



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

Qualification Specification

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Introduction

The ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction) qualification provides a nationally recognised qualification for those working in piling operations in the construction industry. Candidates can follow one of 3 Pathways relating to their work roles:

- Pathway 1: Painter
- Pathway 2: Industrial Painter
- Pathway 3: Heritage Painter

The awarding body for this qualification is ProQual Awarding Body (www.proqualab.com) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual); It is also endorsed by the sector body for construction - CITB.

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

Qualification Profile

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

Qualification title	ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction)
Ofqual qualification number	603/0457/1
Level	2
Total Qualification Time	670-880 hours (224-301 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	7/9/16
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

To achieve the qualification candidates must complete the six Mandatory units plus the required Mandatory or Optional Units from one of the Pathways.

Candidates may complete any of the Additional Units but these will not count towards the qualification.

CITB references and credit values are provided in this document for information only.

Mandatory units for all Pathways (this information is also included in the Pathway details from page 5).

Mandatory Units for all Pathways			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641
T/508/6538	Conforming to productive working practices in the workplace	2	642
Y/508/6533	Moving, handling and storing resources in the workplace	2	643
A/615/1609	Erecting and dismantling access/working platforms in the workplace	2	250
A/615/2209	Preparing surfaces for painting/decorating in the workplace	2	332v2
T/615/2210	Applying paint systems by brush and roller in the workplace	2	333Av3

Pathways

There are 3 Pathways, the Mandatory/Optional unit requirements for each are listed below.

Pathway 1: Painter

Pathway 2: Industrial Painter

Pathway 3: Heritage Painter

Pathway 1 : Painter

Candidates must complete 6 Mandatory units. Candidates may also complete any of the Additional units listed on page 8 but these will not count towards the qualification.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641
T/508/6538	Conforming to productive working practices in the workplace	2	642
Y/508/6533	Moving, handling and storing resources in the workplace	2	643
A/615/1609	Erecting and dismantling access/working platforms in the workplace	2	250
A/615/2209	Preparing surfaces for painting/decorating in the workplace	2	332v2
T/615/2210	Applying paint systems by brush and roller in the workplace	2	333Av3

Pathway 2 : Industrial Painter

Candidates must complete 6 Mandatory units, plus 1 Optional unit. Candidates may also complete any of the Additional Units listed on page 8 but these will not count towards the qualification.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641
T/508/6538	Conforming to productive working practices in the workplace	2	642
Y/508/6533	Moving, handling and storing resources in the workplace	2	643
A/615/1609	Erecting and dismantling access/working platforms in the workplace	2	250
A/615/2209	Preparing surfaces for painting/decorating in the workplace	2	332v2
T/615/2210	Applying paint systems by brush and roller in the workplace	2	333Av3
Optional Units – ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
A/615/2212	Operating equipment in support of the paint sprayer in the workplace	2	334v2
J/615/2214	Operating equipment in support of the abrasive blast cleaner in the workplace	2	335v2
L/615/2215	Applying coatings by the airless spray method in the workplace	3	339v2
R/615/2216	Preparing surfaces by abrasive blast cleaning in the workplace	3	349v2

Pathway 3 : Heritage Painter

Candidates must complete 7 Mandatory units. Candidates may also complete any of the Additional Units listed on page 8 but these will not count towards the qualification.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641
T/508/6538	Conforming to productive working practices in the workplace	2	642
Y/508/6533	Moving, handling and storing resources in the workplace	2	643
A/615/1609	Erecting and dismantling access/working platforms in the workplace	2	250
A/615/2209	Preparing surfaces for painting/decorating in the workplace	2	332v2
T/615/2210	Applying paint systems by brush and roller in the workplace	2	333Av3
T/615/2225	Preparing and painting surfaces on conservation or restoration projects in the workplace	3	551

Additional Units

Candidates may complete any of the Additional Units but these will not count towards the qualification.

Additional Units for All Pathways			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
Y/615/2217	Hanging standard paper wallcoverings in the workplace	2	<i>336v2</i>
D/615/2218	Hanging wide-width vinyls in the workplace	2	<i>337v2</i>
H/615/2219	Applying coatings by the air spray method in the workplace	2	<i>340v2</i>
Y/615/2220	Producing and applying complex stencil designs in the workplace	2	<i>342v2</i>
D/615/2221	Installing coving and decorative mouldings in the workplace	2	<i>646</i>
H/615/2222	Applying coatings to produce textured finishes in the workplace	2	<i>647</i>
K/615/2223	Producing broken colour work in the workplace	2	<i>648</i>
M/615/2224	Producing stencil designs using pre-cut stencil plates in the workplace	2	<i>649</i>

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

Assessors/Internal Quality Assurance

Assessors for each 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.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector developed by CITB.

Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment, and it must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- observation report by assessor
 - assignments/projects/reports
 - professional discussion
 - witness testimony
 - candidate product
 - worksheets
 - record of oral and written questioning
 - Recognition of Prior Learning

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 12.

