



GQA LEVEL 2 NVQ DIPLOMA IN WALL AND FLOOR TILING (CONSTRUCTION)

Qualification Number
610/0051/8

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	Mandatory Units	Level	Credit		
A/507/9560 C22	Conforming to General Health, Safety and Welfare in the Workplace	1	2		
F/507/9561 C23	Conforming to Productive Working Practices in the Workplace	2	3		
J/507/9562 C24	Moving, Handling and Storing Resources in the Workplace	2	5		
F/650/0288 141v3	Preparing Backgrounds for Tiling in the Workplace	2	8		
H/650/0289 142v3	Tiling Wall and Floor Structures in the Workplace	2	13		
Optional units, (1 must be achieved)					

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace ☐
 Records of prior experience ☐
 Testimonial(s) ☐
 Work records ☐

Assessment of knowledge ☐
 Witness statement(s) ☐
 Photographic evidence ☐
 External testing ☐

Passport Style
 Candidate Photo
 (Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
IQA		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This is a work-based learning qualification that enables individuals to work as a tiler in the construction industry. It is not expected that all tilers carry out exactly the same tasks or work in the same environment, this is taken into account and the qualification can be assessed in both domestic, e.g. kitchens, bathrooms or in commercial sites such as shops, hotels, offices or restaurants. The qualification requires individuals to prove competent to fix tiles to vertical, horizontal and inclined surfaces to given working instructions.

What is required from candidates?

Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria, this qualification has a TQT of 401 hours.

Qualifications are also required to indicate the number of hours of teaching someone would normally need to receive in order to achieve the qualification. These are referred to as Guided Learning Hours (GLH). The GLH for this qualification is 190.

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C24			
F/650/0288	Preparing Backgrounds for Tiling in the Workplace	2	8
141v3			
H/650/0289	Tiling Wall and Floor Structures in the Workplace	2	13
142v3			
Optional units, (1 must be achieved)			
D/650/0287	Laying Under Tile Heating Systems and Tiling Surfaces in the Workplace	2	12
149v3			
L/650/0290	Laying sand and cement screeds in the workplace	2	10
69v2			

Achieving the combination of Mandatory units and the correct choice of Optional credits will mean the qualification has been completed and GQA will provide the Diploma with the qualification title. Where a candidate has completed additional credits the Diploma will list these as “additional credits”, in cases where the candidate has not completed the full qualification and will not go on to do so, a Certificate of credit can be issued for the credits achieved.

Assessment guidance:

Evidence should show that you can complete all of the learning outcomes for each unit being taken.

Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities 4 and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated through performance or by responding to questions.

Quantity of evidence:

Evidence should show that you can meet the requirements of the units in a way that demonstrates that the standards can be achieved consistently over an appropriate period of time.

Potential sources of evidence:

The main source of evidence for each unit will be observation of the candidate's performance and knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Accident book/reporting systems
- Safety records
- Training records
- Audio records
- Job specifications and documentation
- Delivery Records
- Witness testimonies
- Correspondence with customers
- Notes and memos
- Photo/video evidence
- Work diaries
- Timesheets
- Telephone Logs
- Meeting records
- Records of toolbox talks
- Equipment
- Prepared materials and sites
- Completed work

Please Note that photocopied or downloaded documents such as manufacturers' or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

IQA's are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the IQA's national award. It is recommended that IQA's work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or IQA national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQA's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different

locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced external quality assurance process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the IQA to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)

- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:
 - Dealing with emergencies
 - Dealing with accidents
 - Certain pre-approved real time simulators
 - Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

A/507/9560	Conforming to General Health, Safety and Welfare in the	Level 1	2 Credits
C22	Workplace		

The aim of this unit is to ensure that the candidate has the skills and knowledge required to work safely in the construction industry, in accordance with organisation guidance, legislation and statutory requirements. Candidates must understand safety and warning notices, potential hazards, risk assessments, health risks and the recording and reporting of all health and safety related matters. Knowledge of protective and health and safety control equipment, accident and emergency procedures including evacuation and types of fire extinguishers are also required. This knowledge must cover the safety of the general public as well as site personnel and resources. All work carried out must also comply with legislation that covers the disposal of waste or consumable items.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area			
	1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements			
	1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.			
	1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV)			
	1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment			
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area			
	1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work			
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures			
	2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities			
	2.3 List the current Health and Safety Executive top ten safety risks.			
	2.4 List the current Health and Safety Executive top five health risks			
	2.5 State how changing circumstances within the workplace could cause hazards			
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace			

