



**Level 3 NVQ Diploma in Decorative Finishing –
Painting and Decorating (Construction)**

Qualification Specification

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Introduction

The ProQual Level 3 NVQ Diploma in Decorative Finishing - Painting & Decorating (Construction) qualification provides a nationally recognised qualification for those working as a painter and decorator.

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 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction)

Qualification title	ProQual Level 3 NVQ Diploma in Decorative Finishing - Painting & Decorating (Construction)
Ofqual qualification number	603/3898/2
Level	3
Total Qualification Time	1230 hours (412 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	10/12/2018
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 **SEVEN** Mandatory units **plus ONE** Optional Unit from Group A **plus ONE** Optional Unit from Group B. **Unit Endorsements** are indicated in the Mandatory and Optional Unit listings below, details of endorsements are also included after the learning outcomes/assessment criteria at the end of each relevant unit.

CITB references are provided in this document for information only.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	209v2
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	210v2
R/503/2924	Confirming the occupational method of work in the workplace	3	211v2
A/615/1609	Erecting and dismantling access/working platforms in the workplace <u>Unit Endorsements:</u> <i>The following endorsement is required (i.e. own area of work):</i> <i>Decorative finishing</i> Plus two of the following endorsements required: <i>Ladders/crawler boards</i> <i>Step ladders/platform steps</i> <i>Proprietary towers</i> <i>Trestle platforms</i> <i>Mobile scaffold towers</i> <i>Proprietary staging/podiums</i>	2	250
A/615/2209	Preparing surfaces for painting/decorating in the workplace <u>Unit Endorsements:</u> <i>The following endorsement is required (i.e. own area of work):</i> <i>Decorative finishing</i>	2	332v2
T/615/2210	Applying paint systems by brush and roller in the workplace <u>Unit Endorsements:</u> <i>The following endorsement is required (i.e. own area of work):</i> <i>Decorative finishing</i>	2	333Av3
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641

Optional Units Group A – ONE unit			CITB references provided for information only
Unit Ref.	Title	Level	CITB Internal Unit Ref.
Y/615/2217	Hanging standard paper wallcoverings in the workplace	3	336v2
D/615/2218	Hanging wide-width vinyls in the workplace	3	337v2
Optional Units Group B – ONE unit			CITB references provided for information only
Unit Ref.	Title	Level	CITB Internal Unit Ref.
L/615/2215	Applying coatings by the airless spray method in the workplace <i>Unit Endorsements:</i> <i>The following endorsement is required (i.e. own area of work):</i> <i>Decorative finishing</i> Plus one of the following endorsements required: <i>Water-borne</i> <i>Solvent-borne</i>	3	339v2
H/615/2219	Applying coatings by the air spray method in the workplace <i>Unit Endorsements:</i> One of the following endorsements required: <i>Water-borne</i> <i>Solvent-borne</i>	3	340v2
Y/615/2220	Producing and applying complex stencil designs in the workplace <i>Unit Endorsements:</i> One of the following endorsements required: <i>Linear run work</i> <i>Full wall work</i>	3	342v2
Y/617/3732	Hanging wallcoverings to complex surfaces in the workplace <i>Unit Endorsements:</i> Three of the following endorsements required: <i>Sloping ceiling</i> <i>Free-standing column</i> <i>Free-standing pillar</i> <i>Stairwell</i> <i>Ceiling (above average span)</i> <i>Alcove</i> <i>Niche</i> <i>Arch</i> <i>Wall with internal and external angles</i>	3	343v2

