



Qualification Specification:

OCN NI Level 3 NVQ Diploma in Wet Trades

- **Qualification No: 610/7857/8**

Version: 1.0



1. Specification Updates

Key changes have been listed below:

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 3 NVQ Diploma in Wet Trades**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 3 NVQ Diploma in Wet Trades.

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements**: this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content**: this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements**: this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance**: the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.
- **Administration**: guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Specimen Assessment Materials:** These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack:** A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators:** OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors:** Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 3 NVQ Diploma in Wet Trades

Qualification Number: 610/7857/8

Operational start date: 14 August 2026

Review date: 13 August 2031

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

Subject Area: 5.2 Building and construction

This qualification has been mapped to the following National Occupational Standards:

NOS:

COSVR76 [Apply solid plaster to complex internal surfaces \(ukstandards.org.uk\)](#)

COSVR66 [Produce internal solid plastering finishes \(ukstandards.org.uk\)](#)

COSVR61 [Prepare and mix plastering materials](#)

COSVR42 [Erect masonry cladding](#)

COSVR41 [Set out to form standard masonry structures](#)
COSVR605 [Set out complex tiling](#)
COSVR626 [Prepare and apply tiling materials](#)
COSVR606 [Produce complex tiled, mosaic and stone finishes](#)
COSVR308 [Set out floor areas for specified design floorcovering installations](#)
COSVR50 [Repair, maintain and alter masonry structures](#)
COSVR146 [Place concrete and produce a decorative finish](#)
COSVR810 [Install and form specialist masonry elements](#)
COSVR77 [Produce complex external render finishes](#)
COSVR82 [Install complex fibrous plaster components](#)

5.3 Grading

Grading for this qualification is pass/fail. In order to achieve the qualification, the learner is required to complete both the multiple-choice question component for The Applied Health and Safety in Construction unit as well as the portfolio of evidence component for all other units.

Multiple-Choice Questions: The multiple-choice questions are externally set and marked by OCN NI. Learners must undertake this component as a controlled assessment in a classroom environment. It will consist of a 60 minute, 40 multiple-choice questions. The pass rate is 80%.

Portfolio of Evidence: this is graded pass/fail per unit.

5.4 Re-sits

Learners will be offered three opportunities to re-sit the multiple-choice question component, if required.

The assessor should be satisfied that learners have completed sufficient remedial work before being entered for a resit.

5.5 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 3 NVQ Diploma in Wet Trades is to develop the knowledge, skills and competency of learners to work in the following construction related areas:

- brick work
- plastering
- tiling

Learners will also develop the health and safety competencies essential for operating within different construction environments.

Qualification's Objectives

The OCN NI Level 3 NVQ Diploma in Wet Trades is designed to enable learners to understand how to:

- apply advanced health, safety, and welfare practices in accordance with construction legislation and industry standards
- accurately set out masonry components and structures using drawings and specifications
- build complex masonry structures to specification and tolerances
- install in-situ plaster mouldings accurately
- maintain high standards of workmanship and finish
- comply with organisational procedures and industry regulations

5.6 Target Learners

The OCN NI Level 3 NVQ Diploma in Wet Trades offers a pathway from the OCN NI Level 2 Diploma in Wet Trades. It is also targeted at learners who wish to further develop their skills within employment in construction related areas such as brick work, plastering and tiling.

5.7 Entry Requirements

Learners must be employed in construction related areas of brickwork, plastering or tiling, in order to complete the qualification. Learners must be at least 16 years of age. Whilst the qualification can be undertaken without any previous training or qualifications in this subject area, it would be beneficial if learners have completed a level 2 qualification in a similar subject area.

5.8 Progression

The OCN NI Level 3 NVQ Diploma in Wet Trades will enable learners to progress to higher level construction or supervisory related qualifications including the OCN NI Level 5 Certificate in Retrofitting Domestic Properties and/or into employment.

5.9 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- this qualification will involve a significant proportion of work-based assessment; therefore, learners will need to have access to relevant workplace settings

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of building and construction including up-to-date knowledge. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.
- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant, hands-on experience working in the building and construction industry.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications that are at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Relevant Industry Experience:** A minimum of three years of practical experience in the building and construction industry is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge. This includes the assessment of practical skills in a relevant workplace setting.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer (IQA) plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **Relevant Industry Experience:** A minimum of three years of practical experience in building and construction is a prerequisite. This practical background is essential for IQAs to effectively evaluate a learner's capabilities in real-world contexts.
- **Internal Quality Assurance Expertise:** IQAs should have direct or related experience in the field of internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their quality assurance expertise ensures that assessments are both fair and valid.
- **Internal Quality Assurers Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 3 NVQ Diploma in Wet Trades qualification is designed to develop practical skills in Wet Trades including bricklaying, plastering, rendering, tiling and concrete work. Learners are expected to demonstrate competency through applying their knowledge and skills across different contexts within the construction sector. Individuals will gain skills such as preparing material and surfaces, using tools correctly, following construction drawings and specs as well as working safely and efficiently.