A/507/9560 C22	Conforming to General Health, Safety and Welfare in the Workplace (continued)	Level 1	2 Credits
3 Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices		
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare		
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.		
	3.4 Safely store health and safety control equipment in accordance with given instructions		
	3.5 Dispose of waste and/or consumable items in accordance with legislation.		
	3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: - dealing with accidents and emergencies associated with the work and environment - methods of receiving or sourcing information - reporting - stopping work - evacuation - fire risks and safe exit procedures - consultation and feedback		
	3.7 State the appropriate types of fire extinguishers relevant to the work		
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance		
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	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: - recognising when to stop work in the face of serious and imminent danger to self and/or others - contributing to discussions and providing feedback - reporting changed circumstances and incidents in the workplace - complying with the environmental requirements of the workplace		
	4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace		
5 Comply with and support all organisational security arrangements and approved procedures.	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: - during the working day - on completion of the day's work - for unauthorised personnel (other operatives and the general public) - for theft		
	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources		

Assessor comments/feedback

F/507/9561	Conforming to Productive Working Practices in the Workplace	Level 2	3 Credits
C23			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to communicate with colleagues, management and customers to plan, implement and record information in the construction working environment. This includes the use and completion of documentation in line with organisational guidelines, meeting deadlines and specifications while maintaining effective working relationships. Candidates will also have to understand the importance that working relationships have on productive working and how to ensure equality and diversity principles are applied when working and communicating with others. Candidates must also have an understanding of how work activities can make a positive contribution to the environment, including knowledge of low and zero carbon requirements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Communicate with others to establish productive work practices	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively			
	1.2 Describe the different methods of communicating with line management, colleagues and customers			
	1.3 Describe how to use different methods of communication to ensure that the work carried out is productive			
2 Follow organisational procedures to plan the sequence of work	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work			
	2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively			
	2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: • using resources for own and other's work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions			
	2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment			
3 Maintain relevant records in accordance with the organisational procedures	3.1 Complete relevant documentation according to the occupation as required by the organisation			
	3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: • job cards • worksheets • material/resource lists • time sheets.			
	3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Assessor comments/feedback

F/507/9561 C23	Conforming to Productive Working Practices in the Workplace (continued)	Level 2	3 Credits
4 Maintain good working relationships when conforming to productive working practices	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships		
	4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others		
	4.3 Describe how to maintain good working relationships, in relation to: • individuals • customer and operative • operative and line management • own and other occupations		
	4.4 Describe why it is important to work effectively with line management, colleagues and customers		
	4.5 Describe how working relationships could have an effect on productive working		
	4.6 Describe how to apply principles of equality and diversity when communicating and working with others		

Assessor comments/feedback

J/507/9562	Moving, Handling and Storing Resources in the Workplace	Level 2	5 Credits
C24			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to move, handle and store construction related materials, e.g. sheet material, loose material, bagged or wrapped material, fragile material, tools and equipment, components or liquids in accordance with safe working practices, legislation and organisational guidance on safety and security. Candidates must have knowledge of safe use of lifting and handling aids, containers and fixing, holding and securing systems and how to dispose of waste and packaging in accordance with legislation. All work must be carried out in accordance with safe working practices, minimising risk of damage to the materials and surrounding area.