Additional information for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

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Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Title:	Erecting and dismantling access/working platforms in the workplace
Unit Number:	A/615/1609
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, method statements, risk assessments and manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when erecting and dismantling access/working platforms.	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.
	3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment. 	
	4.2 Select resources associated with own work in relation to materials, components, tools and equipment.	
	4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.	
	4.4 Outline potential hazards associated with the resources and method of work.	
	4.5 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.	
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1 Protect the work and its surrounding area from damage.	
	5.2 Minimise damage and maintain a clean work space.	
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.	
	5.4 Dispose of waste in accordance with legislation.	
	5.5 State why the disposal of waste should be carried out in relation to the work.	
6 Complete the work within the allocated time when erecting and dismantling access/working platforms.	6.1 Demonstrate completion of the work within the allocated time.	
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – organisational procedures for reporting circumstances which will affect the work programme. 	

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Comply with the given contract information to erect and dismantle access/working platforms to the required specification.	7.1 Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> – moving, positioning/erecting, securing, checking, dismantling and removing.
	7.2 Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> – ladders/crawler boards – stepladders/platform steps – proprietary towers – trestle platforms – mobile scaffold towers – 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: <ul style="list-style-type: none"> – provide protection to the work area – establish a base for equipment – erect proprietary access equipment to manufacturer’s instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment – use tools and equipment – work at height.
	7.4 Safely use and store materials, hand tools and ancillary equipment.
	7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.
	7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction):</u></p> <p>One of the following endorsements required (i.e. own area of work):</p> <p>Decorative finishing Industrial painting</p> <p>Plus two of the following endorsements required:</p> <p>Ladders/crawler boards Step ladders/platform steps Proprietary towers Trestle platforms Mobile scaffold towers Proprietary staging/podiums</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	27

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces for painting/decorating in the workplace	
Unit Number:	A/615/2209	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when preparing surfaces for painting/decorating.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when preparing surfaces for painting/decorating.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy work practices when preparing surfaces for painting/decorating.	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces for painting/decorating in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to prepare surfaces for painting/decorating.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – protective sheets and masking materials – degreasing agents for the removal of contaminates – cleaning agents – paint stripping materials and equipment – fillers (single and two pack) – abrasives – surface treatment materials – rubbish containers/bags – access equipment – 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.
5 Minimise the risk of damage to the work and surrounding area when preparing surfaces for painting/decorating.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces for painting/decorating in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	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 surfaces for painting/decorating.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to prepare surfaces for painting/decorating to the required specification.	7.1	Demonstrate the following work skills when preparing surfaces for painting/decorating: <ul style="list-style-type: none"> – washing, stripping/scraping, abrading and keying, mixing, filling, levelling/flattening and brushing-down.
	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"> – bare substrates and previously painted/decorated surfaces in sound condition and featuring surface defects – existing covering/material requiring removal.
	7.3	Safely use materials, tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when preparing surfaces for painting/decorating.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces for painting/decorating in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 continued	7.4	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"> – establish access requirements – check suitability of previously prepared surfaces – prepare bare, untreated substrates – prepare previously treated surfaces in sound condition – prepare previously treated surfaces with defects – remove surface contamination – remove toxic/hazardous materials from surfaces – remove existing painted and/or hung wall coverings – remove defective materials from timber, brick/stone/concrete, plaster, metal – fill, level and abrade surfaces – apply primer and sealers to bare substrates – apply special preparatory treatments to prepared surfaces – work around electrical fittings and pipe work – use access equipment – use hand tools, power tools and associated equipment.
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces for painting/decorating.
	7.6	Describe how to maintain the hand tools and/or power tools and associated equipment used when preparing surfaces for painting/decorating.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces for painting/decorating in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated except for the following item from assessment criteria 7.2: – existing covering/material requiring removal.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction):</u></p> <p>One of the following endorsements required: Decorative finishing Industrial painting</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	90

Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems by brush and roller in the workplace	
Unit Number:	T/615/2210	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when applying paint systems by brush and/or roller.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying paint systems by brush and/or roller.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems by brush and/or roller.
	3.2	Comply with information relating to specific risks to health when applying paint systems by brush and/or roller.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems by brush and roller in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – 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 instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to apply paint systems by brush and/or roller.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – primers, intermediate coatings (undercoats) and finishes (single pack coatings) – single-product systems (e.g. emulsions, varnishes) – solvents/thinners – knotting, proprietary sealers – brushes, rollers and other associated equipment – protective sheeting and masking materials – access equipment – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems by brush and roller in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Continued	4.6	Describe how to calculate quantity of materials required associated with the method/procedure to paint by brush and roller.
5 Minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller.	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 applying paint systems by brush and/or roller.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to apply paint systems by brush and/or roller to the required specification.	7.1	Demonstrate the following work skills when applying paint systems by brush and/or roller: <ul style="list-style-type: none"> – mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in.
	7.2	Apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: <ul style="list-style-type: none"> – linear/trim/narrow-runs and broad areas by brush and/or roller.
	7.3	Safely use materials, tools and associated equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems by brush and roller in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Continued	7.4 Safely store the materials, tools and equipment used when applying paint systems by brush and/or roller.
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – check suitability of previously prepared surfaces – prepare and apply water-borne and solvent-borne coatings by brush and roller – prepare coatings with activators – coat broad areas, linear/trim/narrow runs – test wet and dry film thickness – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – use brushes, rollers and associated tools and equipment.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying paint systems by brush and roller.
	7.7 Describe how to maintain brushes, rollers and the associated tools and equipment used when applying paint systems by brush and/or roller.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems by brush and roller in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Decorative finishing Industrial painting</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	73

