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# Qualification Specification

## Highfield Level 1 Certificate in Construction Activities (RQF)

Qualification Number: 603/6364/2

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## Highfield Level 1 Certificate in Construction Activities (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

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### Qualification regulation and support

This qualification has been developed and is awarded by Highfield Qualifications, and sits on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual and CCEA Regulation. This qualification is also regulated by Qualifications Wales.

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### Key facts

<b>Qualification number:</b>	603/6364/2
<b>Learning aim reference:</b>	60363642
<b>Credit value:</b>	14
<b>Assessment method:</b>	Portfolio of evidence
<b>Guided learning hours (GLH):</b>	105
<b>Total qualification time (TQT):</b>	140

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### Qualification overview and objective

The objective of this qualification is to prepare learners for employment or support a learner's role in the workplace. It is designed to support learners to develop and progress their skills, either within a specialist function or across a variety of trades. This qualification can also prepare learners to progress to a higher-level construction-based qualification.

This qualification includes the following pathways, with each containing mandatory and optional content:

- Pathway A – Painting and Decorating
- Pathway B – Bricklaying
- Pathway C – Carpentry
- Pathway D – Plastering
- Pathway E – Tiling
- Pathway F – Multi-trade

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### Entry requirements

To register on to this qualification, learners are required to be 16 years of age or above.

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### Centre requirements

To effectively deliver and assess this qualification, centres must have sufficient resources in place for learners to sufficiently demonstrate evidence of competency within their chosen trade.

## Guidance on delivery

The total qualification times (TQT) and guided learning hours (GLH) for these qualifications are:

	TQT	GLH	Credit
Specialist pathway	140	105	14
Multi-trade	170	130	17

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

## Guidance on assessment

This qualification is assessed through the completion of a portfolio of evidence that will also be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield promotes holistic assessment. Additional guidance is included at the bottom of each unit suggesting how each assessment criteria can be assessed. Suggested assessment paperwork is available on the Highfield Qualifications website.

Learners must achieve all of the pass criteria across all units to be awarded a Pass.

Examples of evidence for the portfolio could include:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion
- assessor observation - completed observational checklists
- witness testimony

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

### Assessor requirements

Highfield Qualifications **requires** nominated assessors for this qualification to have current, relevant occupational expertise and knowledge that has been gained through ‘hands-on’ experience in the industry and relevant qualifications.

Highfield Qualifications also **recommends** nominated assessors for this qualification meet the following requirements:

- Hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Learner Performance Using a Range of Methods
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- Maintain appropriate continued professional development (CPD) for the subject area

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### Internal quality assurance (IQA) requirements

Highfield Qualifications **requires** internal quality assurers for this qualification have relevant subject knowledge.

Highfield Qualifications also **recommends** internal quality assurers for this qualification meet the following requirements:

- Hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - D34 or V1 verifier awards
- Maintain appropriate continued professional development (CPD) for the subject area

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications’ Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner’s identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner’s identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card, etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### **Progression opportunities**

On successful completion of this qualification, learners may wish to continue their development by undertaking a higher-level construction-based qualification or the Highfield Level 1 Award in Health and Safety within a Construction Environment (RQF).

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### **Useful websites**

[www.highfieldqualifications.com](http://www.highfieldqualifications.com) (Qualifications)  
[www.highfieldproducts.com](http://www.highfieldproducts.com) (Products)  
[www.highfieldinternational.com](http://www.highfieldinternational.com) (International)  
[www.highfieldelearning.com](http://www.highfieldelearning.com) (E-learning)

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## Appendix 1: Qualification structure

To complete the **Highfield Level 1 Certificate in Construction Activities (RQF)**, learners must complete 1 of the following pathways.

### Pathway A - Painting and decorating

To achieve pathway A, learners must complete:

- all units contained within the mandatory group, and;
- all units contained within **Group A** (totalling 14 credits)

### Pathway B - Bricklaying

To achieve pathway B, learners must complete:

- all units contained within the mandatory group, and;
- all units contained within **Group B** (totalling 14 credits)

### Pathway C - Carpentry

To achieve pathway C, learners must complete:

- all units contained within the mandatory group, and;
- all units contained within **Group C** (totalling 14 credits)

### Pathway D - Plastering

To achieve pathway D, learners must complete:

- all units contained within the mandatory group, and;
- all units contained within **Group D** (totalling 14 credits)

### Pathway E - Tiling

To achieve pathway E, learners must complete:

- all units contained within the mandatory group, and;
- all units contained within **Group E** (totalling 14 credits)

### Pathway F - Multi-trade

To achieve pathway F, learners must complete:

- all units contained within the mandatory group, and;
- at least **6 units** achieved from **groups A-E** (totalling a **minimum** of 17 credits)

**Mandatory group**

Unit reference	Unit title	Level	GLH	Credit
L/618/3755	Introduction to professional behaviours and conduct within the construction industry	1	25	3
R/618/3756	Introduction to maintaining health and safety in a construction environment	1	15	2

**Group A (Painting and decorating)**

Unit reference	Unit title	Level	GLH	Credit
Y/618/3757	Decorating preparation	1	20	3
D/618/3758	Applying paint with brushes	1	15	2
H/618/3759	Applying paint with rollers	1	15	2
Y/618/3760	Applying wallpapers	1	15	2

**Group B (Bricklaying)**

Unit reference	Unit title	Level	GLH	Credit
D/618/3761	Wall-building preparation	1	20	3
H/618/3762	Building brick walls	1	15	2
K/618/3763	Building block walls	1	15	2
M/618/3764	Building cavity walls	1	15	2

**Group C (Carpentry)**

Unit reference	Unit title	Level	GLH	Credit
T/618/3765	Basic carpentry preparation	1	20	3
A/618/3766	Site carpentry	1	15	2
F/618/3767	Fitting architrave	1	15	2
J/618/3768	Fitting ironmongery	1	15	2