7.2 Qualification Level

In the context of the OCN NI Level 3 NVQ Diploma in Wet Trades it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 3, which signifies a higher level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 3 NVQ Diploma in Wet Trades	
Total Qualification Time (TQT):	960 hours
Total Credits Required:	96 credits
Guided Learning Hours (GLH):	560 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 3 NVQ Diploma in Wet Trades** learners must successfully complete the two core units for a total of 24 credits, plus a minimum of 72 credits from three optional units from one of the pathways, for a total of 96 credits. Learners must also achieve a minimum of 80% in the multiple-choice question component for the Applied Health and Safety in Construction unit.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

This qualification will be primarily assessed in a relevant work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 3.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.

- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides teaching content.

9. Qualification Summary by Unit

OCN NI Level 3 NVQ Diploma in Wet Trades

In order to achieve the OCN NI Level 3 NVQ Diploma in Wet Trades the learner must successfully complete the two core units, including the multiple-choice question component for the Applied Health and Safety in Construction unit plus a minimum of three units from one of the optional pathways.

Total Qualification Time (TQT) for this qualification:

960 hours

Guided Learning Hours (GLH) for this qualification:

560 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Core Units					
H/652/3095	CBH001	Applied Health and Safety in Construction	12	55	Three
J/652/3096	CBH002	Sustainable Project Management	12	55	Three
Brickwork					
K/652/3097	CBH003	Repairing and Maintaining Masonry Components in the Workplace	24	150	Three
L/652/3098	CBH004	Setting out to Build Masonry Components in the Workplace	24	150	Three
M/652/3099	CBH005	Installing and Forming Specialist Masonry Components in the Workplace	24	150	Three
D/652/3100	CBH006	Building Masonry to Form Workplace Architectural and Decorative Structures	24	150	Three
Plastering					
F/652/3101	CBH007	Applying Solid Plaster to Complex Internal Workplace Surfaces	24	150	Three
H/652/3102	CBH008	Producing Complex External Workplace Render Finishes	24	150	Three
J/652/3103	CBH009	Installation of In-Situ Workplace Mouldings	24	150	Three
K/652/3104	CBH010	Installation of Complex Fibrous Plaster Workplace Components	24	150	Three

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<i>Tiling</i>					
L/652/3105	CBH011	Produce Tiles, Mosaic and Stone Surface Finishes	24	150	Three
M/652/3106	CBH012	Provide Drainage for Tiled Surfaces	24	150	Three
R/652/3107	CBH013	Background Preparation and Wet-Room Tiling	24	150	Three
T/652/3108	CBH014	Installing Complex Tiling in the Workplace	24	150	Three
Y/652/3109	CBH015	Setting Out and Marking Tiled Floor Surfaces Incorporating Underfloor Heating	24	150	Three

10. Unit Content

10.1 Applied Health and Safety in Construction

Title	Applied Health and Safety in Construction
Level	Three
Credit Value	12
Guided Learning Hours (GLH)	55
OCN NI Unit Code	CBH001
Unit Reference No	H/652/3095
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will reinforce Health and Safety principles and practices regarding the construction industry.	
Learning Outcomes	Assessment Criteria
1. Understand Health and Safety Legislation in Construction Related Disciplines.	1.1. Describe roles and responsibilities relating to the Health and Safety at Work Act. 1.2. Identify the Health and Safety legislation and guidance relevant to wet trade disciplines including: a) Health and Safety at Work (Northern Ireland) Order 1978 b) Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) c) Working at Height Regulations d) Control of Substances Hazardous to Health (COSHH) e) Provision and Use of Work Equipment Regulations (PUWER) f) Control of Noise at Work Regulations g) Manual Handling Operations Regulations h) Personal Protective Equipment Regulations (PPE) i) Construction Design and Management (CDM) Regulations 1.3. Describe the key responsibilities under the Health and Safety at Work (Northern Ireland) Order 1978 for employers and employees. 1.4. Define the roles and responsibilities of the Health and Safety Executive (HSENI) regarding: a) Legislation b) Inspection c) Enforcement
2. Be able to use Safe Working Practices in a Construction Environment.	2.1. Apply an appropriate manual handling lifting technique to lift items safely. 2.2. Demonstrate safe and effective use of two of the following pieces of equipment: a) Ladders b) Stepladders c) Aluminium tower mobile scaffold d) MEWPs e) Other access equipment 2.3. Demonstrate the safe use of 110v electrically powered tools or equipment.