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Unit Number:	M/508/6537	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.
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.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
2 continued	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.
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: <ul style="list-style-type: none"> – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback.
	3.7	State the appropriate types of fire extinguishers relevant to the work.
	3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
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: <ul style="list-style-type: none"> – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace.
	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: <ul style="list-style-type: none"> – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to productive working practices in the workplace	
Unit Number:	T/508/6538	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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: <ul style="list-style-type: none"> – using resources for own and other’s work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
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: <ul style="list-style-type: none"> – job cards – worksheets – material/resource lists – time sheets.
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
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.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to productive working practices in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
	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: <ul style="list-style-type: none"> – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to Productive Working Practices in the Workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	10

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Unit Number	Y/508/6533	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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: <ul style="list-style-type: none"> – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials 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.
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.

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – lifting and handling aids – container(s) – fixing, holding and securing systems.
	4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
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.

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	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.
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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids.
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
	7.4	Describe the needs of other occupations when moving, handling and/or storing resources.

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	17

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the paint sprayer in the workplace	
Unit Number:	A/615/2212	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when operating equipment in support of the paint sprayer.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements, manufacturers' information and spray painter's instructions.
2 Know how to comply with relevant legislation and official guidance when operating equipment in support of the paint sprayer.	2.1	Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when operating equipment in support of the paint sprayer.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when operating equipment in support of the paint sprayer.
	3.2	Comply with information relating to specific risks to health when operating equipment in support of the paint sprayer.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the paint sprayer in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to operating equipment in support of the paint sprayer, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 	
	3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.	
	3.4 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including air and fluid injection).	
4 Select the required quantity and quality of resources for the methods of work to operate equipment in support of the paint sprayer.	4.1 Select resources associated with own work in relation to materials, tools and equipment.	
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – masking materials: masking tape, masking paper, dust sheets, masking shield – two pack coatings (base, activator and solvent) – protective sheeting – access equipment – hand tools, paint spraying 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.	
	4.5 Describe how to calculate quantity of materials associated with the method/procedure to operate equipment in support of the paint sprayer.	

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the paint sprayer in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when operating equipment in support of the paint sprayer.	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 damage from 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 operating equipment in support of the paint sprayer.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to operate equipment in support of the paint sprayer to the required specification.	7.1	Demonstrate the following work skills when operating equipment in support of the paint sprayer: <ul style="list-style-type: none"> – assembling, preparing, loading, protecting and communicating.
	7.2	Set up and operate paint spraying equipment (air and/or airless) in support of the paint sprayer to the given working instructions relating to the following: <ul style="list-style-type: none"> – preparing coatings – loading the system – monitoring and maintaining supply.
	7.3	Shut down and clean out paint spraying equipment to given working instructions.
	7.4	Safely use hand tools, material supply equipment and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when operating equipment in support of the paint sprayer.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the paint sprayer in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	7.6	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"> – establish access requirements – assemble component parts to form paint spraying equipment – prepare coatings: single pack and two pack systems – load material containers – apply and remove masking products to maintain the integrity of the work – operate, monitor and maintain (during use) the paint spraying equipment – shut down, clean and store equipment – use access equipment – use hand tools and ancillary equipment
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when operating equipment in support of the paint sprayer.
	7.8	Describe how to maintain the hand tools, material supply equipment and ancillary equipment used when operating equipment in support of the paint sprayer.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the paint sprayer in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Air spray Airless spray</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the abrasive blast cleaner in the workplace	
Unit Number:	J/615/2214	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when operating equipment in support of the abrasive blast cleaner.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements, manufacturers' information and abrasive blast cleaner's instructions.
2 Know how to comply with relevant legislation and official guidance when operating equipment in support of the abrasive blast cleaner.	2.1	Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, 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 reports.
3 Maintain safe and healthy working practices when operating equipment in support of the abrasive blast cleaner.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when operating equipment in support of the abrasive blast cleaner.
	3.2	Comply with information relating to specific risks to health when operating equipment in support of the abrasive blast cleaner

