



**ProQual Level 3 NVQ Diploma in Stonemasonry
(Construction)**

Banker Masonry Pathway

Qualification Specification

Contents

	Page
Introduction	3
Qualification profile	3
Qualification Structure	4
Centre requirements	5
Support for candidates	5
Links to National Standards / NOS mapping	5
Assessment	6
Internal quality assurance	6
Adjustments to assessment	7
Results enquiries and appeals	7
Certification	7
Units - learning outcomes and assessment criteria	8

Introduction

The ProQual Level 3 NVQ Diploma in Stonemasonry (Construction) qualification provides a nationally recognised qualification for those working in this specialised area of construction.

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 Stonemasonry (Construction) – Banker Masonry Pathway

Qualification title	ProQual Level 3 NVQ Diploma in Stonemasonry (Construction) – Banker Masonry
Ofqual qualification number	610/1933/1
Level	3
Total Qualification Time	820 hours (384 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	16/1/2023
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 all of the Mandatory units for the Banker Masonry Pathway.

CITB references are provided in this document for information only.

Pathway 1 – Banker Masonry

Candidates must complete all of the Mandatory units in this pathway.

Pathway 1 Mandatory Units			<i>CITB references for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	209v2
T/618/8495	Developing and maintaining good occupational working relationships in the workplace	3	210v2
R/503/2924	Confirming the occupational method of work in the workplace	3	211v2
M/650/4946	Producing complex templates and moulds in the workplace	3	199v4
R/650/4947	Producing complex stonemasonry components in the workplace	3	200v4

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 Construction Skills' 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 8.

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 -

ProQual Level 3 NVQ Diploma in Stonemasonry (Construction) – Banker Masonry

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.

Unit A/503/2772

Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 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:
– 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.

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit M/508/6537

Conforming to general health, safety and welfare in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Comply with all workplace health, safety and welfare legislation requirements.	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.2.3 List the current Health and Safety Executive top ten safety risks.2.4 List the current Health and Safety Executive top five health risks.2.5 State how changing circumstances within the workplace could cause hazards.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	<p>2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.</p> <p>3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.</p> <p>3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.</p> <p>3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.</p> <p>3.4 Safely store health and safety control equipment in accordance with given instructions.</p> <p>3.5 Dispose of waste and/or consumable items in accordance with legislation.</p> <p>3.6 State the organisational policies and procedures for health, safety and welfare, in relation to:</p> <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. <p>3.7 State the appropriate types of fire extinguishers relevant to the work.</p> <p>3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.</p>
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	<p>4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.</p> <p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <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. <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.</p>
5 Comply with and support all organisational security	<p>5.1 Provide appropriate support for security arrangements in accordance with approved procedures:</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
arrangements and 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. <p>5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.</p>

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit T/618/8495

Developing and Maintaining Good Occupational Working Relationships in the Workplace

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.</p>	<p>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.</p> <p>3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.</p> <p>3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to:</p> <ul style="list-style-type: none"> – progress – results – achievements – Occupational problems – Occupational opportunities – health and safety requirements – co-ordinated work.
<p>4 Clarify proposals with relevant people and discuss alternative suggestions.</p>	<p>4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.</p> <p>4.2 Explain the methods of clarifying alternative proposals with relevant people.</p> <p>4.3 Explain the methods of suggesting alternative proposals.</p>
<p>5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.</p>	<p>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.</p> <p>5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.</p>

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit R/503/2924

Confirming the Occupational Method of Work in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.
	2.2 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.
3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	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

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

		health and safety requirements relating to technical and/or project criteria.
	3.3	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: <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	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: <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.
4	Confirm and communicate the selected work method to relevant personnel.	
	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.

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit Number M/650/4946

Producing complex templates and moulds in the workplace

Learning outcomes

The learner will be able to:

1 Interpret the given information relating to the work and resources when producing complex templates and moulds.

2 Know how to comply with relevant legislation and official guidance when producing complex templates and moulds.

3 Maintain safe and healthy working practices when producing complex templates and moulds.

Assessment criteria

The learner can:

1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.