		2.4. Dispose of waste in accordance with current legislation. 2.5. Demonstrate that powered equipment has the appropriate guards in place. 2.6. Demonstrate how to clear up spillages 2.7. Demonstrate the importance of maintaining a workplace clear of obstacles.
3. Understand the Reporting Procedures for Accidents and Emergencies at Work.		3.1. Outline using examples, types of construction industry accidents that need to be reported under RIDDOR including: a) injuries b) diseases c) dangerous occurrences 3.2. Describe the records that must be completed by employers following an accident at work. 3.3. Be aware of and complete accident reporting documentation including: First Aid records and Accident Forms. 3.4. Comply with organisational policies and procedures relating to: a) consideration of others b) interpretation of given instructions to maintain safe systems of work c) contributing to discussions (offer and provide feedback) d) maintaining quality working practices e) storage and use of equipment provided to keep people safe f) disposal of waste and/or consumable items
4. Understand the safety implications of a job and common hazards.		4.1. Complete a risk assessment. 4.2. Complete a method statement. 4.3. Summarise the purpose of and necessity to comply with given information in inductions, briefings and application of prior training. 4.4. Describe common hazards and controls relating to working in the construction environment including: a) working at height b) slips, trips and falls c) manual handling d) vehicles e) electricity f) hazardous substances g) noise and vibration h) fire i) welfare arrangements j) dust 4.5. Explain when the Health and Safety Executive should be informed of an accident. 4.6. Explain what is meant by hazardous and non-hazardous waste.
Assessment Guidance COSVR641L - Conform to general workplace health, safety and welfare PROHSW14 - Comply with health and safety requirements in the workplace		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content

Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Electronic based tests
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Applied Health and Safety in Construction
1. Understand Health and Safety Legislation in Construction.	Scope Teaching will cover: • The roles and responsibilities of all persons relating to the Health and Safety at Work Order. ○ Legislation ○ Acts of Parliament and Orders ○ Regulations ○ Approved Code of Practice ○ British Standards and CE/European standards • Health and Safety at Work Order 1978 (NI) in regard to the responsibilities of employers, employees and self-employed • Construction (Design and Management) regulations (N.I) and how these apply to duty holders • Health and Safety Executive NI – role / enforcement / responsibilities and possible outcomes of inspection including: ○ warning a duty holder ○ Improvement notice ○ Prohibition notice ○ Caution or Prosecution • COSHH regulations and how they should be implemented in relation to the construction Industry • Control of Asbestos regulation (N.I) and how they should be implemented in relation to the wet trades Industry • Types of asbestos including: ○ Chrysotile ○ Amosite ○ Crocidolite • RIDDOR regulations (NI) • Accident reporting procedures • Working at Heights regulations (NI) including: ○ type of equipment used to permit working at heights in the industry with ○ reference to appropriate suitability, safety checks and an overview of assembly procedures ○ (this list is not exhaustive but is minimum): ○ Step ladders, Ladders, Roof ladders, crawling boards, mobile platforms (MEWPS), fixed and mobile scaffolds with edge boards and stabilisers where appropriate • Prevention measures / safety checks to reduce accidents resulting from falls from heights • Personal Protective Equipment regulations (NI) including: ○ Responsibilities of employer and employee in relation to PPE ○ Suitability of PPE in relation to activity ○ PPE provision its maintenance and reporting of defects • Manual Handling regulations, Confined space regulation, First aid at work regulations, • Control of Substances Hazardous to Health (COSHH) • Provision and Use of Work Equipment Regulations (PUWER) • Control of Noise at Work Regulations • Approved Codes of practice for the use of trowelling equipment

2. Apply Safe Working Practices in a Construction (Wet Trade) Environment.

Scope

Teaching will cover:

- The basic First Aid procedures for accidents and emergencies including First Aid ABC, treatment for bleeding, burns and electric shock.
- How to lift items safely using an appropriate manual handling lifting technique. Areas covered should include
- The HSE manual handling at work guide
- The Kinetic lifting methods
- The 5 Ps Plan, Position, Pick, Proceed and Place
- Demonstrate safe and effective use of access equipment including:
 - Ladders
 - Stepladders
- Safe electrical use on site and what voltage should be used. How can the correct voltage be identified. Areas covered should include:
 - How to identify and use 110 Volts electrically powered tools or equipment, including when and why would you use 110 volts
 - How to identify 240 Volts and 415 Volt electrical male sockets, including when and why would you use 240 volts or 415 volts.
- How to identify and know how to use fire extinguishers including Co2, foam and water. Including when and why you would use each type of extinguisher.
- How to recognise common safety signage used in the workplace including:
 - hard hats
 - eye protection
 - gloves
 - fire doors
 - no access
 - ear protection
- State at least one application where and why such signage would be required.
- How to store gas cylinders and other pressurized vessels safely on site.
- The regulations that cover the use of Gas cylinders and pressurized vessels on site

3. Understand the Reporting Procedures for Accidents and Emergencies at Work.

Scope

Teaching will cover:

- Types of construction industry accidents that need to be reported under RIDDOR including:
 - injuries
 - diseases
 - dangerous occurrences
- The actions to be taken and describe the records that must be completed by employers following an accident at work.
- How to complete accident reporting documentation including: First Aid records and Accident Forms and the timeline that these documents should be completed by.
- Why it is important for a company to record all accidents and dangerous occurrences
- What is a F2508 form and when should it be completed
- Describe the records that must be completed by employers following an accident at work including:
 - Accident book
 - RIDDOR
 - HSE
 - Legal requirement
 - Investigation
 - Risk assessment
- Identify accident reporting documentation including:
 - First aid records
 - Accident forms
- Adhere to the organisations policies and procedures including:
 - Consideration of others
 - Interpretation of given instructions to maintain safe systems of work
 - Contributing to discussions including providing feedback
 - Maintaining quality working practices
 - Storage and use of equipment provided to keep people safe
 - Disposal of waste and consumable items

4. Understand the safety implications of a job and common hazards.

Scope

Teaching will cover:

- When and why should a risk assessment be completed.
- What is the purpose of a method statement and how to complete one.
- The common hazards and controls relating to working in a construction environment including:
 - working at height
 - slips trips and falls
 - manual handling
 - vehicles
 - electricity
 - hazardous substances
 - noise and vibration
 - fire
 - welfare arrangements
- When the Health and Safety Executive should be informed of an accident including:

	○ RIDDOR including the use of the HSENI RIDDOR booklet (NI) ○ HSENI online RIDDOR reporting tool ○ COSHH regulations (NI) • Compare and contrast what is meant by hazardous and non-hazardous waste including: ○ Key Characteristics of Hazardous and non-hazardous Waste ○ Common Construction and Joinery Examples ○ Legal Requirements ○ Common Construction and Joinery Examples ○ Disposal Requirements ○ Importance of Correct Waste Classification ○ Dust
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10.2 Sustainable Project Management

Title	Sustainable Project Management
Level	Three
Credit Value	12
Guided Learning Hours (GLH)	55
OCN NI Unit Code	CBH002
Unit Reference No	J/652/3096
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will provide the learner with an understanding of project management tasks, how to effectively communicate with others and construction sustainability features.	
Learning Outcomes	Assessment Criteria
1. Understand and apply project management principles and use project management tools.	1.1. Explain the main responsibilities of a project manager including: - Project Planning - Budget Management - Resource Management - Time Management - Health and Safety Management - Risk Management 1.2. Use Project Management Tools to plan and implement the following: - labour requirements - resource requirements and allocations - project monitoring and appropriate solutions - effective time management 1.3. Use the project management tools identified in AC 1.2 to monitor progress and report delays to all stakeholders and communicate updated specifications as required. 1.4. Interpret and extract information from four of the following: - drawings - specifications - schedules - manufacturer's information - methods of work - programs of work
2. Understand and be able to effectively communicate with workplace colleagues.	2.1. Explain the principles of equality and diversity and how to apply them when working and communicating with workplace colleagues. 2.2. Explain the methods and techniques which may be used with workplace colleagues to: - resolve differences - encourage and maintain working relationships - promote goodwill and trust 2.3. Demonstrate effective workplace communication for a given project including: - timescales - health and safety requirements - co-ordination of work procedures