Candidates must understand their responsibilities and the hazards associated with this type of work including how the needs of other occupations have to be considered when moving resources, the accident and emergency procedures, and the different types and purposes of fire extinguishers. Finally candidates must understand the types of problems that can occur when carrying out this type of work and the organisational procedures for dealing with them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Comply with given information when moving, handling and/or storing resources	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation			
	1.2 Interpret the given information relating to the use and storage of lifting aids and equipment			
	1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted			
	1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
	1.5 Describe how to obtain information relating to using and storing lifting aids and equipment			
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1 Describe their responsibilities under current legislation and official guidance whilst working: in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
	2.3 Explain what the accident reporting procedures are and who is responsible for making the reports			
	2.4 State the appropriate types of fire extinguishers relevant to the work.			
	2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance			

Assessor comments/feedback

J/507/9562	Moving, Handling and Storing Resources in the Workplace (continued)	Level 2	5 Credits
C24			

3 Maintain safe working practices when moving, handling and/or storing resources	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources			
	3.2 Use lifting aids safely as appropriate to the work			
	3.3 Protect the environment in accordance with safe working practices as appropriate to the work.			
	3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV)			
	3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
	3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: - lifting and handling aids - container(s) - fixing, holding and securing systems			
	4.3 Describe how the resources should be handled and how any problems associated with the resources are reported.			
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.5 Describe any potential hazards associated with the resources and methods of work			
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures			
	5.2 Dispose of waste and packaging in accordance with legislation			
	5.3 Maintain a clean work space when moving, handling or storing resources			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
	5.5 Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

J/507/9562	Moving, Handling and Storing Resources in the Workplace	Level 2	5 Credits
C24	(continued)		

6 Complete the work within the allocated time when moving, handling and/or storing resources.	6.1 Demonstrate completion of the work within the allocated time			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: - progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme			
7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques			
	7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: - sheet material - loose material - bagged or wrapped material - components - fragile material - tools and equipment - liquids			
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources			
	7.4 Describe the needs of other occupations when moving, handling and/or storing resources			

Assessor comments/feedback

F/650/0288	Preparing Backgrounds for Tiling in the Workplace	Level 2	8 Credits
141v3			

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to prepare and apply surfaces to receive wall and floor tiling and appropriate accessories to given working instructions including:

- the siting and installation of movement joints
- the installation of membranes

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when preparing backgrounds for tiling.	1.1 Interpret and extract relevant information from drawings, specifications, work programmes, schedules, job details, method statements, risk assessments, Control of Substances Hazardous to Health (COSHH) assessments and manufacturers' information, including electronic information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, work programmes, schedules, job details, method statements, risk assessments, COSHH assessments, manufacturers' information Codes of Practice and official guidance.			
2 Know how to comply with relevant legislation and official guidance when preparing backgrounds for tiling.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when preparing backgrounds for tiling and describe how and when they are used.			
3 Maintain safe and healthy working practices when preparing backgrounds for tiling.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when preparing backgrounds for tiling.			
	3.2 Demonstrate compliance with given information and relevant legislation when preparing backgrounds for tiling in relation to the following:: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to preparing backgrounds for tiling, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: –collective protective measures –personal protective equipment (PPE) –respiratory protective equipment (RPE) –local exhaust ventilation (LEV).			

F/650/0288 141v3	Preparing Backgrounds for Tiling in the Workplace (Continued)	Level 2	8 Credits
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.		
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.		
4 Select the required quantity and quality of resources for the methods of work to prepare backgrounds for tiling.	4.1 Select resources associated with own work in relation to materials, components, fixings, accessories, tools and equipment.		
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – cement and sand renders, plaster renders, screeds, sheets and boards, trim, bonding and priming agents, waterproofing systems, membranes and accessories – hand tools, portable power tools and associated equipment.		
	4.3 Describe how to confirm that the resources and materials conform to the specification.		
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.		
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.		
	4.6 Describe any potential hazards associated with the resources and methods of work.		
	4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to prepare backgrounds for tiling.		
5 Minimise the risk of damage to the work and surrounding area when preparing backgrounds for tiling.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
	5.2 Maintain a clear and tidy work space.		
	5.3 Dispose of waste in accordance with current legislation.		
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.		
6 Complete the work within the allocated time when preparing backgrounds for tiling.	6.1 Demonstrate completion of the work within the estimated allocated time.		
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.		
7 Comply with the given contract information to prepare backgrounds for tiling to the required specification.	7.1 Demonstrate the following work skills when preparing backgrounds for tiling: – measuring, setting out, stripping, cutting out, removing, making good, applying, positioning, securing and finishing.		
	7.2 Use and maintain hand tools, portable power tools and associated equipment.		