1.2 Comply with information and/or instructions derived from risk assessments and method statements.

1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.

1.4 Describe different types of information, their source and how they are interpreted in relation to:
– drawings, specifications, schedules, method statements, risk assessments, manufacturers' and technical information, official guidance and current regulations associated with producing complex templates and moulds.

2.1 Describe their responsibilities regarding potential accidents, incidents, health hazards and the environment, whilst working:
– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials by manual handling and mechanical lifting.

2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, public, operative, plant and machinery.

2.3 Explain what the accident reporting procedures are and who is responsible for making reports.

3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing complex templates and moulds.

Learning outcomes*The learner will be able to:***Assessment criteria***The learner can:*

- | | | | |
|---|--|-----|---|
| 3 | Continued | 3.2 | Demonstrate compliance with given information and relevant legislation when producing complex templates and moulds, in relation to the following: <ul style="list-style-type: none">– safe use of access equipment– safe use, storage and handling of materials, tools and equipment– specific risks to health. |
| | | 3.3 | Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to producing complex templates and moulds, 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 working instructions. |
| | | 3.5 | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, near misses, evacuations and other task-related activities. |
| 4 | Select the required quantity and quality of resources for the methods of work to produce complex templates and moulds. | 4.1 | Select resources associated with own work in relation to materials, components, tools and equipment. |
| | | 4.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– sheet zinc– sheet plastic– sheet timber– profiler– hand tools, power tools, ancillary and safety equipment. |
| | | 4.3 | Describe how to confirm that the resources and materials conform to the specification. |
| | | 4.4 | Describe how the resources should be used correctly and how problems associated with the resources are reported. |

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
4 Continued	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.6 Describe any potential hazards associated with the resources and methods of work. 4.7 Describe how to calculate quantity, length, area, weight, volume and wastage associated with the method/procedure to produce complex templates and moulds.
5 Minimise the risk of damage to the work and surrounding area when producing complex templates and moulds.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. 5.2 Maintain a clear and tidy work space. 5.3 Dispose of waste in accordance with current legislation. 5.4 Demonstrate compliance with employer's quality procedures 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. 5.6 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational and quality procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when producing complex templates and moulds.	6.1 Demonstrate safe completion of the work within the agreed 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 programmes of work and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Learning outcomes*The learner will be able to:***Assessment criteria***The learner can:*

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| 7 | Comply with the given contract information to produce complex templates and moulds to the required specification. | 7.1 | Demonstrate the following work skills when producing complex templates and moulds: <ul style="list-style-type: none">– measuring, drawing, marking out, cutting and finishing. |
| | | 7.2 | Use and maintain hand tools, power tools, ancillary and safety equipment. |
| | | 7.3 | Set out complex shapes and produce templates, moulds and reverses for natural stone components to given working instructions for four of the following: <ul style="list-style-type: none">– shaped curved on plan– tracery– ramp and twist– spheres– entablature– ionic components– finials |
| | | 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">– identify and understand the organisational quality requirements particular to proposed or existing structure– produce drawings, complex templates and moulds for new and/or restoration work to profiled stonework– set out complex geometrical shapes– produce templates, moulds and reverses for natural stone components with curved in plan and elevation; tracery, ramp and twist and spheres, entablatures, ionic components and finials– determine when specialist skills and knowledge are required and report accordingly– understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance– work with, around and in close proximity to plant and machinery– use hand tools, power tools, ancillary and safety equipment.– work at height– use access equipment. |
| | | 7.5 | Describe the needs of other occupations and how to communicate effectively within a team when producing complex templates and moulds. |
| | | 7.6 | Describe how to maintain the tools and equipment used when producing complex templates and moulds. |

Additional information about this unit

Assessment Guidance

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

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

Workplace evidence of skills cannot be simulated.

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

R/650/4947

Producing complex stonemasonry components in the workplace

Learning outcomes

The learner will be able to:

1 Interpret the given information relating to the work and resources when producing complex stonemasonry components.

2 Know how to comply with relevant legislation and official guidance when producing complex stonemasonry components.

Assessment criteria

The learner can:

1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.