H/617/3734	Hanging specialised paper wallcoverings in the workplace	4	346v2
K/617/3735	Producing comb textured finishes in the workplace	3	347v2
T/617/3737	Applying metal leaf to surfaces in the workplace <i>Unit Endorsements:</i> One of the following endorsements required: <i>Loose leaf metal</i> <i>Transfer metal</i>	3	348v2
D/615/2221	Installing coving and decorative mouldings in the workplace	2	646
H/615/2222	Applying coatings to produce textured finishes in the workplace	2	647
K/615/2223	Producing broken colour work in the workplace <i>Unit Endorsements:</i> Two of the following endorsements required: <i>Rag-rolling</i> <i>Bagging</i> <i>Dragging</i> <i>Brush or sponge stippling</i> <i>Wiping-off relief surfaces</i> <i>Colour washing</i>	2	648
M/615/2224	Producing stencil designs using pre-cut stencil plates in the workplace	2	649
A/617/3738	Producing straight grained effects in the workplace	2	650
T/617/3740	Producing quality replica grained finishes in the workplace <i>Unit Endorsements:</i> Two of the following endorsements required: <i>Oak quarter sawn</i> <i>Oak heartwood</i> <i>Oak straight grain</i> Plus two of the following endorsements required: <i>Mahogany heartwood</i> <i>Mahogany straight grain</i> <i>Mahogany feather cut</i>	4	651
A/617/3741	Producing marbling effects in the workplace	2	652
F/617/3742	Producing quality replica marble finishes in the workplace <i>Unit Endorsements:</i> Two of the following endorsements required: <i>Carrara</i> <i>Verte De Mer</i> <i>Sienna</i>	3	653

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 10.

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:	Confirming work activities and resources for an occupational work area in the workplace	
Unit Number:	A/503/2772	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify work activities, assess required resources and plan the sequence of work.	1.1	Identify work activities, assess required resources and plan the sequence of work.
	1.2	Identify work activities and formulate a plan for their own sequence of work.
	1.3	Explain the types of work relative to the occupational area and how to identify different work activities.
	1.4	Explain methods of assessing the resources needed from a range of available information.
	1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area.
2 Obtain clarification and advice where the resources required are not available.	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.
	2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.
3 Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1	Assess progress of work against project requirements, taking into account external factors relating to: <ul style="list-style-type: none"> – other occupations and /or customers – resources – weather conditions – health and safety requirements.
	3.2	Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> – contract conditions – contract programme – health and safety requirements of operatives.
	3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> – other related programmes – special working conditions – weather conditions – other occupations/people – resources – health and safety requirements.

Title:	Confirming work activities and resources for an occupational work area in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Identify work activities which influence each other and make the best use of the resources available.	4.1	Determine work activities that have an influence on each other.
	4.2	Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> – occupations and/or customers associated with the work – tools, plant and/or ancillary equipment – materials and components.
	4.3	Explain different methods and sources that can identify which work activities influence each other.
	4.4	Describe how to determine the sequence of work activities and how long each work activity will take.
	4.5	Describe what zero and low carbon requirements are.
	4.6	Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1	Evaluate project progress against the work programme to identify any changed circumstances.
	5.2	Inform line management and/or customers on the type and extent of any required changes to the work programme.
	5.3	Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.
	5.4	Explain how to assess contractual/work effects resulting from alterations to the work programme.
	5.5	Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Title:	Confirming work activities and resources for an occupational work area 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>
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33

Title:	Developing and maintaining good occupational working relationships in the workplace	
Unit Number:	M/503/2915	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.
	1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.
	1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.
	1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1	Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> – appropriate timescales – health and safety requirements – co-ordination of work procedures.
	2.2	Explain the different methods and techniques used to inform relevant people about work activities.
	2.3	Explain the effects of not informing relevant people with the expected level of urgency.
	2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project.

Title:	Developing and maintaining good occupational working relationships in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.
	3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments.
	3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> – progress – results – achievements – occupational problems – occupational opportunities – health and safety requirements – co-ordinated work.
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.
	4.2	Explain the methods of clarifying alternative proposals with relevant people.
	4.3	Explain the methods of suggesting alternative proposals.
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.
	5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

Title:	Developing and maintaining good occupational working relationships 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	27

Title:	Confirming the occupational method of work in the workplace	
Unit Number:	R/503/2924	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Assess available project data accurately to determine the occupational method of work.	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.
	1.2	Explain how to summarise the following project data: <ul style="list-style-type: none"> – required quantities – specifications – detailed drawings – health and safety requirements – timescales – scope of works.
	1.3	Explain the different methods of assessing available project data.
	1.4	Explain how to use project data to interpret the work method, In relation to: <ul style="list-style-type: none"> – standard work procedures – sequence of work – organisation of resources (people, equipment, materials) – work techniques – working conditions (health, safety and welfare) – risk assessment.
2 Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1	Collect and collate additional information from alternative sources to clarify the work to be carried out.
	2.3	Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> – customers or representatives – suppliers – regulatory authorities – manufacturer's literature.