**Group D (Plastering)**

Unit reference	Unit title	Level	GLH	Credit
L/618/3769	Plastering preparation	1	20	3
J/618/3771	Running moulds	1	15	2
L/618/3772	Plastering application and finishing surfaces	1	35	4



**Group E (Tiling)**

Unit reference	Unit title	Level	GLH	Credit
Y/618/3774	Tiling preparation	1	20	3
D/618/3775	Tiling floors	1	25	3
H/618/3776	Tiling walls	1	25	3

## Appendix 2: Qualification content

**Unit 1: Introduction to professional behaviours and conduct within the construction industry**

Unit number: L/618/3755

Credit: 3

GLH: 25

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to work professionally</b></p>	<p>1.1 Outline the <b>behaviours and conduct</b> expected of construction professionals</p> <p>1.2 Demonstrate team working, professional behaviour and professional conduct</p> <p>1.3 Demonstrate effective and appropriate two-way <b>communication</b></p> <p>1.4 Treat others with courtesy and respect</p> <p>1.5 Work responsibly with others on practical tasks</p> <p>1.6 Behave appropriately towards colleagues and supervisors</p> <p>1.7 Demonstrate good <b>time-keeping</b></p>
<p><b>2. Be able to undertake the requirements of own role efficiently</b></p>	<p>2.1 Respond appropriately to instructions</p> <p>2.2 Receive feedback in a positive manner, and act upon it appropriately</p> <p>2.3 Support colleagues to ensure required information, goods and services are given</p> <p>2.4 Meet agreed deadlines, targets and quality standards</p> <p>2.5 Finish tasks within the allotted timescale</p> <p>2.6 Report problems to the appropriate person</p> <p>2.7 Inform team members of progress and developments of work activities</p>
<p><b>3. Be able to tidy up the work area, dispose of waste in a safe manner and recycle appropriately</b></p>	<p>3.1 Clean up as appropriate:</p> <ul style="list-style-type: none"> <li>○ ready for the next job</li> <li>○ during the job being undertaken</li> <li>○ on completion of the job</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.2 Recycle waste materials as required 3.3 Keep tools and equipment in good order and stored correctly 3.4 Dispose of waste promptly, hygienically and appropriately

Amplification
<p><b>LO1 Be able to work professionally</b></p> <ul style="list-style-type: none"> <li>• <b>Behaviours and conduct</b> expected of construction professionals:                             <ul style="list-style-type: none"> <li>○ teamwork:                                     <ul style="list-style-type: none"> <li>– working well with colleagues</li> <li>– treating people with respect</li> <li>– demonstrating an awareness of those from different backgrounds and cultures</li> </ul> </li> <li>○ learning from mistakes</li> <li>○ accepting feedback</li> <li>○ maintaining a positive attitude</li> <li>○ being polite</li> <li>○ responsible</li> <li>○ cooperative</li> </ul> </li> <li>• <b>Two-way communication</b> <ul style="list-style-type: none"> <li>○ verbal</li> <li>○ written</li> <li>○ body language</li> </ul> </li> <li>• <b>Good time keeping</b> <ul style="list-style-type: none"> <li>○ arriving at work when required</li> <li>○ completing tasks in good time</li> </ul> </li> </ul>

**Unit 2:** Introduction to maintaining health and safety in a construction environment  
 Unit number: R/618/3756  
 Credit: 2  
 GLH: 15  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand Health and Safety legislation relevant to the construction industry</b></p>	<p>1.1 List <b>common risks</b> to health within a construction environment</p> <p>1.2 State how hazards and potential risks can be controlled</p> <p>1.3 List the main groups of <b>substances hazardous to health</b> under current regulations</p> <p>1.4 List hazards and potential risks associated with working at height</p> <p>1.5 State the employee’s responsibilities under current legislation and official guidance for:</p> <ul style="list-style-type: none"> <li>○ moving and storing materials</li> <li>○ manual handling</li> <li>○ mechanical lifting</li> <li>○ working from height</li> </ul>
<p><b>2. Understand how to work safely within a construction environment</b></p>	<p>2.1 Use <b>approved techniques</b> to prevent strain or injury when carrying out work activities</p> <p>2.2 Take action to ensure that own conduct does not endanger others</p> <p>2.3 Follow manufacturers or organisational instructions for the use of equipment, materials and products</p> <p>2.4 Follow organisational procedures and <b>legal requirements</b> to minimise risks to health and safety</p> <p>2.5 Shows vigilance and awareness of potential risks within the construction environment and takes action to prevent risks</p> <p>2.6 Identify <b>safety and warning signs</b> in the construction industry</p>

## Amplification

### LO1 Understand Health and Safety legislation relevant to the construction industry

- **Common risks to health**
  - dropping tools and debris:
    - debris or tools falling on person/through material
    - possible fatality
    - burns if hot material, such as bitumen, falls onto a person
    - damage to equipment
  - stability of ladders:
    - falls because of uneven ground
    - overreaching
    - affected by high winds
    - heavy rain may shift ground at base or cause sinking
  - overhead cables:
    - contact/electrocution
    - near contact with metal poles, causing arching
  - fragile roofs:
    - asbestos
    - falling through
  - scaffolds:
    - excessive weight
    - incomplete
    - unauthorised changes
    - lack of edge protection
    - incomplete boarding
    - obstructions
  - internal voids:
    - unmarked voids
    - person falling through
    - lack of egress
    - asbestos
  - equipment:
    - types of mechanical and non-mechanical hazards, such as entanglement or noise
  - the working area:
    - poor housekeeping
    - lack of segregation with public
    - lack of welfare facilities
  - other people:

- working unsafely
- horseplay
- influence of drugs/alcohol
- being untrained
- acute or chronic illness, such as ear infection or epilepsy

- **Substances hazardous to health**

- micro-organisms – bacteria, viruses and fungi
- dust – silica and cement
- chemicals – paints, glues, thinners, resins and coatings
- gas – carbon dioxide
- asbestos
- lead