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the abrasive blast cleaner in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to operating equipment in support of the abrasive blast cleaner and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – 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 instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to operate equipment in support of the abrasive blast cleaner.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – materials for protecting and masking the work area – blast cleaning equipment – blast media – lighting and signage – access equipment – hand tools, surface profile testing 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 associated with the method/procedure to operate equipment in support of the abrasive blast cleaner.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the abrasive blast cleaner in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when operating equipment in support of the abrasive blast cleaner.	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 operating equipment in support of the abrasive blast cleaner.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to operate equipment in support of the abrasive blast cleaner to the required specification.	7.1	Demonstrate the following work skills when operating equipment in support of the abrasive blast cleaner: <ul style="list-style-type: none"> – assembling, preparing, loading, operating, protecting, communicating.
	7.2	Operate abrasive blast cleaning equipment in support of the abrasive blast cleaner to the given working instructions, relating to the following: <ul style="list-style-type: none"> – preparing abrasives – loading the system – monitoring and maintaining supply.
	7.3	Shut down and clean the abrasive blast cleaning equipment to given working instructions.
	7.4	Safely use hand tools, material supply equipment and ancillary equipment.
	7.5	Safely clean and store the materials, tools and equipment used when operating equipment in support of the abrasive blast cleaner.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the abrasive blast cleaner in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	7.6	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"> – establish access requirements – assemble component parts – identify and prepare abrasives – load hoppers – operate, monitor and maintain (during use) the abrasive blast cleaning equipment – shut-down, clean and store equipment – apply and remove protective and masking products to maintain the integrity of the work – use access equipment – use hand tools and ancillary equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when operating equipment in support of the abrasive blast cleaner.
	7.8	Describe how to maintain the tools and equipment used when operating equipment in support of the abrasive blast cleaner.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating equipment in support of the abrasive blast cleaner in the workplace
Additional information about this unit	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the airless spray method in the workplace	
Unit Number:	L/615/2215	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when applying coatings by the airless spray method.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements, manufacturers' information and paint sprayer's instructions.
2 Know how to comply with relevant legislation and official guidance when applying coatings by the airless spray method.	2.1	Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying coatings by the airless spray method.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the airless spray method in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	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"> – 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 instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including fluid injection).
4 Select the required quantity and quality of resources for the methods of work to apply coatings by the airless spray method.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – masking materials: masking tape, masking paper, dust sheets, masking shield – two pack coatings (base, activator and solvents) – protective sheeting – access equipment – 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.
	4.4	Describe any potential hazards associated with the resources and methods of work.
	4.5	Describe how to calculate quantity of materials required associated with the method/procedure to apply coatings by the airless spray method.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the airless spray method in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when applying coatings by the airless spray method.	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.
		Dispose of waste in accordance with current legislation.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to spraying operations, general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance
6 Complete the work within the allocated time when applying coatings by the airless spray method.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to apply coatings by the airless spray method to the required specification.	7.1	Demonstrate the following work skills when applying coatings by the airless spray method: <ul style="list-style-type: none"> – preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and communicating.
	7.2	Set up spray equipment, to achieve the finish stated in the given working instructions relating to the following: <ul style="list-style-type: none"> – preparing coatings – loading the system – monitoring and maintaining supply.
	7.3	Apply water-borne and/or solvent-borne coatings by airless spray to given working instructions for the following: <ul style="list-style-type: none"> – broad work – linear and structural components.
	7.4	Check wet film thickness (as specified)
	7.5	Shut down and clean out spray equipment to given working instructions.
	7.6	Safely use materials, hand tools, airless spray equipment and ancillary equipment.
	7.7	Safely store the materials, tools and equipment used when applying coatings by the airless spray method.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the airless spray method in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Continued	7.8	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"> – establish access requirements – check suitability of previously prepared surfaces – provide protection by sheeting, masking and removing items – assemble component parts to form paint spraying equipment – prepare coatings: single pack and two pack systems – load, operate, maintain (during use) and monitor the paint spray equipment – establish air-change requirements in confined areas – assemble, set up, operate and shut down spray equipment – use correct spray gun technique on broad areas, angles, linear items and complex structural features – plan the safeguard of operatives and the general public from spraying activities – troubleshoot spray equipment problems – troubleshoot coating problems – measure wet and dry film thickness with gauges – handle coatings that contain activator – shut down, clean and store equipment – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the airless spray method in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Operations (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Decorative finishing Industrial painting</p> <p>Plus one of the following endorsements required:</p> <p>Water-borne Solvent-borne</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	50

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces by abrasive blast cleaning in the workplace	
Unit Number:	R/615/2216	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when preparing surfaces by abrasive blast cleaning.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements, manufacturers' information and blast cleaner's instructions.
2 Know how to comply with relevant legislation and official guidance when preparing surfaces by abrasive blast cleaning.	2.1	Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, 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 reports.
3 Maintain safe and healthy working practices when preparing surfaces by abrasive blast cleaning.	3.1	Use health and safety control equipment and access equipment to carry out the activity in accordance with legislation and organisational requirements when preparing surfaces by abrasive blast cleaning.
	3.2	Comply with information relating to specific risks to health when preparing surfaces by abrasive blast cleaning.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces by abrasive blast cleaning in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing surfaces by abrasive blast cleaning, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – 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 instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, leakages or injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to prepare surfaces by abrasive blast cleaning.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – blast media – lighting and signage – protective sheeting and masking materials – abrasive blast cleaning equipment – access equipment – hand tools, surface profile testing equipment and blast cleaning and ancillary equipment.
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials associated with the method/procedure to prepare surfaces by abrasive blast cleaning.