Title:	Confirming the occupational method of work in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.</p>	3.1	Examine potential work methods to carry out the occupational work activity.
	3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.
	3.3	<p>Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to:</p> <ul style="list-style-type: none"> – health and safety welfare (principles of protection) – fire protection – access and egress – equipment availability – availability of competent workforce – pollution risk – waste and disposal – zero and low carbon outcomes – weather conditions.
	3.4	<p>Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:</p> <ul style="list-style-type: none"> – conforming to statutory requirements – customer and user needs – contract requirements in terms of time, quantity and quality – environmental considerations.
	3.5	Explain how different methods of work can achieve zero/low carbon outcomes.
<p>4 Confirm and communicate the selected work method to relevant personnel.</p>	4.1	Confirm the selected occupational work method that meets project, statutory and contractual requirements.
	4.2	Communicate appropriately to relevant people on the selected occupational work method.
	4.3	Describe the different techniques and methods of confirming and communicating work methods to relevant people.
	4.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.

Title:	Confirming the occupational method of 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>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	37

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 <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 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	Assessment criteria	
<i>The learner will be able to:</i>	<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 3 NVQ Diploma in Decorative Finishing - Painting & Decorating (Construction):</u></p> <p>The following endorsements required (i.e. own area of work):</p> <p>Decorative finishing</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 3 NVQ Diploma in Decorative Finishing - Painting & Decorating (Construction):</u></p> <p>The following endorsement required (i.e. own area of work): Decorative finishing</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 to complex surfaces by brush in the workplace	
Unit Number:	R/617/3731	
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 to complex surfaces by brush.	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 to complex surfaces by brush.	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 to complex surfaces by brush.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems to complex surfaces by brush.
	3.2	Comply with information relating to specific risks to health when applying paint systems to complex surfaces by brush.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems to complex surfaces by brush 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 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 to complex surfaces by brush.	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 – specialist coatings – primers, intermediate coatings (undercoats) and finishes (single and two-pack coatings) – single-product systems (e.g. emulsions, varnishes, timber colour treatments) – 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 to complex surfaces by brush 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 apply paint systems to complex surfaces by brush.
5 Minimise the risk of damage to the work and surrounding area when applying paint systems to complex surfaces by brush.	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 to complex surfaces by brush.	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 to complex surfaces by brush.	7.1	Demonstrate the following work skills when applying paint systems to complex surfaces by brush: <ul style="list-style-type: none"> – matching, mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in.
	7.2	Apply water-borne and/or solvent-borne coatings by brush to internal and/or external surfaces for industrial and non-industrial situations, to given working instructions for: <ul style="list-style-type: none"> – linear/trim/narrow-runs, broad areas and detailed/complex work.
	7.3	Safely use materials, tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when applying paint systems to complex surfaces by brush.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems to complex surfaces by brush in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	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 – prepare coatings with activators – coat broad areas, linear/trim/narrow runs and detailed complex structural/architectural items – stripe-coat surface features (industrial environment) – 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 and associated tools and equipment.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when applying paint systems to complex surfaces by brush.
	7.7	Describe how to maintain brushes and associated tools and equipment used when applying paint systems to complex surfaces by brush.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems to complex surfaces by brush in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the Construction Skills' 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 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction):</u></p> <p>The following endorsement required (i.e. own area of work): Decorative finishing</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	83