**LO2**

- **Approved techniques** to prevent strain or injury

- including manual handling techniques

- **Legal requirements**

- Employers must:
  - provide, so far as is reasonably practicable, a safe place to work
  - provide information, instruction, training and supervision
  - provide adequate welfare facilities
  - ensure safe access and egress
  - provide equipment and PPE which is suitable and fit for purpose
  - ensure policies and procedures are:
    - in place,
    - reviewed and
    - updated
- Employees must:
  - apply duty of care
  - follow the instructions, guidance and training given by their employer including on equipment
  - not interfere with equipment provided for health and safety
  - report and record:
    - hazards that could cause a risk
    - accidents
    - near misses, and
    - diseases

- **Safety and warning signs**

- warning
  - danger
  - high voltage
- prohibition
  - no access for unauthorised persons

- mandatory
  - eye protection must be worn
- information
  - emergency exit
  - first aid

**Unit 3:**            **Decorating preparation**  
 Unit number: Y/618/3757  
 Credit:             3  
 GLH:               20  
 Level:              1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to prepare for safe working before painting and decorating</b></p>	<p>1.1 Describe the <b>personal protective equipment (PPE)</b> used in basic painting procedures</p> <p>1.2 Identify the <b>hazards</b> associated with the use and storage of paint materials</p> <p>1.3 Identify the relevant safety <b>policies and procedures</b> which must be followed when using and storing paint materials</p> <p>1.4 Take appropriate <b>measures</b> to prepare the surrounding area before work is undertaken</p>
<p><b>2. Be able to prepare surfaces for decorating</b></p>	<p>2.1 Identify the different types of <b>defects</b> that can occur on substrates and how to rectify these</p> <p>2.2 Select the correct tools and materials needed to <b>rectify defects</b></p> <p>2.3 Use appropriate <b>tools and techniques</b> to prepare existing paintwork or remove wallpaper</p> <p>2.4 Apply the required materials to make good surfaces in line with requirements</p> <p>2.5 Check that the surface finish is clean and tidy</p>

Amplification
<p><b>LO1 Be able to work safely when painting and decorating</b></p> <ul style="list-style-type: none"> <li>• <b>Personal protective equipment (PPE)</b> used in basic painting procedures                             <ul style="list-style-type: none"> <li>○ gloves</li> <li>○ eye protection</li> <li>○ bib and brace</li> <li>○ overalls</li> <li>○ safety boots</li> <li>○ dust mask</li> </ul> </li> <li>• <b>Hazards</b> associated with the use and storage of paint materials</li> </ul>



- temperature – if too hot, the tin can pop
  - **Safety policies and procedures**
    - Health and Safety at Work etc. Act 1974
    - COSHH
    - working from height
  - **Measures** to prepare the surrounding area, including:
    - laying dust sheets
    - covering tools/materials
    - protecting areas not to be worked on
    - masking off areas
    - ensuring there is enough space
    - area is clear of obstacles
- LO2 Be able to prepare surfaces for decorating**
- **Defects** on substrates, including:
    - runs – normally due to paint being too thick or applied too thickly to the surface
    - blisters/bubbling – may be on the surface already or caused due to grease, oil or moisture
  - **Rectify defects**
    - runs – allow to harden completely before rubbing down and recoating
    - blisters/bubbling – must be stripped and allowed to dry if moisture is the issue before filling and recoating
  - **Tools and techniques** to prepare existing paintwork or remove wallpaper
    - depends on the base
    - must be clean and dry
    - free from grease and dust
    - holes and cracks filled
    - flaky plaster or peeling paint removed
    - tools may include:
      - sugar soap
      - filler
      - filling knife
      - sandpaper
      - stripping knife or orbital scorer
      - bucket and sponge
      - stripping solution
      - steam stripper

**Unit 4:** Applying paint with brushes  
 Unit number: D/618/3758  
 Credit: 2  
 GLH: 15  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for painting and decorating with brushes</b></p>	<p>1.1 Select the appropriate <b>brush</b> for each task</p> <p>1.2 Select the correct primers to be used on different surfaces</p> <p>1.3 Select the correct <b>equipment</b> required to complete each painting task</p> <p>1.4 Select the <b>type of paint</b> that will need to be applied to surfaces</p> <p>1.5 Identify the <b>sequence</b> of paint coatings that will need to be applied to surfaces</p> <p>1.6 Select the correct PPE for each task</p>
<p><b>2. Be able to apply paint on substrates with brushes</b></p>	<p>2.1 Conduct safety checks on tools and equipment before use</p> <p>2.2 Use tools and equipment correctly and safely</p> <p>2.3 Calculate the <b>correct amount</b> of paint required</p> <p>2.4 Apply coatings evenly to surfaces</p> <p>2.5 Correct any obvious visible <b>defects</b></p> <p>2.6 Effectively clean any used painting brushes</p> <p>2.7 Store paint materials and equipment safely and correctly</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• Appropriate <b>brush</b> for each task                             <ul style="list-style-type: none"> <li>○ correct size (inches)</li> <li>○ synthetic or hair</li> </ul> </li> <li>• <b>Equipment</b> required                             <ul style="list-style-type: none"> <li>○ abrasive paper</li> <li>○ filling knife</li> <li>○ hop-up</li> </ul> </li> </ul>

- paintbrush
- paint kettle
- scrapers
- shave hook
- step ladder

- **Types of paint**

- water-based paint products:
  - vinyl emulsion paints
  - silk emulsion paints
- solvent-based paint products:
  - primer
  - undercoat
  - eggshell
  - gloss finishes
  - white spirit
  - turpentine
  - knotting
  - filler

- **Sequence** of paint coatings

- primer, undercoat, paint

**LO2**

- **Correct amount** of paint

- according to the instructions on the tin

- **Defects**, including

- runs – normally due to paint being too thick or applied too thickly to the surface
- blisters/bubbling – may be on the surface already or caused due to grease, oil or moisture