Units – Learning Outcomes and Assessment Criteria

Title:	preparing surfaces by abrasive blast cleaning in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when preparing surfaces by abrasive blast cleaning.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to blast cleaning operations, general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when preparing surfaces by abrasive blast cleaning.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to prepare surfaces by abrasive blast cleaning to the required specification.	7.1	Demonstrate the following work skills when preparing surfaces by abrasive blast cleaning: <ul style="list-style-type: none"> – assembling, preparing, loading, communicating, positioning, profiling, filling, checking, fitting, setting-up, shutting down, protecting and blasting.
	7.2	Set up abrasive blast cleaning equipment to given working instructions.
	7.3	Operate blast cleaning equipment to achieve the required standard as stated in the given working instructions, relating to the following: <ul style="list-style-type: none"> – preparing abrasives – loading the system – monitoring and maintaining supply.
	7.4	Clean the following to given working instructions with two types of abrasive media: <ul style="list-style-type: none"> – metal surfaces – concrete or stone or brick surfaces – broad areas – complex structural components.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces by abrasive blast cleaning in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Continued	7.5	Shut down and clean out the blast cleaning equipment to given working instructions.
	7.6	Dismantle blast cleaning equipment to given working instructions.
	7.7	Safely use hand tools, blast cleaning equipment and ancillary equipment.
	7.8	Safely store the materials, tools and equipment used when preparing surfaces by abrasive blast cleaning.
	7.9	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – establish suitable atmospheric conditions – establish lighting requirements – mask surfaces – assemble component parts – prepare abrasives – plan the safeguard of operatives and the general public from blast cleaning activities – prepare, load, operate, maintain (during use) and monitor the abrasive blast cleaning equipment – monitor blast media effect on the surface to achieve the required standard of surface preparation, profile and cleanliness – remove toxic and non-toxic surface layers – monitor the protective integrity of PPE/RPE during work – evaluate contamination/deterioration of newly blast cleaned surfaces – close-down, dismantle, clean and store equipment – use access equipment – use hand tools and ancillary equipment.
	7.10	Describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces by abrasive blast cleaning.
7.11	Describe how to maintain the tools and equipment used when preparing surfaces by abrasive blast cleaning.	

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces by abrasive blast cleaning in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	53

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and painting surfaces on conservation or restoration projects in the workplace	
Unit Number:	T/615/2225	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when preparing and painting surfaces on conservation or restoration projects.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and/or 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: <ul style="list-style-type: none"> – drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings.
2 Know how to comply with relevant legislation and official guidance when preparing and painting surfaces on conservation or restoration projects.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials 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	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when preparing and painting surfaces on conservation or restoration projects.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing and painting surfaces on conservation or restoration projects.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to preparing and painting surfaces on conservation or restoration projects, and the types, purpose and limitations of each type.
	3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and painting surfaces on conservation or restoration projects in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to prepare and paint surfaces on conservation or restoration projects.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – surface preparation equipment – protective sheeting – paint systems – hand tools and equipment.
	4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
	4.4	Outline potential hazards associated with the resources and method of work.
	4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare and paint surfaces on conservation or restoration projects.
5 Minimise the risk of damage to the work and surrounding area when preparing and painting surfaces on conservation or restoration projects.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4	Dispose of waste in accordance with legislation.
	5.5	State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when preparing and painting surfaces on conservation or restoration projects.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and painting surfaces on conservation or restoration projects in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Comply with the given contract information to prepare and paint surfaces on conservation or restoration projects to the required specification.	7.1	Demonstrate the following work skills when preparing and painting surfaces on conservation or restoration projects: <ul style="list-style-type: none"> – scraping, stripping, hacking, filling, abrading and brushing or rolling.
	7.2	Prepare and paint previously painted interiors and/or exteriors to given working instructions, to: <ul style="list-style-type: none"> – prepare existing painted surfaces and/or new surfaces ready for paint application – apply paint to broad areas by brush or roller – cut-in around edges – remove and replace fittings. <p style="text-align: center;">OR</p> Conserve previously painted interiors to given working instructions, to: <ul style="list-style-type: none"> – prepare existing painted surfaces ready for paint application – apply paint to broad areas by appropriate methods to match the existing colour and finish – cut-in around edges – remove and replace fittings.
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – fill and make good interior and exterior surfaces – prepare and restore interior painted doors, windows, timber mouldings, walls, ceilings and metal work (to replicate the finish and style of the original) – prepare and restore exterior painted doors, windows, timber finishings, walls and metal work (to replicate the finish and style of the original or existing) – apply paint by brush and roller, including lead paints, soft/oil-bound distemper, flat oil emulsion and lime wash – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – stop work at the point when conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and painting surfaces on conservation or restoration projects in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued		<ul style="list-style-type: none"> – remove deteriorated and/or inappropriate materials – integrate existing and new constructional components or finishes – store salvageable fabric, materials and structural components – use hand tools and equipment – work at height – use access equipment.
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when preparing and painting surfaces on conservation or restoration projects.
	7.6	Describe how to maintain the tools and equipment used when preparing and painting surfaces on conservation or restoration projects.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and painting surfaces on conservation or restoration projects in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Painted interiors Painted exteriors</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	77