F/650/0288 141v3	Preparing Backgrounds for Tiling in the Workplace (Continued)	Level 2	8 Credits
	7.3 Prepare and apply surfaces to receive wall and floor tiling and appropriate accessories to given working instructions including: –the siting and installation of movement joints –the installation of membranes .		
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –prepare backgrounds including manufactured board surfaces, membranes and gypsum based wall and floor surfaces –mix and apply cement and sand renders and screed and plaster renders –mix and apply proprietary material to make good the surfaces –install appropriate accessories –use waterproof, uncoupling, decoupling and acoustic membranes –locate and install movement joints –provide information relevant for Building Information Modelling (BIM) –recognise and determine when specialist skills and knowledge are required and report accordingly –determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –identify and follow the installation requirements necessary to achieve relevant quality standards –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and associated equipment –work at height –use access equipment.		
	7.5 Describe the needs of other occupations and how to communicate effectively within a team when preparing backgrounds for tiling.		
	7.6 Describe how to maintain the hand tools, portable power tools and associated equipment used when preparing backgrounds for tiling.		

Assessor comments/feedback

F/650/0288	Preparing Backgrounds for Tiling in the Workplace (Continued)	Level 2	8 Credits		
141v3					
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when tiling wall and floor surfaces.				
	7.8 Describe how to maintain the hand tools, portable power tools and associated equipment used when tiling wall and floor surfaces.				

Assessor comments/feedback

H/650/0289	Tiling Wall and Floor Structures in the Workplace	Level 2	13 Credits
142v3			

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to fix tiles to vertical, horizontal and inclined wall and floor surfaces to given working instructions for

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when tiling wall and floor surfaces.	1.1 Interpret and extract relevant information from drawings specifications, work programmes, schedules, job details, method statements, risk assessments, Control of Substances Hazardous to Health (COSHH) assessments and manufacturers' information, including electronic information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, work programmes, schedules, job details, method statements, risk assessments, COSHH assessments, manufacturers' information, Codes of Practice and official guidance.			
2 Know how to comply with relevant legislation and official guidance when tiling wall and floor surfaces.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when tiling wall and floor surfaces and describe how and when they are used.			
3 Maintain safe and healthy working practices when tiling wall and floor surfaces.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when tiling wall and floor surfaces.			
	3.2 Demonstrate compliance with given information and relevant legislation when tiling wall and floor surfaces in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to tiling wall and floor surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).			

H/650/0289 142v3	Tiling Wall and Floor Structures in the Workplace (Continued)	Level 2	13 Credits
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.		
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.		
4 Select the required quantity and quality of resources for the methods of work to tile wall and floor surfaces.	4.1 Select resources associated with own work in relation to materials, components, fixings, accessories, tools and equipment.		
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: –wall and floor tiles, grouts, adhesives, accessories –fittings and fixings –hand tools, portable power tools and associated equipment.		
	4.3 Describe how to confirm that the resources and materials conform to the specification.		
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.		
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.		
	4.6 Describe any potential hazards associated with the resources and methods of work.		
	4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to tile wall and floor surfaces.		
5 Minimise the risk of damage to the work and surrounding area when tiling wall and floor surfaces.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
	5.2 Maintain a clear and tidy work space.		
	5.3 Dispose of waste in accordance with current legislation.		
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.		
6 Complete the work within the allocated time when tiling wall and floor surfaces.	6.1 Demonstrate completion of the work within the estimated allocated time.		
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.		
7 Comply with the given contract information to tile wall and floor surfaces to the required specification.	7.1 Demonstrate the following work skills when tiling wall and floor surfaces: – measuring, setting out, cutting, removing, applying, positioning, securing and finishing.		
	7.2 Use and maintain hand tools, portable power tools and associated equipment.		
	7.3 Mix and apply materials for tiling wall and floor surfaces.		