Unit 5:           **Applying paint with rollers**  
 Unit number:   H/618/3759  
 Credit:           2  
 GLH:            15  
 Level:            1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to organise resources for painting and decorating with rollers</b>	1.1 Select the appropriate <b>roller</b> for each task 1.2 Select the correct primers to be used on different surfaces 1.3 Select the correct <b>equipment</b> required to complete each painting task 1.4 Select the <b>type of paint</b> that will need to be applied to surfaces 1.5 Identify the <b>sequence</b> of paint coatings that will need to be applied to surfaces 1.6 Select the correct PPE for each task
<b>2. Be able to apply paint on substrates with rollers</b>	2.1 Conduct safety checks on tools and equipment before use 2.2 Use tools and equipment correctly and safely 2.3 Calculate the <b>correct amount</b> of paint required 2.4 Apply coatings evenly to surfaces 2.5 Correct any obvious visible <b>defects</b> 2.6 Effectively clean any used painting rollers 2.7 Store paint materials and equipment correctly

Amplification
<b>LO1</b> <ul style="list-style-type: none"> <li>• Appropriate <b>roller</b> for each task                             <ul style="list-style-type: none"> <li>○ manual rollers, pad rollers, texture rollers, specialist rollers</li> <li>○ foam, mohair, sheepskin</li> <li>○ short, medium, long-pile</li> </ul> </li> <li>• <b>Equipment</b> required                             <ul style="list-style-type: none"> <li>○ abrasive paper</li> <li>○ filling knife</li> <li>○ hop-up</li> </ul> </li> </ul>

- paint roller
  - paint roller tray
  - scrapers
  - shave hook
  - step ladder
  - **Types of paint**
    - water-based paint products:
      - vinyl emulsion paints
      - silk emulsion paints
    - solvent-based paint products:
      - primer
      - undercoat
      - eggshell
      - gloss finishes
      - white spirit
      - turpentine
      - knotting
      - filler
  - **Sequence** of paint coatings
    - primer, undercoat, paint
- LO2**
- **Correct amount** of paint
    - according to the instructions on the tin
  - **Defects**, including:
    - runs – normally due to paint being too thick or applied too thickly to the surface
    - blisters/bubbling – may be on the surface already or caused due to grease, oil or moisture

**Unit 6:**           **Applying wallpapers**  
 Unit number: Y/618/3760  
 Credit: 2  
 GLH: 15  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for applying wallpaper</b></p>	<p>1.1 Select the correct <b>adhesive</b> for each type of wallpaper</p> <p>1.2 <b>Calculate</b> the quantity of paper required</p> <p>1.3 Mix adhesives to the correct <b>consistency</b> for the wallpaper to be applied</p> <p>1.4 Apply adhesives in accordance with manufacturers' instructions</p> <p>1.5 Remove excess adhesive from the work area before applying the wallpaper</p> <p>1.6 Select the correct PPE for each task</p>
<p><b>2. Be able to apply wallpaper</b></p>	<p>2.1 Conduct safety checks on tools and equipment before use</p> <p>2.2 Start at the <b>correct position</b> for each task</p> <p>2.3 Cut measured lengths with <b>minimum wastage</b></p> <p>2.4 Use the appropriate hanging and trimming processes to <b>accurately apply wallpapers</b></p> <p>2.5 Check that each application of wallpaper is correctly plumbed</p> <p>2.6 Effectively apply wallpaper around <b>obstacles</b></p> <p>2.7 Ensure that the result has a neat and tidy finish</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• Correct <b>adhesive</b> for each type of wallpaper                             <ul style="list-style-type: none"> <li>○ cold water paste</li> <li>○ all-purpose paste</li> <li>○ heavy-duty/extra strong paste</li> <li>○ paste-the-wall</li> <li>○ ready-to-use paste</li> </ul> </li> </ul>

- **Calculate** the quantity
  - calculate the surface area of the wall to be papered (height x width)
- **Correct consistency**
  - according to manufacturers' instructions

**LO2**

- **Correct position**
  - taking fixtures into account
- **Obstacles**
  - use star cuts to work around light switches, etc.

**Assessment guidance**

**LO2 Be able to apply wallpaper**

- Cut measured lengths with **minimum wastage**
  - Learners should cut lengths with a maximum wastage of 30% overall
- Use the appropriate hanging and trimming processes to **accurately apply wallpapers**
  - Learners should be observed applying wallpaper to a 2m<sup>2</sup> wall (minimum)

**Unit 7:** Wall-building preparation  
 Unit number: D/618/3761  
 Credit: 3  
 GLH: 20  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to prepare for safe working before building brick, block or cavity walls</b></p>	<p>1.1 Identify the <b>personal protective equipment (PPE)</b> used in basic wall-building procedures in the construction industry</p> <p>1.2 Identify the <b>hazards</b> associated with wall building</p> <p>1.3 Identify the relevant safety <b>policies and procedures</b> which must be followed when using wall-building materials</p> <p>1.4 Take appropriate <b>measures</b> to prepare the surrounding area before work is undertaken</p>
<p><b>2. Be able to prepare the wall-building area</b></p>	<p>2.1 Identify external walling <b>materials and components</b></p> <p>2.2 Identify internal walling <b>materials and components</b></p> <p>2.3 <b>Calculate</b> the area of the wall to be built</p> <p>2.4 Calculate the correct <b>proportions</b> for different types of mortars</p> <p>2.5 <b>Mix</b> the mortar to the correct consistency according to the required task</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• <b>Personal protective equipment (PPE)</b> used in basic wall-building procedures                             <ul style="list-style-type: none"> <li>○ eye protection</li> <li>○ hand barrier cream</li> <li>○ hard hat</li> <li>○ high visibility jacket</li> <li>○ safety boots</li> </ul> </li> <li>• <b>Hazards</b> associated with wall building                             <ul style="list-style-type: none"> <li>○ hazardous substances</li> <li>○ collapse</li> <li>○ manual handling</li> <li>○ cuts and abrasions</li> </ul> </li> </ul>