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging standard paper wallcoverings in the workplace	
Unit Number:	Y/615/2217	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when hanging standard paper wallcoverings.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when hanging standard paper wallcoverings.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when hanging standard paper wallcoverings.	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging standard paper wallcoverings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to hang standard paper wallcoverings	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – surface preparation materials – pastes and adhesives – wallpapers – protective sheeting – rubbish containers/bags – access equipment – 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.
5 Minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to keep the paper and adjacent surfaces clean.
	5.4	Dispose of waste in accordance with current legislation.
	5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging standard paper wallcoverings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.6	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when hanging standard paper wallcoverings.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to hang standard paper wallcoverings to the required specification.	7.1	Demonstrate the following work skills when hanging standard paper wallcoverings: <ul style="list-style-type: none"> – shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, and 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: <ul style="list-style-type: none"> – ceilings with any type of paper – walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers.
	7.3	Safely use materials, hand tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when hanging standard paper wallcoverings.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – check suitability of surface to receive wallpaper – prepare and apply pastes and adhesives – prepare and hang paper to ceilings – prepare and hang foundation paper, textured/relief and patterned finishing papers – work to reveals and internal and external angles – work around electrical fittings and pipework – keep paper and adjacent surfaces clean – use access equipment – use tools and associated equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging Standard Paper Wallcoverings in the Workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 continued	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.

Title:	Hanging standard paper wallcoverings in the workplace	
Additional information about this unit		
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector Subject Areas	5.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	80	

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging wide-width vinyls in the workplace	
Unit Number:	D/615/2218	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when hanging wide-width vinyls.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when hanging wide-width vinyls.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when hanging wide-width vinyls.	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging wide-width vinyls in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to hang wide-width vinyls.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – primer/sealer – adhesives – wide-width vinyls (fabric-backed and paper-backed) – protective sheeting – rubbish containers/bags – access equipment – 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.
5 Minimise the risk of damage to the work and surrounding area when hanging wide-width vinyls.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging wide-width vinyls in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	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 hanging wide-width vinyls.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to hang wide-width vinyls to the required specification.	7.1	Demonstrate the following work skills when hanging wide-width vinyls: <ul style="list-style-type: none"> – shading, measuring, cutting, mixing and applying, folding, positioning and fixing, trimming and cleaning off.
	7.2	Establish start and finish point.
	7.3	Plan, cut and hang to sequence wide-width vinyl to given working instructions and manufacturer's instructions, to the following: <ul style="list-style-type: none"> – walls: hang paper-backed or fabric-backed vinyls – wall features: of broad areas with internal and external angles and reveals.
	7.4	Safely use materials, hand tools and associated equipment.
	7.5	Safely store the materials, tools and equipment used when hanging wide-width vinyls.
	7.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – check suitability of previously prepared surfaces – prepare appropriate primer sealer and adhesives – prepare and hang paper-backed, fabric-backed non-woven and polyester acrylic backed vinyls to walls – form joints using joint cutter or protective strip, knife and straight-edge – work to broad wall areas with reveals and internal and external angles – work around electrical fittings and pipework – keep the material and adjacent surfaces clean – use access equipment – use tools and associated equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging wide-width vinyls in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	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.

Title:	Hanging wide-width vinyls in the workplace	
Additional information about this unit		
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector Subject Area	5.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	100	

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the air spray method in the workplace	
Unit Number:	H/615/2219	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when applying coatings by the air spray method.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements, manufacturers' information and paint sprayer's instructions.
2 Know how to comply with relevant legislation and official guidance when applying coatings by the air spray method.	2.1	Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying coatings by the air spray method.	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the air spray method in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including air injection).
4 Select the required quantity and quality of resources for the methods of work to apply coatings by the air spray method.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – masking materials: masking tape, masking paper, dust sheets, masking shield – two pack coatings (base, activator and solvents) – protective sheeting – access equipment – hand tools, film thickness gauges and air spray equipment (high volume low pressure [HVLP]) 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.
5 Minimise the risk of damage to the work and surrounding area when applying coatings by the air spray method.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to spraying operations, general workplace activities, other occupations and adverse weather conditions.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the air spray method in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Continued	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 applying coatings by the air spray method.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme. 	
7 Comply with the given contract information to apply coatings by the air spray method to the required specification.	7.1 Demonstrate the following work skills when applying coatings by the air spray method: <ul style="list-style-type: none"> – preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and 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: <ul style="list-style-type: none"> – preparing coatings – loading the system – 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: <ul style="list-style-type: none"> – broad work – linear and structural components. 	
	7.4 Check wet film thickness (as specified).	
	7.5 Shut down and clean out spray equipment to given working instructions.	
	7.6 Safely use materials, hand tools, air spray equipment and ancillary equipment.	
	7.7 Safely store the materials, tools and equipment used when applying coatings by the air spray method.	