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	Assessment criteria	
<i>The learner will be able to:</i>	<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:	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 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 <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 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 3 NVQ Diploma in Decorative Finishing - Painting & Decorating (Construction):</u></p> <p>The following endorsements required:</p> <p>Decorative finishing</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:	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 [HVLVP]) 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 <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 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 [HVLP] 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 3 NVQ Diploma in Decorative Finishing - Painting & Decorating (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	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 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	Assessment criteria	
<i>The learner will be able to:</i>	<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 3 NVQ Diploma in Decorative Finishing - Painting & Decorating (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:	Hanging wallcoverings to complex surfaces in the workplace	
Unit Number:	Y/617/3732	
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 wallcoverings to complex surfaces.	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 wallcoverings to complex surfaces.	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 wallcoverings to complex surfaces.	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 wallcoverings to complex surfaces.
	3.2	Comply with information relating to specific risks to health when hanging wallcoverings to complex surfaces.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging wallcoverings to complex surfaces, and the 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 wallcoverings to complex surfaces 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 wallcoverings to complex surfaces.	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, length, area and wastage associated with the method/procedure to hang wallcoverings to complex surfaces.
5 Minimise the risk of damage to the work and surrounding area when hanging wallcoverings to complex surfaces.	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 wallcoverings to complex surfaces 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 hanging wallcoverings to complex surfaces.	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 wallcoverings to complex surfaces to the required specification.	7.1	Demonstrate the following work skills when hanging wallcoverings to complex surfaces: <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.
	7.3	Hang substantial length foundation or finishing papers to given working instructions for three of the following (including at least one with a matching patterned paper): <ul style="list-style-type: none"> – sloping ceiling – free-standing columns and/or pillars – stairwells – ceiling (above average span) – alcoves and/or niches and/or arches – walls with both internal and external angles.
	7.4	Work safely around electrical fittings and pipework to given working instructions.
	7.5	Safely use materials, hand tools and associated equipment.
	7.6	Safely store the materials, tools and equipment used when hanging wallcoverings to complex surfaces.

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging wallcoverings to complex surfaces 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 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 pastes and adhesives – prepare and hang matching patterned paper to ceilings – prepare and hang foundation papers, textured/relief and patterned finishing papers – prepare and hang paper to: <ul style="list-style-type: none"> – sloping ceilings – free-standing columns/pillars – stairwells – walls with both internal and external angles – ceilings of above average span – alcoves/niches/arches – work around electrical fittings and pipework – use access equipment – use hand tools and associated equipment.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when hanging wallcoverings to complex surfaces.
	7.9	Describe how to maintain the tools and equipment used when hanging wallcoverings to complex surfaces.

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging wallcoverings to complex surfaces 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 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction):</u></p> <p>Three of the following endorsements required:</p> <ul style="list-style-type: none"> Sloping ceiling Free-standing column Free-standing pillar Stairwell Ceiling (above average span) Alcove Niche Arch Wall with internal and external angles)
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	90

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging specialised paper wallcoverings in the workplace	
Unit Number:	H/617/3734	
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 specialised 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 specialised 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 specialised paper wallcoverings.	3.1	Use health and safety control equipment and access equipment to carry out the activity in accordance with legislation and organisational requirements when hanging specialised paper wallcoverings.
	3.2	Comply with information relating to specific risks to health when hanging specialised paper wallcoverings.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging specialised paper wallcoverings, and the 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 specialised 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 specialised 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 – appropriate pastes/adhesives – specialised wallcoverings – protective sheeting for the work area, cotton gloves – rubbish containers/bags – access equipment – hand tools and associated equipment for specialised wallcoverings.
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to hang specialised paper wallcoverings.
5 Minimise the risk of damage to the work and surrounding area when hanging specialised 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	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 specialised paper wallcoverings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.5	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 specialised 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 specialised paper wallcoverings to the required specification.	7.1	Demonstrate the following work skills when hanging specialised paper wallcoverings: <ul style="list-style-type: none"> – shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, handling and cleaning-off.
	7.2	Hang three different specialised wallcoverings (e.g. paper-backed fabric, lincrusta, hand-print, flock, murals, hessian, wool/silk strand, metallic) to given working instructions to walls with internal and external angles.
	7.3	Safely use materials, hand tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when hanging specialised paper wallcoverings.