- lack of ventilation/dust exposure
- working at height
- unstable ground
- noise
- **Safety policies and procedures**
  - Health and Safety at Work etc. Act 1974
  - COSHH
- **Measures** to prepare the surrounding area, including:
  - laying dust sheets
  - covering tools/materials
  - protecting areas not to be worked on
  - masking off areas
  - ensuring there is enough space
  - area is clear of obstacles

## LO2

- **Walling materials and components**
  - bricks
  - blocks
  - mortar
  - concrete
  - sand
- **Calculate** the area
  - calculate the surface area of the wall (height x width)
- **Proportions**
  - according to given instructions
- **Mix** the mortar
  - 1 part cement to 4 parts sand

**Unit 8:** Building brick walls  
 Unit number: H/618/3762  
 Credit: 2  
 GLH: 15  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for building brick walls</b></p>	<p>1.1 Calculate the number of bricks needed to build the wall</p> <p>1.2 Select the correct tools for applying mortar to the bricks</p> <p>1.3 Conduct <b>safety checks</b> on <b>tools and equipment</b> before use</p> <p>1.4 Select the correct PPE for each task</p>
<p><b>2. Be able to build a brick wall</b></p>	<p>2.1 Use the correct techniques to apply mortar to the bricks</p> <p>2.2 <b>Construct</b> a brick wall</p> <p>2.3 Use the appropriate <b>methods</b> to consistently check the:</p> <ul style="list-style-type: none"> <li>○ gauge of each course</li> <li>○ plumb of each course</li> <li>○ level of each course</li> <li>○ range of each course</li> </ul> <p>2.4 Build a return corner into the wall</p> <p>2.5 Finish joints to the required standard</p>

Amplification and range
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• <b>Safety checks</b> <ul style="list-style-type: none"> <li>○ clean</li> <li>○ undamaged</li> <li>○ visually checked for faults</li> </ul> </li> <li>• <b>Tools and equipment</b> <ul style="list-style-type: none"> <li>○ hand tools, such as trowels, hammers and bolsters</li> <li>○ power tools, such as heavy-duty drills and mixers for mortar and plaster</li> <li>○ measuring devices, including laser levels and tape measure</li> </ul> </li> </ul>

- lifting equipment

**LO2**

- Appropriate **methods**
  - gauge – using a gauge board to keep the courses at the corners the same height
  - plumb – using a spirit level vertically
  - level – using a spirit level horizontally across to top row of bricks
  - range – using a spirit level in line with stepped brickwork

**Assessment guidance**

**LO2 Be able to build a brick wall**

- **Construct** a brick wall
  - 9 x 9 brick wall
  - 10mm mortar between each course
  - level, plumb and gauge must be accurate within a 5mm tolerance

**Unit 9: Building block walls**  
 Unit number: K/618/3763  
 Credit: 2  
 GLH: 15  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for building block walls</b></p>	<p>1.1 Calculate the number of blocks needed to build the wall</p> <p>1.2 Select the correct <b>tools</b> for applying mortar to the blocks</p> <p>1.3 Conduct <b>safety checks</b> on <b>tools and equipment</b> before use</p> <p>1.4 Select the correct PPE for each task</p>
<p><b>2. Be able to build a block wall</b></p>	<p>2.1 Use the correct <b>techniques</b> to apply mortar to the blocks</p> <p>2.2 <b>Construct</b> a block wall</p> <p>2.3 Use the appropriate <b>methods</b> to consistently check the:</p> <ul style="list-style-type: none"> <li>○ gauge of each course</li> <li>○ plumb of each course</li> <li>○ level of each course</li> <li>○ range of each course</li> </ul> <p>2.4 Build a return corner into the wall</p> <p>2.5 Finish joints to the required standard</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>● <b>Safety checks</b> <ul style="list-style-type: none"> <li>○ clean</li> <li>○ undamaged</li> <li>○ visually checked for faults</li> </ul> </li> <li>● <b>Tools and equipment</b> <ul style="list-style-type: none"> <li>○ hand tools, such as trowels, hammers and bolsters</li> <li>○ power tools, such as heavy-duty drills and mixers for mortar and plaster</li> <li>○ measuring devices, including laser levels and tape measure</li> </ul> </li> </ul>

- lifting equipment

**LO2**

- Appropriate **methods**
  - gauge – using a gauge board to keep the courses at the corners the same height
  - plumb – using a spirit level vertically
  - level – using a spirit level horizontally across to top row of bricks
  - range – using a spirit level in line with stepped brickwork

**Assessment guidance**

**LO2 Be able to build a brick wall**

- **Construct** a block wall
  - 9 x 9 block wall
  - 10mm mortar between each course
  - level, plumb and gauge must be accurate within a 5mm tolerance

**Unit 10: Building cavity walls**

Unit number: M/618/3764

Credit: 2

GLH: 15

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for building cavity walls</b></p>	<p>1.1 Calculate the number of brick and blocks needed to build the wall</p> <p>1.2 Identify the <b>size of cavity</b> and select wall ties required</p> <p>1.3 Select the correct <b>tools</b> for applying mortar</p> <p>1.4 Conduct <b>safety checks</b> on <b>tools and equipment</b> before use</p> <p>1.5 Select the correct PPE for each task</p>
<p><b>2. Be able to build a cavity wall</b></p>	<p>2.1 Use the correct <b>techniques</b> to apply mortar</p> <p>2.2 <b>Construct</b> a cavity wall</p> <p>2.3 Use the appropriate <b>methods</b> to consistently check the:</p> <ul style="list-style-type: none"> <li>○ gauge of each course</li> <li>○ plumb of each course</li> <li>○ level of each course</li> <li>○ range of each course</li> </ul> <p>2.4 Position wall ties as required</p> <p>2.5 Finish joints to the required standard</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>● <b>Size of cavity</b> <ul style="list-style-type: none"> <li>○ dependent on insulation used</li> </ul> </li> <li>● <b>Safety checks</b> <ul style="list-style-type: none"> <li>○ clean</li> <li>○ undamaged</li> <li>○ visually checked for faults</li> </ul> </li> <li>● <b>Tools and equipment</b> <ul style="list-style-type: none"> <li>○ hand tools, such as trowels, hammers and bolsters</li> </ul> </li> </ul>

