graining
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate quantity of materials required associated with the method/procedure to produce straight grained effects.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when producing straight grained effects.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. comply with the given contract information to produce straight grained effects.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when producing straight grained effects:
  - a. mixing
  - b. blending
  - c. pouring
  - d. diluting
  - e. laying-on
  - f. dragging
  - g. softening
  - h. flogging
  - i. combing
  - j. wiping out
- 7.2 prepare high quality grounds to given working instructions
- 7.3 produce straight grained effects using water-borne scumbles and/or solvent-borne scumbles to given working instructions, relating to the following:
  - a. doors or panelling
  - b. linear/trim work (eg skirtings, architraves)
- 7.4 apply protective finish to given working instructions
- 7.5 safely use:
  - a. materials
  - b. hand tools
  - c. associated equipment
- 7.6 safely store the:
  - a. materials
  - b. tools
  - c. equipmentused when producing straight grained effects
- 7.7 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - a. establish access requirements
  - b. check suitability of previously prepared surface and bring up to suitable finish/ground
  - c. prepare paint/scumble products (proprietary and self-produced)
  - d. prepare brushes, rollers, specialised tools and equipment
  - e. produce graining effects for hard and soft woods
  - f. apply to doors, panelling and linear/trim work
  - g. apply protective glaze/varnishes for grained work
  - h. identify how atmospheric conditions affect coatings and their application process
  - i. use access equipment
  - j. use hand tools and associated equipment

- 7.8 describe the needs of other occupations and how to effectively communicate within a team when producing straight grained effects
- 7.9 describe how to maintain the tools and equipment used when producing straight grained effects.

## **Unit 733            Producing straight grained effects in the workplace**

Supporting information

### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.

## Unit 734

## Producing marbling effects in the workplace

<b>RITS:</b>	<b>K/503/9961</b>
<b>Level:</b>	2
<b>Credit value:</b>	12
<b>GLH:</b>	40
<b>Aim:</b>	<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"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and preparing materials and associated equipment</li><li>• providing protection to the work area</li><li>• producing marbling effects safely and with minimal waste</li><li>• cleaning and maintaining equipment.</li></ul>

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

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

<b>Learning outcome</b>
The learner will: 3. maintain safe and healthy working practices when producing marbling effects.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when producing marbling effects 3.2 comply with information relating to specific risks to health when producing marbling effects 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing marbling effects and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>a. collective protective measures</li> <li>b. Personal Protective Equipment (PPE)</li> <li>c. Respiratory Protective Equipment (RPE)</li> <li>d. Local Exhaust Ventilation (LEV)</li> </ul> 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:
- a. fires
  - b. spillages
  - c. injuries
  - d. 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 marbling effects.

### **Assessment criteria**

The learner can:

- 4.1 select resources associated with own work in relation to:
- a. materials
  - b. tools
  - c. equipment
- 4.2 describe the:
- a. characteristics
  - b. quality
  - c. uses
  - d. sustainability
  - e. limitations
  - f. defects
- associated with the resources in relation to:
- i. water-borne and solvent-borne proprietary scumbles and scumble glazes
  - ii. paints, stainers, binders, solvents, pigments, driers, glaze/varnish
  - iii. protective sheeting and masking materials
  - iv. rubbish containers/bags
  - v. access equipment
  - vi. hand tools and equipment associated with marbling
- 4.3 describe how the resources should be used correctly and how problems associated with the resources are reported
- 4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources
- 4.5 describe any potential hazards associated with the resources and methods of work
- 4.6 describe how to calculate:
- a. quantity
  - b. length
  - c. area
  - d. wastage
- associated with the method/procedure to produce marbling effects.

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

<b>Learning outcome</b>
The learner will: 6. complete the work within the allocated time when producing marbling effects.
<b>Assessment criteria</b>
The learner can: 6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

<b>Learning outcome</b>
The learner will: 7. comply with the given contract information to produce marbling effects to the required specification.
<b>Assessment criteria</b>
The learner can: 7.1 demonstrate the following work skills when producing marbling effects: <ul style="list-style-type: none"> <li>a. mixing</li> <li>b. blending</li> <li>c. pouring</li> <li>d. diluting</li> <li>e. laying-on</li> <li>f. stippling</li> <li>g. softening</li> <li>h. feathering</li> <li>i. wiping out</li> </ul> 7.2 prepare high quality grounds to given working instructions 7.3 produce marbling effects using water-borne scumbles and/or solvent-borne scumbles to given working instructions on broad and linear work 7.4 apply protective finish to given working instructions 7.5 safely use: <ul style="list-style-type: none"> <li>a. materials</li> <li>b. hand tools</li> <li>c. associated equipment</li> </ul> 7.6 safely store the: <ul style="list-style-type: none"> <li>a. materials</li> <li>b. tools</li> <li>c. equipment</li> </ul> used when producing marbling effects 7.7 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>a. establish access requirements</li> <li>b. check suitability of previously prepared surface and bring up to suitable finish/ground</li> <li>c. prepare paint/scumble products (proprietary and self-produced)</li> <li>d. prepare brushes, rollers, specialised tools and equipment</li> <li>e. produce marbling effects</li> <li>f. apply marbling effects to broad and linear work</li> <li>g. complete work in stages</li> <li>h. apply protective glaze/varnishes to marbled work</li> <li>i. identify how atmospheric conditions affect coatings and their application process</li> <li>j. use access equipment</li> <li>k. use hand tools and associated equipment</li> </ul> 7.8 describe the needs of other occupations and how to effectively communicate within a team when producing marbling effects

7.9 describe how to maintain the tools and equipment used when producing marbling effects.

## **Unit 734            Producing marbling effects in the workplace**

### Supporting information

#### **Guidance**

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

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

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

Workplace evidence of skills cannot be simulated.



## Appendix 1 Sources of general information

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

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

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

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

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

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

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**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

## About City & Guilds

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

## City & Guilds Group

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

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Published by City & Guilds, a company registered in England and Wales (company number 16513878)

City & Guilds  
1 Giltspur Street  
London EC1A 9DD  
T +44 (0)844 543 0000  
F +44 (0)20 7294 2413  
[www.cityandguilds.com](http://www.cityandguilds.com)

HB-03-6572