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging specialised paper wallcoverings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 continued	7.5	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 adhesives/pastes – protect specialised papers when handling – prepare and hang: <ul style="list-style-type: none"> – paper-backed fabric – lincrusta – hand-prints – flock – murals – hessian – wool/silk strand – metallic – work to broad wall areas with reveals and internal and external angles – work around electrical fittings and pipework – keep the wallcovering surface and adjacent surfaces clean – use access equipment – use hand tools and associated equipment.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when hanging specialised paper wallcoverings.
	7.7	Describe how to maintain the tools and equipment used when hanging specialised paper wallcoverings.

Units – Learning Outcomes and Assessment Criteria

Title:	Hanging specialised 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	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	100

Units – Learning Outcomes and Assessment Criteria

Title:	Producing comb textured finishes in the workplace	
Unit Number:	K/617/3735	
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 comb 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 manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when producing comb 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 comb textured finishes.	3.1	Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when producing comb textured finishes.
	3.2	Comply with information relating to specific risks to health when producing comb textured finishes.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing comb textured finishes, and the 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 comb 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 produce comb 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"> – powder-based and ready-mixed texturing materials – sealer – protective sheeting and masking materials – rubbish containers/bags – access equipment – 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
	4.4	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 produce comb textured finishes.
5 Minimise the risk of damage to the work and surrounding area when producing comb 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:	Producing comb textured finishes 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 comb 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 produce comb textured finishes to the required specification.	7.1	Demonstrate the following work skills when producing comb textured finishes: <ul style="list-style-type: none"> – mixing, applying, brushing/troweling, combing and cleaning.
	7.2	Prepare materials and produce combed textured finishes to walls and/or ceilings of circle/fan pattern and one other manufacturers' recognised comb design to given working instructions.
	7.3	Safely use materials, hand tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when producing comb textured finishes.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – prepare surfaces for texturing (new and previously textured) – prepare texturing materials – produce a circle/fan pattern design – produce other comb designs as found in trade/manufacturer's literature – work around electrical fittings and pipe work – 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:	Producing comb 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 producing comb textured finishes.
	7.7	Describe how to maintain the tools and equipment used when producing comb textured finishes.

Title:	Producing comb 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 Area	05.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	50	

Units – Learning Outcomes and Assessment Criteria

Title:	Applying metal leaf to surfaces in the workplace	
Unit Number:	T/617/3737	
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 metal leaf to surfaces.	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 metal leaf to surfaces.	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 metal leaf to surfaces.	3.1	Use health and safety control equipment and access equipment to carry out the activity in accordance with current legislation and organisational requirements when applying metal leaf to surfaces.
	3.2	Comply with information relating to specific risks to health when applying metal leaf to surfaces.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying metal leaf to surfaces, and the 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 metal leaf to surfaces 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 apply metal leaf to surfaces.	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"> – loose leaf metal or transfer metal – gold size – barrier coat – cotton wool – rubbish containers/bags and skewing 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 material required associated with the method/procedure to apply metal leaf to surfaces.
5 Minimise the risk of damage to the work and surrounding area when applying metal leaf to surfaces	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.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying metal leaf to surfaces 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 metal leaf to surfaces.	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 metal leaf to surfaces to the required specification.	7.1	Demonstrate the following work skills when applying metal leaf to surfaces: <ul style="list-style-type: none"> – applying, cutting, picking-up, laying-on and burnishing.
	7.2	Apply appropriate barrier coat as specified.
	7.3	Apply gold size and loose leaf metal, and/or transfer metal and burnish, to given working instructions to: <ul style="list-style-type: none"> – flat areas – detailed/ornate areas
	7.4	Safely use materials, hand tools and associated equipment.
	7.5	Safely store the materials, tools and equipment used when applying metal leaf to surfaces.
	7.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – check suitability of previously prepared surfaces – clean surfaces for application – prepare and apply suitable barrier coat – identify starting and finishing points – prepare and apply solvent-borne and water-borne gold size and loose leaf metal and transfer metal to flat and irregular surfaces – remove barrier coat from finished work – burnish metal surfaces – apply protective coatings – skew surplus – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Applying metal leaf to surfaces 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 applying metal leaf to surfaces.
	7.8	Describe how to maintain the tools and equipment used when applying metal leaf to surfaces.