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the air spray method in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	7.8	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"> – establish access requirements – check suitability of previously prepared surfaces – provide protection by sheeting, masking and removing items – assemble component parts to form spraying equipment (high volume low pressure [HVLV] systems) – prepare coatings: single-pack and two-pack systems – load, operate, maintain (during use) and monitor the paint spray equipment – establish air-change requirements in confined areas – assemble, set up, operate and shut down spray equipment – use correct spray gun technique on broad areas, angles, linear items and complex structural features – plan the safeguard of operatives and the general public from spraying activities <ul style="list-style-type: none"> – troubleshoot spray equipment problems – troubleshoot coating problems – measure wet and dry film thickness with gauges – handle coatings that contain activator – shut down, clean and store equipment – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the air spray method in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Water-borne Solvent-borne</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	100

Units – Learning Outcomes and Assessment Criteria

Title:	Producing and applying complex stencil designs in the workplace	
Unit Number:	Y/615/2220	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing and applying complex stencil designs.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when producing and applying complex stencil designs.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when producing and applying complex stencil designs.	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Producing and applying complex stencil designs in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to produce and apply complex stencil designs.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – water-borne and solvent-borne paints – stencil plate materials – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and associated equipment.
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials required associated with the method/procedure to produce and apply complex stencil designs.
5 Minimise the risk of damage to the work and surrounding area when producing and applying complex stencil designs.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing and applying complex stencil designs in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	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 producing and applying complex stencil designs.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to produce and apply complex stencil designs to the required specification.	7.1	Demonstrate the following work skills when producing and applying complex stencil designs: <ul style="list-style-type: none"> – protecting, matching, scaling, drawing, cutting out, setting out, mixing, pouring, diluting, positioning, securing, applying and transferring.
	7.2	Form, manufacture and set out involved elaborate or intricate single-plate and multi-plate stencils to given working instructions.
	7.3	Position, register and produce stencil designs on surfaces of linear runs and/or full-wall applications using water-borne and/or solvent-borne paints to given working instructions.
	7.4	Safely use materials, hand tools and associated equipment.
	7.5	Safely store the materials, tools and equipment used when producing and applying complex stencil designs.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing and applying complex stencil designs in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	7.6	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"> – establish access requirements – check suitability of previously prepared surface and bring up to suitable finish/ground – form, manufacture and set out single and multi-plate stencils including ties – adjust dilution of coating to appropriate viscosity – register and produce stencil designs using water-borne and solvent-borne paints for linear runs and full-wall applications – produce graduated effects by brush, sponge and spray – maintain the integrity of the stencil plate (cleanliness and structure) – apply protective glaze/varnish – use access equipment – use hand tools and associated equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when producing and applying complex stencil designs.
	7.8	Describe how to maintain the tools and equipment used when producing and applying complex stencil designs.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing and applying complex stencil designs in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Linear run work Full wall work</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	70

Units – Learning Outcomes and Assessment Criteria

Title:	Installing coving and decorative mouldings in the workplace	
Unit Number:	D/615/2221	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing coving and decorative mouldings.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturer's information.
2 Know how to comply with relevant legislation and official guidance when installing coving and decorative mouldings.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when installing coving and decorative mouldings.	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Installing coving and decorative mouldings in the workplace	
Learning outcomes	Assessment criteria	
The learner will be able to:	<i>The learner can:</i>	
3 Continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to install coving and decorative mouldings.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – sealers – adhesives – coving – decorative mouldings and lightweight centre-pieces – access equipment – protective sheeting and masking materials – rubbish container/bag – 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.
5 Minimise the risk of damage to the work and surrounding area when installing coving and decorative mouldings.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Installing coving and decorative mouldings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	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 installing coving and decorative mouldings.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to install coving and decorative mouldings to the required specification.	7.1	Demonstrate the following work skills when installing coving and decorative mouldings: <ul style="list-style-type: none"> – mixing, manipulating, levelling, cleaning, measure, cutting, positioning, jointing, securing, filling and smoothing.
	7.2	Cut and install coving and decorative mouldings to form straight runs and internal and external angles to given working instructions.
	7.3	Safely use materials, tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when installing coving and decorative mouldings.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – prepare surfaces for coving and decorative mouldings including lightweight centre piece installation – prepare, cut and secure coving and decorative mouldings including lightweight centre pieces and finish joints – prepare adhesives – work around electrical fittings and pipework – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – use hand tools and associated equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Installing coving and decorative mouldings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	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.

Title:	Installing coving and decorative mouldings in the workplace	
Additional information about this unit		
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector Subject Areas	5.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	30	

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings to produce textured finishes in the workplace	
Unit Number:	H/615/2222	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when applying coatings to produce textured finishes.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturer's information.
2 Know how to comply with relevant legislation and official guidance when applying coatings to produce textured finishes.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when producing textured finishes.	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings to produce textured finishes in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.	
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.	
4 Select the required quantity and quality of resources for the methods of work to apply coatings to produce textured finishes.	4.1 Select resources associated with own work in relation to materials, tools and equipment.	
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – power-based and ready-mixed texturing materials – sealers – access equipment – protective sheeting and masking materials – rubbish container/bag – 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.	
5 Minimise the risk of damage to the work and surrounding area when applying coatings to produce textured finishes.	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.	