H/650/0289	Tiling Wall and Floor Structures in the Workplace (Continued)	Level 2	13 Credits
142v3			

	7.4 Fix tiles to vertical, horizontal and inclined wall surfaces to given working instructions for: –wall surfaces –reveals, cills and soffits (door and windows) –fixture of appropriate accessories.			
	7.5 Fix tiles to vertical, horizontal and inclined floor surfaces to given working instructions for: –floor surfaces –floor drainage and outlets –treads and risers –fixture of appropriate accessories.			
	7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –fix and finish wall tiles to regular and irregular vertical, horizontal and inclined surfaces, –fix and finish floor tiles to regular and irregular vertical, horizontal and inclined surfaces, including staircase and landing (new and repair work) –form reveals, cills and soffits (door and window openings) –form internal and external angles –fix channels and form drainage and outlets –locate and install movement joints –use appropriate accessories –recognise and determine when specialist skills and knowledge are required and report accordingly –determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –identify and follow the installation requirements necessary to achieve relevant quality standards –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and associated equipment –work at height –use access equipment.			
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when tiling wall and floor surfaces.			
	7.8 Describe how to maintain the hand tools, portable power tools and associated equipment used when tiling wall and floor surfaces.			

Assessor comments/feedback

D/650/0287	Laying Under Tile Heating Systems and Tiling Surfaces in the	Level 2	12
149v3	Workplace		Credits

The aim of this unit is to ensure the candidate has the skills and knowledge required to position and secure electrical under tile heating systems to horizontal surfaces and lay tile finish to given working instructions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when laying under tile heating systems and tiling surfaces.	1.1 Interpret and extract relevant information from drawings, specifications, work programmes, schedules, job details, method statements, risk assessments, Control of Substances Hazardous to Health (COSHH) assessments and manufacturers' information, including electronic information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, work programmes, schedules, job details, method statements, risk assessments, COSHH assessments, manufacturers' information Codes of Practice and official guidance.			
2 Know how to comply with relevant legislation and official guidance when laying under tile heating systems and tiling surfaces.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company operative and vehicles.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
	2.4 Describe the types of fire extinguishers available when laying under tile heating systems and tiling surfaces and describe how and when they are used.			
3 Maintain safe and healthy working practices when laying under tile heating systems and tiling surfaces.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying under tile heating systems and tiling surfaces.			
	3.2 Demonstrate compliance with given information and relevant legislation when laying under tile heating systems and tiling surfaces in relation to the following: –safe use of access equipment –safe use, storage and handling of materials, tools and equipment –specific risks to health.			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to laying under tile heating systems and tiling surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: –collective protective measures –personal protective equipment (PPE) –respiratory protective equipment (RPE) –local exhaust ventilation (LEV).			

D/650/0287 149v3	Laying Under Tile Heating Systems and Tiling Surfaces in the Workplace (Continued)	Level 2	12 Credits
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.		
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.		
4 Select the required quantity and quality of resources for the methods of work to lay under tile heating systems and tiling surfaces.	4.1 Select resources associated with own work in relation to materials, components, fixings, accessories, tools and equipment.		
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: –electric under tile heating systems –under-floor heating systems –floor tiles, grouts, adhesives, floor screeds, levelling compounds, profile trims, movement joints and accessories –fittings and fittings –hand tools, portable power tools and associated equipment.		
	4.3 Describe how to confirm that the resources and materials conform to the specification.		
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.		
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.		
	4.6 Describe any potential hazards associated with the resources and methods of work.		
	4.7 Describe how to calculate quantity, length, area and wastage associated with the method and procedure to lay under tile heating systems and tiling surfaces.		
5 Minimise the risk of damage to the work and surrounding area when laying under tile heating systems and tiling surfaces.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
	5.2 Maintain a clear and tidy work space.		
	5.3 Dispose of waste in accordance with current legislation.		
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.		
6 Complete the work within the allocated time when laying under tile heating systems and tiling surfaces.	6.1 Demonstrate completion of the work within the estimated allocated time.		
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: –types of progress charts, timetables and estimated times –organisational procedures for reporting circumstances which will affect the work programme.		