- power tools, such as heavy-duty drills and mixers for mortar and plaster
- measuring devices, including laser levels and tape measure
- lifting equipment

**LO2**

- Appropriate **methods**
  - gauge – using a gauge board to keep the courses at the corners the same height
  - plumb – using a spirit level vertically
  - level – using a spirit level horizontally across to top row of bricks
  - range – using a spirit level in line with stepped brickwork

**Assessment guidance**

**LO2 Be able to build a brick wall**

- **Construct** a cavity wall
  - 10mm mortar between each course
  - level, plumb and gauge must be accurate within a 5mm tolerance
  - cavity is appropriate to the insulation used

**Unit 11: Basic carpentry preparation**

Unit number: T/618/3765

Credit: 3

GLH: 20

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to prepare for safe working before performing carpentry tasks</b></p>	<p>1.1 Describe the <b>personal protective equipment (PPE)</b> used in basic carpentry procedures</p> <p>1.2 Identify the <b>hazards</b> associated with basic carpentry</p> <p>1.3 Identify the relevant safety policies and procedures which must be followed when undertaking carpentry tasks</p> <p>1.4 Take appropriate <b>measures</b> to prepare the surrounding area before work is undertaken</p>
<p><b>2. Be able to prepare the area for carpentry</b></p>	<p>2.1 Accurately measure the materials required for each task</p> <p>2.2 Accurately measure the angles required:                     <ul style="list-style-type: none"> <li>○ to fit architrave</li> <li>○ to fit skirting</li> </ul> </p> <p>2.3 Accurately measure the position for fitting surface-mounted ironmongery to an internal door</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>● <b>Personal protective equipment (PPE)</b> used in basic carpentry procedures, including:                     <ul style="list-style-type: none"> <li>○ boots</li> <li>○ overalls</li> <li>○ dust mask</li> <li>○ goggles</li> <li>○ ear defenders</li> </ul> </li> <li>● <b>Hazards</b> associated with basic carpentry, including                     <ul style="list-style-type: none"> <li>○ dust/respiratory issues</li> <li>○ noise exposure</li> <li>○ cuts and abrasions</li> <li>○ eye injuries</li> <li>○ working at height</li> </ul> </li> </ul>



- manual handling
- musculoskeletal conditions
- **Measures** to prepare the surrounding area, including:
  - laying dust sheets
  - covering tools/materials
  - protecting areas not to be worked on
  - masking off areas
  - ensuring there is enough space
  - area is clear of obstacles

**Unit 12:**        **Site carpentry**  
 Unit number:    A/618/3766  
 Credit:            2  
 GLH:              15  
 Level:             1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for site carpentry tasks</b></p>	<p>1.1 Identify and select the required <b>materials</b> for making joints</p> <p>1.2 Select the correct PPE for each task</p> <p>1.3 Outline how to accurately mark out the position and depth of different types of joints</p> <p>1.4 Accurately mark out the position and depth of the joints</p>
<p><b>2. Be able to conduct site carpentry tasks</b></p>	<p>2.1 Conduct <b>safety checks</b> on <b>tools and equipment</b> before use</p> <p>2.2 Use the appropriate tools to safely make joints</p> <p>2.3 Use the required equipment to achieve finished joints that are flush and tight</p> <p>2.4 Use the appropriate techniques to achieve a smooth finish</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• Required <b>materials</b> for making joints                             <ul style="list-style-type: none"> <li>○ wood – less knots the better for carpentry tasks</li> <li>○ hinges</li> <li>○ oval nails</li> <li>○ panel pins</li> <li>○ polyvinyl acetate glue (PVA)</li> <li>○ softwood timber</li> <li>○ wood screws</li> </ul> </li> </ul> <p><b>LO2</b></p> <ul style="list-style-type: none"> <li>• Safety checks                             <ul style="list-style-type: none"> <li>○ power tools have guards fitted</li> <li>○ clean</li> <li>○ undamaged</li> </ul> </li> </ul>

- visually checked for faults
- **Tools and equipment**
  - Hand tools:
    - abrasive paper and block
    - bradawl
    - claw hammer
    - mallet
    - mortice/bevel-edged chisels
    - mortice gauge
    - mitre box
    - nail punch
    - pencil
    - screwdrivers
    - sliding bevel
    - smoothing plane
    - steel rule
    - straight edge
    - tenon saw
    - tri-square
    - twist drill bits
    - wheel brace
    - winding sticks
  - Power tools, including:
    - chop saw
    - mitre saw
    - bridle saw
    - circular saw
    - jigsaw

**Unit 13:**        **Fitting architrave**  
 Unit number: F/618/3767  
 Credit:         2  
 GLH:            15  
 Level:          1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to organise resources for architrave-fitting tasks</b>	1.1 Identify and select the required materials for fitting architrave 1.2 Select the correct PPE for fitting architrave 1.3 Accurately mark out the required positioning on the wall 1.4 Accurately mark out the required positioning on the frame or lining
<b>2. Be able to conduct architrave-fitting tasks</b>	2.1 Conduct safety checks on tools and equipment before use 2.2 Use the required tools to safely cut the skirting 2.3 Use the correct materials to fit skirting into the required position 2.4 Use the appropriate techniques to achieve a smooth finish