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings to produce textured finishes in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Continued	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 applying coatings to produce textured finishes.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to apply coatings to produce textured finishes to the required specification.	7.1	Demonstrate the following work skills when applying coatings to produce textured finishes: <ul style="list-style-type: none"> – mixing, laying-on, manipulating, cleaning, washing, measuring, filling and smoothing.
	7.2	Mix and apply coatings to given working instructions and produce the following textured finishes: <ul style="list-style-type: none"> – stippled design – one other recognised design produced by brush/stippler/rollers.
	7.3	Safely use materials, tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when applying coatings to produce textured finishes.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – prepare surfaces for texturing (new and previously textured) – produce a range of recognised brush, stippler and roller textured finishes – prepare texturing coatings – lay-on texturing material to surfaces – work around electrical fittings and pipework – identify how atmospheric conditions affect coatings and their application process – identify the working life of prepared materials – use access equipment – use hand tools and associated equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings to produce textured finishes in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	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.

Title:	Applying coatings to produce textured finishes in the workplace	
Additional information about this unit		
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector Subject Areas	5.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	60	

Units – Learning Outcomes and Assessment Criteria

Title:	Producing broken colour work in the workplace	
Unit Number:	K/615/2223	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing broken colour effects.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturer's information.
2 Know how to comply with relevant legislation and official guidance when producing broken colour effects.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying coatings to produce broken colour effects.	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Producing broken colour work in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to produce broken colour effects.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – water-borne and solvent-borne proprietary scumbles and scumble glazes – paints, stainers, binders, solvents/thinners, pigments, glaze/varnish, driers – draggers, bags, rag-rolling materials, natural sponges, stipplers, other items for working scumble – protective sheeting and masking materials – rubbish containers/bags – access equipment – 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.
5 Minimise the risk of damage to the work and surrounding area when producing broken colour effects.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing broken colour work in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	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 producing broken colour effects.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to produce broken colour effects to the required specification.	7.1	Demonstrate the following work skills when producing broken colour effects: <ul style="list-style-type: none"> – protecting, matching, mixing, pouring, diluting, laying-on, laying-off, cutting-in, rolling, bagging, dragging, stippling and 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: <ul style="list-style-type: none"> – rag-rolling – bagging – dragging – brush or sponge stippling – wiping-off relief surfaces – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing broken colour work in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	7.6	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"> – establish access requirements – check suitability of previously prepared surface and bring up to suitable finish/ground – prepare paint/scumble products (proprietary and self-produced) – prepare brushes, rollers, specialised tools and equipment – produce broken colour effects of rag-rolling, bagging, dragging, brush and sponge stippling, wiping-off relief surfaces and colour washing – decorate broad and linear areas – apply protective glaze/varnish over decorative effects – identify how atmospheric conditions affect coatings and their application process – use access equipment – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing broken colour work in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations (Construction):</u></p> <p>Two of the following endorsements required:</p> <ul style="list-style-type: none"> Rag-rolling Bagging Dragging Brush or sponge stippling Wiping-off relief surfaces Colour washing
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30

Units – Learning Outcomes and Assessment Criteria

Title:	Producing stencil designs using pre-cut stencil plates in the workplace	
Unit Number:	M/615/2224	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when producing stencil designs using pre-cut stencil plates.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – specifications, current legislation, risk assessments, method statements and manufacturer's information.
2 Know how to comply with relevant legislation and official guidance when producing stencil designs using pre-cut stencil plates.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when producing stencil designs using pre-cut stencil plates.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing stencil designs using pre-cut stencil plates in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	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"> – 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 instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to produce stencil designs using pre-cut stencil plates.	4.1	Select resources associated with own work in relation to materials, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – water-borne and solvent-borne coatings – stainers, solvents, driers, glaze/varnish – pre-cut stencil plates – protective sheeting and masking materials – rubbish containers/bags – access equipment – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing stencil designs using pre-cut stencil plates in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when producing stencil designs using pre-cut stencil plates.	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 producing stencil designs using pre-cut stencil plates.	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: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to produce stencil designs using pre-cut stencil plates to the required specification.	7.1	Demonstrate the following work skills when producing stencil designs using pre-cut stencil plates: <ul style="list-style-type: none"> – protecting, moving, matching, mixing, pouring, diluting, positioning, securing, applying and transferring.
	7.2	Prepare high quality ground to given working instructions.
	7.3	Set out and position pre-cut stencils to produce stencil designs using water-borne or solvent-borne coatings to linear runs and/or wall applications to given working instructions.
	7.4	Safely use materials, hand tools and associated equipment.
	7.5	Safely store the materials, tools and equipment used when producing stencil designs using pre-cut stencil plates.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing stencil designs using pre-cut stencil plates in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	7.6	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"> – establish access requirements – check suitability of previously prepared surface and bring up to suitable finish/ground – prepare paint products – prepare brushes, rollers, specialised tools and equipment – set out and position pre-cut stencil plates – apply stencil design to linear runs and walls – apply stencil design using brush, roller and spay equipment – maintain integrity of the stencil plate (cleanliness and structure) – apply protective glaze/varnish – identify how atmospheric conditions affect coatings and the application process – use access equipment – use hand tools and associated equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when producing stencil designs using pre-cut stencil plates.
	7.8	Describe how to maintain the tools and equipment used when producing stencil designs using pre-cut stencil plates.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing stencil designs using pre-cut stencil plates in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40



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