Title:	Applying metal leaf to surfaces 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 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Loose leaf metal Transfer metal</p>	
Sector Subject Areas	05.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	80	

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 <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 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 3 NVQ Diploma in Decorative Finishing - Painting & Decorating (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

Units – Learning Outcomes and Assessment Criteria

Title:	Producing straight grained effects in the workplace	
Unit Number:	A/617/3738	
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 straight grained 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 straight grained 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 producing straight grained 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 straight grained effects.
	3.2	Comply with information relating to specific risks to health when producing straight grained effects.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing straight grained effects, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Producing straight grained effects 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 straight grained 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, pigments, driers, glaze/varnish – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and equipment associated with graining.
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials required associated with the method/procedure to produce straight grained effects.
5 Minimise the risk of damage to the work and surrounding area when producing straight grained 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.
	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 straight grained effects 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 straight grained 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 straight grained effects.	7.1	Demonstrate the following work skills when producing straight grained effects: <ul style="list-style-type: none"> – mixing, blending, pouring, diluting, laying-on, dragging, softening, flogging, combing and wiping out.
	7.2	Prepare high quality grounds to given working instructions.
	7.3	Produce straight grained effects using water-borne scumbles and/or solvent-borne scumbles to given working instructions, relating to the following: <ul style="list-style-type: none"> – doors or panelling – linear/trim work (e.g. skirtings, architraves).
	7.4	Apply protective finish to given working instructions
	7.5	Safely use materials, hand tools and associated equipment.
	7.6	Safely store the materials, tools and equipment used when producing straight grained effects.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing straight grained effects 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 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 graining effects for hard and soft woods – apply to doors, panelling and linear/trim work – apply protective glaze/varnishes for grained work – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when producing straight grained effects.
	7.8	Describe how to maintain the tools and equipment used when producing straight grained effects.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing straight grained effects 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

Units – Learning Outcomes and Assessment Criteria

Title:	Producing quality replica grained finishes in the workplace	
Unit Number:	T/617/3740	
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 quality replica grained 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 producing quality replica grained 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 applying coatings to produce quality replica grained 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 producing quality replica grained finishes.
	3.2	Comply with information relating to specific risks to health when producing quality replica grained finishes.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing quality replica grained finishes and the 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 quality replica grained finishes 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 quality replica grained 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"> – water-borne and solvent-borne proprietary scumbles and scumble glazes – paints, stainers, binders, solvents, pigments, driers, glaze/varnish – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and equipment associated with graining.
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials required associated with the method/procedure to produce quality replica grained finishes..
5 Minimise the risk of damage to the work and surrounding area when producing quality replica grained 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:	Producing quality replica grained finishes 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 quality replica grained 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 produce quality replica grained finishes to the required specification.	7.1	Demonstrate the following work skills when producing quality replica grained finishes: <ul style="list-style-type: none"> – mixing, blending, pouring, diluting, masking, laying-on, dragging, softening, overgraining, flogging, combing and wiping out.
	7.2	Prepare high quality grounds to given working instructions.
	7.3	Produce the following replica grained finishes on broad and linear work, by at least two distinct stages, using water-borne and/or solvent-borne scumble to given working instructions: <ul style="list-style-type: none"> – oak (any two): quarter sawn, heartwood, straight grain – mahogany (any two): heartwood, straight grain, feather cut.
	7.4	Apply protective finish to given working instructions
	7.5	Safely use materials, hand tools and associated equipment.
	7.6	Safely store the materials, tools and equipment used when producing quality replica grained finishes.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing quality replica grained finishes in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	7.7	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – establish access requirements – check suitability of previously prepared surface and bring up to appropriate finish and ground colour – identify materials for inclusion in scumbles – prepare paint/scumble products (proprietary and self-produced) – prepare brushes, specialised tools and equipment – produce high quality replica grained finishes for soft and hard woods – apply to doors, panelling and linear/trim work – complete work in stages – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when producing quality replica grained finishes.
	7.9	Describe how to maintain the tools and equipment used when producing quality replica grained finishes.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing quality replica grained 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction):</u></p> <p>Two of the following endorsements required: Oak quarter sawn Oak heartwood Oak straight grain</p> <p>Plus two of the following endorsements required: Mahogany heartwood Mahogany straight grain Mahogany feather cut</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	70