**Unit 14: Fitting ironmongery**

Unit number: J/618/3768

Credit: 2

GLH: 15

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for ironmongery tasks</b></p>	<p>1.1 Accurately mark out the measured position for fitting surface mounted ironmongery</p> <p>1.2 Select the correct PPE for each task</p> <p>1.3 Take the appropriate measurements to check that the recessed ironmongery will fit</p>
<p><b>2. Be able to conduct ironmongery tasks</b></p>	<p>2.1 Conduct safety checks on tools and equipment before use</p> <p>2.2 Drill fixing holes safely to the depths required</p> <p>2.3 Fit the ironmongery safely using the correct equipment</p> <p>2.4 Use appropriate methods to achieve a secure and flush fit</p> <p>2.5 Use appropriate methods to safely form recesses</p> <p>2.6 Smooth the recessed edges to ensure a good fit</p>

**Unit 15: Plastering preparation**  
 Unit number: L/618/3769  
 Credit: 3  
 GLH: 20  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to prepare for safe working before plastering</b></p>	<p>1.1 Describe the <b>personal protective equipment (PPE)</b> used in basic plastering procedures</p> <p>1.2 Identify the <b>hazards</b> associated with basic plastering</p> <p>1.3 Identify the relevant safety policies and procedures which must be followed when using plastering materials</p> <p>1.4 Take appropriate <b>measures</b> to prepare the surrounding area before work is undertaken</p>
<p><b>2. Be able to prepare surfaces for plastering</b></p>	<p>2.1 Measure the surface area of the wall or ceiling that requires plastering</p> <p>2.2 Calculate the quantities of materials needed to complete each plastering task</p> <p>2.3 Calculate the quantities of plaster and water required for the plaster mix used for each task</p> <p>2.4 Prepare surfaces to receive plaster materials</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• <b>Personal protective equipment (PPE)</b> used in basic plastering procedures                             <ul style="list-style-type: none"> <li>○ eye protection</li> <li>○ hard hat</li> <li>○ hand barrier cream</li> <li>○ high visibility clothing</li> <li>○ safety boots</li> </ul> </li> <li>• <b>Hazards</b> associated with basic plastering                             <ul style="list-style-type: none"> <li>○ loose debris</li> <li>○ working at height</li> <li>○ hazardous chemicals</li> <li>○ dust inhalation</li> </ul> </li> <li>• Appropriate <b>measures</b></li> </ul>

- calculate the surface area of the wall (height x width)

**Unit 16:**        **Running moulds**  
 Unit number: J/618/3771  
 Credit:            2  
 GLH:              15  
 Level:             1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for running moulds</b></p>	<p>1.1 Use the correct methods to mix the materials required for different types of mould</p> <p>1.2 <b>Adjust</b> the mould mix until the correct consistency of the mix is achieved</p> <p>1.3 Use the correct tools and methods to safely mix the plaster</p> <p>1.4 Adjust the plaster mix until the correct consistency is achieved</p>
<p><b>2. Be able to create plaster moulds</b></p>	<p>2.1 Coat the mould in a way that allows the finished cast to be easily released</p> <p>2.2 Use the appropriate methods to safely pour the correct quantity of plaster into each mould</p> <p>2.3 Use the correct methods to allow the plaster to cure</p> <p>2.4 Remove the casts from the mould without breakages</p> <p>2.5 Use the correct <b>methods</b> to dry the casts</p> <p>2.6 Ensure that a smooth and even finish has been achieved</p>

Amplification
<p><b>LO2</b></p> <ul style="list-style-type: none"> <li>• <b>Methods</b> to dry the casts                             <ul style="list-style-type: none"> <li>○ in accordance with instructions given</li> </ul> </li> </ul>



**Unit 17: Plastering application and finishing surfaces**  
 Unit number: L/618/3772  
 Credit: 4  
 GLH: 35  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for plastering surfaces</b></p>	<p>1.1 Select the correct <b>tools and equipment</b> required to plaster walls and ceilings</p> <p>1.2 Use the correct tools and methods to safely mix plaster</p> <p>1.3 Ensure that a smooth and even plaster mix has been achieved</p> <p>1.4 Position and secure access equipment at the correct height before undertaking each task</p>
<p><b>2. Be able to plaster and finish walls and ceilings</b></p>	<p>2.1 Use the appropriate methods for safely applying plaster coats to walls and ceilings</p> <p>2.2 Ensure that the appropriate number of plaster coats have been safely applied</p> <p>2.3 Ensure that the correct thickness of plaster is applied to each coat</p> <p>2.4 Ensure that the finish of each coat of plaster is smooth and tidy</p>
<p><b>3. Be able to plaster and finish corners</b></p>	<p>3.1 Select the correct tools and techniques to apply plaster to the corners, in line with health and safety requirements</p> <p>3.2 Fix the <b>beading</b> required for plastering corners</p> <p>3.3 Ensure that the correct thickness of plaster is applied to each coat</p> <p>3.4 Use the appropriate tools and methods to safely achieve corner angles</p> <p>3.5 Ensure that the finish of each coat of plaster is smooth and tidy</p>

## Amplification

### LO1

- **Tools and equipment** required to plaster walls and ceilings
  - claw hammer
  - comb scratcher
  - craft knife
  - gauging trowel
  - hand brush
  - hawk
  - laying trowel
  - plastic or wooden float

### LO3

- **Beading**
  - a thin piece of metal that has a straight edge, used for precise corners