D/650/0287 149v3	Laying Under Tile Heating Systems and Tiling Surfaces in the Workplace (Continued)	Level 2	12 Credits
7 Comply with the given contract information to lay under tile heating systems and tiling surfaces to the required specification.	7.1 Demonstrate the following work skills when laying under tile heating systems and tiling surfaces: – measuring, setting out, cutting, applying, finishing, positioning and securing.		
	7.2 Use and maintain hand tools, portable power tools and associated equipment.		
	7.3 Position and secure electrical under tile heating systems to horizontal surfaces to given working instructions.		
	7.4 Lay tile finish under tile heating systems to given working instructions.		
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –position and secure electrical under tile heating systems –confirm commission procedures for floor heating systems –locate and provide movement joints –lay tiles over under-tile heating systems –lay tiles over under-floor heating systems –provide information relevant for Building Information Modelling (BIM) –recognise and determine when specialist skills and knowledge are required and report accordingly –determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –identify and follow the installation requirements necessary to achieve relevant quality standards –work with, around and in close proximity to plant and machinery –direct and guide the operations and movement of plant and machinery –use hand tools, portable power tools and associated equipment –work at height –use access equipment.		
	7.6 Describe the needs of other occupations and how to communicate effectively within a team when laying under tile heating systems and tiling surfaces.		
	7.7 Describe how to maintain the tools and equipment used when laying under tile heating systems and tiling surfaces.		

Assessor comments/feedback

L/650/0290	Laying sand and cement screeds in the workplace	Level 2	10
69v2			Credits

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence in preparing surfaces, mix and laying floor screeds to given working instructions relating to the following:

- sand and cement screeds, level and/or to falls .

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when laying sand and cement screeds.	1.1 Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings.			
2 Know how to comply with relevant legislation and official guidance when laying sand and cement screeds.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.			
3 Maintain safe and healthy working practices when laying sand and cement screeds.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying sand and cement screeds.			
	3.2 Demonstrate compliance with given information and relevant legislation when laying sand and cement screeds in relation to the following: – safe use of access equipment/working platforms – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
	3.3 Explain why and when health and safety control equipment identified by the principles of prevention should be used, relating to laying sand and cement screeds, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

L/650/0290 69v2	Laying sand and cement screeds in the workplace (Continued)	Level 2	10 Credits
4 Select the required quantity and quality of resources for the methods of work to lay sand and cement screeds.	4.1 Select resources associated with own work in relation to materials, components, tools and equipment		
	4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: –sand, cement, ready-mixed screeds –damp-proof membranes (DPM) –reinforcement fibre/mesh –expansion joints –hand tools, portable power tools and ancillary equipment.		
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.		
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.		
	4.5 Describe any potential hazards associated with the resources and methods of work.		
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay sand and cement screeds.		
5 Minimise the risk of damage to the work and surrounding area when laying sand and cement screeds.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
	5.2 Minimise damage and maintain a clean work space.		
	5.3 Dispose of waste in accordance with current legislation.		
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.		
6 Complete the work within the allocated time when laying sand and cement screeds.	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: –types of progress charts, timetables and estimated times –organisational procedures for reporting circumstances which will affect the work programme.		
7 Comply with the given contract information to lay sand and cement screeds to the required specification.	7.1 Demonstrate the following work skills when laying sand and cement screeds: – measuring, marking out, cleaning, laying, compacting and finishing.		
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.		
	7.3 Prepare surfaces, mix and lay floor screeds to given working instructions relating to the following: – sand and cement screeds, level and/or to falls		

L/650/0290	Laying sand and cement screeds in the workplace	Level 2	10	
69v2	(Continued)		Credits	
	7.4 Describe how to apply safe, and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: –prepare floor surfaces –lay and finish sand and cement screeds to level and falls –fall to drainage outlets and form skirtings –remove defective and repair sand and cement screeds –install damp proof membranes (DPM) –prepare screed materials –accommodate movement –lay bonded and floating screeds –accommodate for insulation and underfloor heating –reinforce screeds (fibres and mesh) –recognise and determine when specialist skills and knowledge are required and report accordingly –understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance –use hand tools, portable power tools and ancillary equipment –work at height –use access equipment/working platforms.			
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when laying sand and cement screeds.			

Assessor comments/feedback

Notes

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