Units – Learning Outcomes and Assessment Criteria

Title:	Producing marbling effects in the workplace	
Unit Number:	A/617/3741	
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 marbling 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 marbling 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 producing marbling 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 marbling effects.
	3.2	Comply with information relating to specific risks to health when producing marbling effects.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing marbling effects and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Producing marbling effects 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 marbling 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, pigments, driers, glaze/varnish – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand tools and equipment associated with marbling.
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce marbling effects.
5 Minimise the risk of damage to the work and surrounding area when producing marbling 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.
	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 marbling effects 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 producing marbling 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 marbling effects to the required specification.	7.1 Demonstrate the following work skills when producing marbling effects: <ul style="list-style-type: none"> – mixing, blending, pouring, diluting, laying-on, stippling, softening, feathering and wiping out. 	
	7.2 Prepare high quality grounds to given working instructions.	
	7.3 Produce marbling effects using water-borne scumbles and/or solvent-borne scumbles to given working instructions on broad and linear work.	
	7.5 Apply protective finish to given working instructions	
	7.6 Safely use materials, hand tools and associated equipment.	
	7.5 Safely store the materials, tools and equipment used when producing marbling effects.	
	7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <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 marbling effects – apply marbling effects to broad and linear work – complete work in stages – apply protective glaze/varnishes to marbled work – identify how atmospheric conditions affect coatings and their application process – use access equipment – use hand tools and associated equipment. 	

Units – Learning Outcomes and Assessment Criteria

Title:	Producing marbling effects 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 producing marbling effects.
	7.8	Describe how to maintain the tools and equipment used when producing marbling effects.

Title:	Producing marbling effects 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:	Producing quality replica marble finishes in the workplace	
Unit Number:	F/617/3742	
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 quality replica marble 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 producing quality replica marble 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 quality replica marble 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 producing quality replica marble finishes.
	3.2	Comply with information relating to specific risks to health when producing quality replica marble finishes.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing quality replica marble finishes and the 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 quality replica marble 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 produce quality replica marble 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"> – water-borne and solvent-borne proprietary scumbles and scumble glazes – paints, stainers, binders, solvents, pigments, glaze/varnish, driers – protective sheeting and masking materials – rubbish containers/bags – access equipment – hand 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 produce quality replica marble finishes.
5 Minimise the risk of damage to the work and surrounding area when producing quality replica marble 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:	Producing quality replica marble finishes 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 quality replica marble 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 produce quality replica marble finishes to the required specification.	7.1	Demonstrate the following work skills when producing quality replica marble finishes: <ul style="list-style-type: none"> – mixing, blending, pouring, diluting, masking, laying-on, stippling, softening, feathering, opening-up and wiping out.
	7.2	Prepare high quality grounds to given working instructions.
	7.3	Produce quality replica marble finishes on broad and linear work, by at least two distinct stages, using water-borne and/or solvent-borne scumble to given working instructions for two of the following: <ul style="list-style-type: none"> – Carrara – Verte De Mer – Sienna
	7.5	Apply protective finish to given working instructions
	7.6	Safely use materials, hand tools and associated equipment.
	7.5	Safely store the materials, tools and equipment used when producing quality replica marble finishes.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing quality replica marble 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 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 appropriate finish and ground colour – identify materials for inclusion in scumbles – prepare paint/scumble products (proprietary and self-produced) – prepare brushes, specialised tools and equipment – produce high quality replica marble finishes – apply marble finishes to broad and linear work – complete work in stages – 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 quality replica marble finishes.
	7.8	Describe how to maintain the tools and equipment used when producing quality replica marble finishes.

Units – Learning Outcomes and Assessment Criteria

Title:	Producing Quality Replica Marble 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction):</u></p> <p>Two of the following endorsements required:</p> <p>Carrara Verte De Mer Sienna</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	50



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