**Unit 18:** Tiling preparation  
 Unit number: Y/618/3774  
 Credit: 3  
 GLH: 20  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to prepare for safe working before tiling surfaces</b></p>	<p>1.1 Describe the <b>personal protective equipment (PPE)</b> used in basic tiling procedures</p> <p>1.2 Identify the <b>hazards</b> associated with tiling</p> <p>1.3 Identify the relevant safety <b>policies and procedures</b> which must be followed when using tiling materials</p> <p>1.4 Take appropriate <b>measures</b> to prepare the surrounding area before work is undertaken</p>
<p><b>2. Be able to prepare surfaces for tiling</b></p>	<p>2.1 Measure the surface area of the floor or wall that requires tiling</p> <p>2.2 Calculate the quantities of materials needed to complete each tiling task</p> <p>2.3 <b>Prepare</b> surfaces to receive tiling materials</p> <p>2.4 Select the correct <b>adhesive</b> that is required for each task</p> <p>2.5 Use the correct <b>techniques</b> for preparing the tile adhesive</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• <b>Personal protective equipment (PPE)</b> used in basic tiling procedures, including:                             <ul style="list-style-type: none"> <li>○ gloves</li> <li>○ eye protection</li> <li>○ knee protection</li> <li>○ dust mask</li> </ul> </li> <li>• <b>Hazards</b> associated with tiling                             <ul style="list-style-type: none"> <li>○ injury caused by power tools</li> <li>○ working at height</li> <li>○ adhesives/solvents</li> <li>○ manual handling</li> <li>○ noise levels</li> </ul> </li> </ul>

- **Safety policies and procedures**
  - Health and Safety at Work etc. Act 194
  - Working at height
  - COSHH
- **Measures** to prepare the surrounding area:
  - laying dust sheets
  - covering tools/materials
  - protecting areas not to be worked on
  - masking off areas
  - ensuring there is enough space
  - area is clear of obstacles

## LO2

- **Prepare** surfaces
  - remove existing tiles or wallpaper
  - ensure surface is clean, dry and flat
  - use a tile backer board for uneven walls
- Correct **adhesive** required for each task
  - dependent on the types of tile used:
  - ceramic tiles – ready-mixed or powder adhesive
  - ceramic tiles – powder adhesive

**Unit 19:**        **Tiling floors**  
 Unit number: D/618/3775  
 Credit:            3  
 GLH:              25  
 Level:             1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for tiling floors</b></p>	<p>1.1 Select the correct PPE for each task</p> <p>1.2 Use the appropriate <b>procedure</b> for identifying tile positions</p> <p>1.3 Use the correct <b>tools and methods</b> to measure and mark up tiles to be cut</p> <p>1.4 Select and use the correct <b>tools and cutting methods</b> for varying types of floor tiles</p>
<p><b>2. Be able to tile floors effectively</b></p>	<p>2.1 Select the correct tools and equipment required to tile floors and walls</p> <p>2.2 Conduct safety checks on tools and equipment before use</p> <p>2.3 Apply the appropriate amount of adhesive coverage to floor surfaces</p> <p>2.4 Position and fix the tiles securely</p> <p>2.5 Ensure that the tiles are accurately aligned</p> <p>2.6 Grout and finish tiles to achieve a neat finish</p> <p>2.7 Conduct a check to ensure that all gaps are filled and rectified where necessary</p> <p>2.8 Clean and polish the tiled areas</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• Appropriate <b>procedure</b> for identifying tile positions                             <ul style="list-style-type: none"> <li>○ create a gauge rod to identify the best positions</li> </ul> </li> <li>• <b>Tools and methods</b> to measure and mark up tiles                             <ul style="list-style-type: none"> <li>○ pencil</li> <li>○ square</li> <li>○ marking out gauge</li> </ul> </li> </ul>

- **Tools and cutting methods** for varying types of floor tiles
  - tile scribe
  - tile scorer/snapper
  - tile saw
  - clamp
  - tile-cutting machine
  - jigsaw

**Unit 20:** Tiling walls  
 Unit number: H/618/3776  
 Credit: 3  
 GLH: 25  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to organise resources for tiling walls</b></p>	<p>1.1 Select the correct PPE for each task</p> <p>1.2 Use the appropriate <b>procedure</b> for identifying tile positions</p> <p>1.3 Use the correct <b>tools and methods</b> to measure and mark up tiles to be cut</p> <p>1.4 Select and use the correct <b>cutting tools and methods</b> for varying types of wall tiles</p>
<p><b>2. Be able to tile walls effectively</b></p>	<p>2.1 Select the correct tools and equipment required to tile walls</p> <p>2.2 Conduct safety checks on tools and equipment before use</p> <p>2.3 Apply the appropriate amount of adhesive coverage to wall surfaces</p> <p>2.4 Position and fix the tiles securely</p> <p>2.5 Ensure that the tiles are accurately aligned</p> <p>2.6 Grout and finish tiles to achieve a neat finish</p> <p>2.7 Conduct a check to ensure that all gaps are filled and rectified where necessary</p> <p>2.8 Clean and polish the tiled areas</p>

Amplification
<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• Appropriate <b>procedure</b> for identifying tile positions                             <ul style="list-style-type: none"> <li>○ create a gauge rod to identify the best positions</li> </ul> </li> <li>• <b>Tools and methods</b> to measure and mark up tiles                             <ul style="list-style-type: none"> <li>○ pencil</li> <li>○ square</li> <li>○ marking out gauge</li> </ul> </li> </ul>

- **Tools and cutting methods** for varying types of floor tiles
  - tile scribe
  - tile scorer/snapper
  - tile saw
  - clamp
  - tile-cutting machine
  - jigsaw



### Appendix 3: Sample assessment material

#### Portfolio of evidence

Please refer to the Learner Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings

Please see below a screenshot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

**Evidence Tracking Sheet - Example**

Learner Name			
Centre Name			
<b>Unit 1: Unit name (Unit no)</b>			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
3.	3.1	Q, D	8

  

Signature	Date:
Assessor Signature	Date:
IQA Signature (if sampled)	Date:
EQS Signature (if sampled)	Date:

  

Obs	Observation	Wt	Witness testimony
Pr	Product evidence	R	Recording
Q	Questioning	O	Oral
Sim	Simulation/assignment	PD	Professional Discussion