1.2 Comply with information and/or instructions derived from risk assessments and method statements.

1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.

1.4 Describe different types of information, their source and how they are interpreted in relation to:
– drawings, templates, specifications, schedules, method statements, risk assessments, manufacturers' and technical information, official guidance and current regulations associated with producing complex stonemasonry components.

2.1 Describe their responsibilities regarding potential accidents, incidents, health hazards and the environment, whilst working:
– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials by manual handling and mechanical lifting.

2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, public, operative, plant and machinery.

2.3 Explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcomes	Assessment criteria
<i>The learner will be able to:</i>	<i>The learner can:</i>
<p>3 Maintain safe and healthy working practices when producing complex stonemasonry components.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing complex stonemasonry components.</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when producing complex stonemasonry components in relation to the following:</p> <ul style="list-style-type: none"> – safe use, storage and handling of materials, tools and equipment – specific risks to health. <p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to producing complex stonemasonry components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, near misses, evacuations and other task-related activities.</p>
<p>4 Select the required quantity and quality of resources for the methods of work to produce complex stonemasonry components.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, tools and equipment.</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – natural stone – drawings – templates – moulds and reverses – hand tools, power tools, ancillary and safety equipment.

Learning outcomes*The learner will be able to:***Assessment criteria***The learner can:*

4	Continued	4.3	Describe how to confirm that the resources and materials conform to the specification.
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.6	Describe any potential hazards associated with the resources and methods of work.
		4.7	Describe how to calculate quantity, length, area, volume, weight and wastage associated with the method/procedure to produce complex stonemasonry components.
5	Minimise the risk of damage to the work and surrounding area when producing complex stonemasonry components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Maintain a clear and tidy workspace.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Explain how to comply with employer's quality procedures
		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.
		5.6	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational and quality procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcomes*The learner will be able to:***Assessment criteria***The learner can:*

- | | |
|--|--|
| 6. Continued | 6.1 Demonstrate safe completion of the work within the estimated, agreed 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 programmes of work and estimated times–organisational procedures for reporting circumstances which will affect the work programme. |
| 7 Comply with the given contract information to produce complex stonemasonry components to the required specification. | 7.1 Demonstrate the following work skills when producing complex stonemasonry components: <ul style="list-style-type: none">– measuring, marking out, positioning, boring, drilling, shaping and finishing. |
| | 7.2 Use and maintain hand tools, power tools, ancillary RPE and/or LEV equipment |
| | 7.3 Check stone for faults to given working instructions. |
| | 7.4 Check stone for square and true to given working instructions. |
| | 7.5 Arrange the lifting and fitting of natural stone components to given working instructions. |
| | 7.6 Select, cut and produce natural stone components to given working instructions for at least four of the following: <ul style="list-style-type: none">– shaped curved on plan– tracery– ramp and twist– spheres– entablature– prepared for fixing and lifting– ionic components– finials |

Learning outcomes*The learner will be able to:***Assessment criteria***The learner can:*

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:
- identify and follow the organisational quality requirements
 - check stone for faults
 - check stone for square and true
 - select, cut and produce shaped curved on plan, tracery, ramp and twist, spheres, entablature, ionic components and finials to natural stone components
 - produce complex finishes
 - form provisions for fixings and lifting
 - determine when specialist skills and knowledge are required and report accordingly
 - understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
 - work with, around and in close proximity to plant and machinery
 - use hand tools, power tools, ancillary and safety equipment
 - work at height
 - use access equipment.
- 7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing complex stonemasonry components.
- 7.8 Describe how to maintain the tools and equipment used when producing complex stonemasonry components.

Additional information about this unit

Assessment Guidance

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

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

Workplace evidence of skills cannot be simulated.

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



www.proqualab.com

enquiries@proqualab.com

Tel: +44 (0)1430 423822

ProQual AB Limited, ProQual House, Unit 1, Innovation Drive, Newport, HU15 2GX
Company Registration Number: 07464445