		2.4. Explain the detail of information required for a construction related project for the following stakeholders: a) colleagues b) employer c) client d) contractors
3. Be able to estimate the cost of a construction related project.		3.1. Estimate the cost of a given construction project taking account of the following: a) project scope b) bill of quantities relating to labour and material costs c) price for contingencies d) material wastage costs 3.2. Explain the difference between providing quotes and estimates.
4. Know sustainable materials which improve household energy performance.		4.1. Explain what is meant by the following: a) 'Fabric First' approach b) 'airtight' building 4.2. Identify the properties of three thermally insulating materials and how they will improve household energy performance. 4.3. Describe appropriate installation methods for thermally insulating materials including the relevant Health and Safety regulations. 4.4. Summarise the purpose of an Energy Performance Certificate (EPC). 4.5. Identify three sustainable materials used for the construction of eco-friendly wood structures, justifying choice for each. 4.6. Explain zero and low carbon requirements and how work activities and resources may impact zero and low carbon requirements.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Sustainable Project Management
1. Understand and apply project management principles and use project management tools.	Scope Teaching will cover: ○ The main responsibilities of a project manager including: ○ project planning ○ budget management ○ resource management ○ time management ○ health & safety management ○ risk management ○ How to plan the sequence of labour and resources for a given project. ○ How to monitor progress of the project using a range of management software systems. ○ How to make the best use of resources available. ○ How to allocate resources efficiently and minimise project delays effectively. Understand the Project Requirements ○ Before planning anything, you must fully understand the job. ○ Read drawings, specifications, cutting lists ○ Check dimensions, tolerances, finishes ○ Identify quality standards and deadlines ○ Confirm site or workshop conditions Break the Project into Work Stages (Task Sequencing) Divide the job into logical, chronological stages. This ensures work flows correctly and avoids rework. Typical Woodworking Sequence ○ Preparation ○ Setting out & marking ○ Cutting materials ○ Shaping / machining ○ Assembly ○ Finishing ○ Quality checks & handover ○ Important: Each task must be completed before the next begins

Identify Labour Requirements (Who Does What)

For each stage, decide:

- Number of people needed
- Skill level required
- Approximate time needed

Identify Resource Requirements

Resources include **materials, tools, equipment, and PPE.**

Materials

- Timber type and sizes
- Fixings (screws, dowels, glue)
- Finishing materials (varnish, paint)

Tools & Equipment

- Hand tools (chisels, planes)
- Machines (table saw, planer, mortiser)
- Measuring tools (tape, square, calipers)

PPE

- Safety boots
- Eye protection
- Hearing protection
- Dust masks

Consider Health, Safety & Legal Requirements

Planning must include safety at every stage.

- Manual handling assessments
- Machine safety checks
- Dust extraction
- Safe storage of materials
- COSHH for adhesives and finishes

Allocate Time and Create a Simple Schedule

Estimate realistic times for each task including:

- Preparation & material cutting
- Machining & shaping
- Assembly
- Finishing
- Quality checks & rectification

This helps to:

- Meet deadlines
- Coordinate labour
- Avoid rushed work

Identify Dependencies & Critical Tasks

Some tasks **cannot** start until others are completed including:

- Assembly cannot begin until cutting and machining are finished
- Finishing cannot start until joints are fully cured

This demonstrates **professional planning** and higher-level understanding.

Plan Quality Control Checks

- Include inspections at key stages
- Check dimensions after cutting
- Test-fit joints before assembly
- Inspect final finish
- Confirm work meets drawing specifications

Review and Adjust the Plan including:

- Confirm resources are available
- Check labour availability
- Adjust sequence if needed
- Communicate plan to others:
 - How to effectively communicate with colleagues and/or a client regarding delays in progress against the work schedule due to alterations to the specification including:

	○ Confirm which part of the specification has changed Identify how the change affects materials, labour, or processes Assess the impact on timescales, cost, and sequencing • How to initiate project tasks and complete in a timely manner ○ Understand the Project Requirements Before Starting ○ Break the Project into Manageable Tasks ○ Set Clear Priorities and Task Sequence ○ Allocate Labour and Resources Effectively ○ Communicate Responsibilities Clearly ○ Start Work Promptly and Maintain Momentum ○ Monitor Progress Against the Plan ○ Respond Effectively to Issues and Changes ○ Maintain Quality While Working to Deadlines ○ Complete, Inspect, and Sign Off Tasks • How to interpret and extract information from four of the following: ○ Drawings ○ Specifications ○ Schedules ○ Manufacturers Information ○ Methods of Work ○ Programs of Work
2. Be able to effectively communicate with workplace colleagues.	Scope Teaching will cover: • The principles of equality and diversity and how to apply them when working and communicating with workplace colleagues • The methods and techniques which may be used with workplace colleagues to: ○ resolve differences ○ encourage and maintain working relationships ○ promote goodwill and trust • Demonstrate effective workplace communication for a given project including: ○ timescales ○ health and safety requirements ○ co-ordination of work procedures The detail of information required for a construction related project for the following stakeholders: ○ Colleagues ○ Employer ○ Client ○ Contractors
3. Be able to estimate the cost of a construction related project.	Scope Teaching will cover:

	• The cost of a given construction project taking account of the following: ○ project scope ○ bill of quantities relating to labour and material costs ○ price for contingencies ○ material wastage costs • The difference between providing quotes and estimates including: ○ Key characteristics of an estimate and a quote ○ When estimates are used and when quotes are used
4. Know sustainable materials which improve household energy performance.	Scope Teaching will cover: • What is meant by 'Fabric First' approach and an 'airtight' building including: ○ External walls ○ Roofs ○ Floors ○ Windows and doors ○ Insulation and thermal detailing • The properties of thermally insulating materials and how they improve household energy performance including: ○ Low thermal conductivity ○ Ability to trap air ○ Thermal resistance ○ Density ○ Moisture resistance ○ Fire resistance ○ Durability and longevity ○ Breathability ○ Environmental impact ○ Ease of installation and workability • Appropriate installation methods for thermally insulating materials including the relevant Health and Safety regulations including: ○ Preparing the area ○ Insulation ○ Avoiding gaps, voids and thermal bridging ○ Correct use of vapour control layers ○ Installing different types correctly ○ Maintain ventilation ○ Ensuring airtightness ○ Follow manufacture instructions and building regulations ○ Health and safety ○ Inspection and quality checks • The purpose of an Energy Performance Certificate (EPC) including: ○ Measuring energy efficiency ○ Providing information to buyers and tenants ○ Identifying areas for improvement ○ Reducing energy and emissions ○ Supporting legal and regulatory compliance ○ Influencing building design and construction • Sustainable materials used for the construction of eco-friendly wood structures including: ○ Timber ○ Engineered wood products

	○ Reclaimed and recycled timber ○ Natural and renewable insulation materials ○ Low impact cladding materials ○ Eco friendly fixings and treatments ○ Sustainable sheet materials ○ Design for durability and reuse ● Zero and low carbon requirements and how work activities and resources may impact zero and low carbon requirements including: ○ Quality of workmanship ○ Installation and airtightness measures ○ Rework and waste ○ Use of construction practices ○ Choice of materials ○ Source and transport of materials ○ Tools and equipment ○ Waste management and recycling
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10.3 Repairing and Maintaining Masonry Components in the Workplace

Title	Repairing and Maintaining Masonry Components in the Workplace
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH003
Unit Reference No	K/652/3097
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the knowledge and competence required to repair and maintain masonry components in the workplace.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to the repair and maintenance of masonry components. 1.5. Apply relevant building regulations, safety legislation and official guidance in the maintenance of masonry components.
2. Be able to demonstrate safe and sustainable working practices when working with masonry components.	2.1. Identify hazards and risk controls related to: a) handling tools b) materials and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) d) Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others.

	2.6. Describe how to improve sustainable practices when working with masonry components regarding: a) PPE b) energy efficiency c) waste reduction
3. Be able to prepare for the maintenance and repair of masonry structures.	3.1. Describe the characteristics, uses, sustainability and limitations associated with the following materials: a) Bricks b) Blocks c) Natural stone d) Mortars e) Sand f) Lime g) Additives h) Frames (frames can be precast arches, mechanical brick slip systems or cavity frame solutions) i) Insulation j) Damp-proof barriers k) Cloak systems l) Lintels m) Ties n) Fittings and Fixings 3.2. Describe how to confirm that the resources and materials conform to the specification. 3.3. Describe how the resources should be used correctly and how problems associated with the resources are reported. 3.4. Describe any potential hazards associated with the materials outlined in 3.1. 3.5. Calculate quantity, length, area and wastage of materials associated with the method and procedure to repair and maintain masonry structures. 3.6. Explain typical defects associated with materials used in masonry structures, including: a) Bulging b) Spalling c) Cracking d) Subsidence e) mortar failure f) damp g) staining h) stone erosion i) metal corrosion j) sulphate attack k) permanent/heavy efflorescence 3.7. Explain the importance of the relationships between building materials including: a) Movement (expansion & shrinkage) b) Strength c) Appearance d) size (imperial/metric/modular) e) airtightness f) thermal values g) sound transfer 3.8. Explain methods of providing temporary supports and bracings while carrying out maintenance and repairs, including:

	a) Dead shores b) needles/pins c) adjustable steel props 3.9. Describe the techniques used to locate and replace existing wall ties including: a) Techniques regarding location b) Removal and replacement of masonry c) use of proprietary systems 3.10. Explain the methods of preventing rising damp in walls including: a) physically replacing DPC b) Electro osmosis c) chemical injection
4. Be able to repair and maintain masonry structures to the required specification.	4.1. Protect the surrounding area from damage. 4.2. Demonstrate the following work skills when repairing and maintaining masonry structures: a) measuring b) mark out c) cut d) remove e) lay f) position g) secure 4.3. Demonstrate the effective and safe use of power tools and equipment. 4.4. Prepare, repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following: a) match existing materials b) continue existing bonding c) match existing quality of structure d) form openings e) prop existing walls and floors f) form internal and external angles 4.5. Demonstrate how to: a) prepare, repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles b) identify material and components and restore structures to original state c) form joint finishes d) form openings e) prop existing walls and floors f) form and maintain the integrity of cavities g) position, fix and bed damp-proof barriers, cloak systems and cavity trays h) form and install weep holes and vents i) form internal and external angles j) position, bond and tape insulation materials k) install and maintain the integrity of fire barriers and breaks l) dress surfaces m) form finishes n) mix mortars o) recognise and determine when specialist skill and knowledge are required and report accordingly

	p) determine specific requirements for structures of special interest, traditional buildings (pre-1919) and historical significance q) identify and follow the installation quality requirements r) work with, around and in close proximity to plant and machinery s) use hand and power tools and equipment t) work at height u) use access equipment 4.6. Describe the needs of other occupations and how to communicate effectively within a team when repairing and maintaining masonry structures. 4.7. Describe how to maintain the tools and equipment used when repairing and maintaining masonry structures. 4.8. Dispose of waste in accordance with current legislation.	
Assessment Guidance COSVR50 <u>Repair, maintain and alter masonry structures</u>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Repairing and Maintaining Masonry Components in the Workplace
1. Be able to interpret and apply information	Scope Teaching will cover: all aspects of the construction contract information, (repair and maintain masonry structures) knowledge and skills in relation to specific/complex instructions, information and work tasks, ensuring all safe systems of work, correct use of tools and equipment, compliance, measuring, recording, specifying, checking and costing. - Working from specifications, drawings, schedules and RAMs (risk assessments and method statements) - Referencing trade literature and manufacturers' guidance - Giving and receiving clear oral and written information - Applying a range of communication methods to relay and receive information for the project, digital/social media and workplace apps. - Understand how to report and escalate health and safety issues and the chain of command - Know how to request and share technical information in relation to all tasks - Knowledge and working practice of the building regulations
2. Be able to demonstrate safe and sustainable working practices when working with masonry components	Scope Teaching will cover: Understanding the necessity for sustainable working practices and the sourcing and use of materials. Working in a safe manner at all times and having full responsibility for the maintenance of own and company tools and equipment. - Knowing how to apply safe and healthy work practices to include the correct use and maintenance of tools and equipment, know how follow procedures, report problems and establish the authority needed to rectify them - Work in a safe environment, control the workspace and reduce environmental impact issues - Demonstrate the correct use of specific Health and Safety equipment such as exhaust ventilation, respiratory equipment and machine guards
3. Be able to prepare for the maintenance and repair of masonry structures.	Scope Teaching will cover: Confirming all materials and resources are suitable for the project specification, working with and knowing the characteristics of the range of masonry materials, including identifying defects. - Bricks, blocks and stone - Understanding the associated materials that bind, join and make the structure solid, <i>Sand, mortars and additives</i> - Be able to demonstrate the range of fixtures and fittings that complete the installation and build, <i>frames, insulation, damp proof course, cloak systems, lintels and ties</i> - Know the hazards associated with these works and contracts - Know how to calculate quantities of materials, <i>length and area and wastage</i> calculations for materials. - Know what is meant by, and how to identify, <i>bulging, spalling, cracking, subsidence, mortar fatigue, damp, staining erosion and sulphate damage</i> - Understand building and structural dynamics, <i>movement, expansion and shrinkage</i> - Explain how to provide temporary support within structures - Methods of removing, replacing and relocating wall ties - Identify rising damp in walls/structures

4. Be able to repair and maintain masonry structures to the required specification

Scope

Teaching will cover:

- Students will cover the following work skills related to repairing and maintaining masonry structures:
- Measuring, marking out, cutting-removing masonry, setting-positioning and laying, securing new masonry components, position, fix and bed damp-proof barriers, cloak systems and cavity trays,
- Preparation and repair and maintain of existing brick, and/or block masonry and/or local style structures understanding how to match existing materials, continue existing bonding and match existing quality of structure
- Know how to identify material and components and restore structures to original state
- Maintaining and repairing the range of brickwork systems and components to meet all current building regulations in relation to cavities, cavity trays, wall ties, brick work weep holes and vents, vapour and moisture barriers, damp proof barriers, fire barriers, wall starter kits, insulation and the bonding/taping of insulation.
- determine specific requirements for structures of special interest, traditional buildings (pre-1919) and historical significance
- Describe the needs of other occupations and how to communicate effectively within a team when repairing and maintaining masonry structures.
- Working safely while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's.

10.4 Setting Out to Build Masonry Components in the Workplace

Title	Setting Out to Build Masonry Components in the Workplace
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH004
Unit Reference No	L/652/3098
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to set out for the installation or repair of masonry components.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to the setting out and forming of masonry components. 1.5. Apply relevant building regulations, safety legislation and official guidance in the setting out and building of masonry components.

2. Be able to demonstrate safe and sustainable working practices when setting out to build masonry components.	2.1. Identify hazards and risk controls related to: a) handling tools b) materials c) and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) d) Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices when installing and forming specialist masonry components regarding: a) PPE b) energy efficiency c) waste reduction
3. Be able to plan and prepare for setting out to form masonry structures.	3.1. Select resources associated with: a) materials b) components c) fixings d) setting out equipment 3.2. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a) levels b) lines c) trammels d) templates e) profiles f) pegs g) squares h) fixings i) hand and power tools j) setting out equipment 3.3. Describe how to confirm that the resources and materials conform to the specification. 3.4. Describe how the resources should be used correctly and how problems associated with the resources are reported. 3.5. Describe any potential hazards associated with the resources and methods of work. 3.6. Describe how to calculate distances, length, quantity, length, levels and diagonals, area and wastage of materials associated with the method and procedure to set out to form masonry structures.
4. Be able to set out to form masonry structures to the required specification.	4.1. Demonstrate the following work skills when setting out to form masonry structures: a) measuring b) marking out c) levelling d) plumb e) positioning f) transferring

	g) transposing h) fixing i) securing 4.2. Use and maintain hand and power tools and setting out equipment. 4.3. Determine dimensions and positions using line, level, depth, area, height and angle to given working instructions to establish at least four of the following lines: a) straight (180 degrees) b) right angles (90 degrees) c) obtuse angles (between 90- and 180-degrees including batters) d) acute angles (between 0 and 90 degrees) e) curves on plan f) curves in elevation g) openings 4.4. Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a) measure and set out to form masonry structures on level and sloping ground b) identify and mark datum points c) make trammels, templates and profiles d) mark straight lines, right angles, obtuse angles, acute angles, curves on plan, e) curves in elevation and openings f) set out using trammels, templates and profiles g) plumb from ranging lines h) transfer lines and levels (spirit level, straight-edge, water levels and laser levels) i) determine convex and concave curves using pegs and line j) recognise and determine when specialist skills and knowledge are required and k) report accordingly l) identify and follow the installation quality requirements m) work with, around and in close proximity to plant and machinery n) use hand and power tools, and setting out equipment o) work at height p) use access equipment 4.5. Describe the needs of other occupations and how to communicate effectively within a team when setting out to form masonry structures. 4.6. Describe how to maintain the tools and equipment used when setting out to form masonry structures.
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Assessment Guidance
NOS: COSVR42 Erect masonry cladding

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Setting Out to Build Masonry Components in the Workplace
1. Be able to interpret and apply information.	Scope Teaching will cover: Understanding and demonstrating an ability to interpret and apply information across the range of work and specialist skills and techniques required to provide the quality and quantity of works and materials to meet pre-determined construction wet trade activities, setting out Masonry structures. • Understanding Risk Assessments and Method Statements and knowing how to apply safe and healthy work practices to include the correct use of tools and equipment, knowing how follow work procedures, site plans, site drawings, and all site reporting of problems and establishing the authority needed to rectify them • Referring to RAM's and Planning Safe Working while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • Students will cover the following work planning activities related to: Setting out to form masonry structures <i>Measuring, marking out, cutting-removing masonry, setting-positioning and laying, securing new masonry components, position</i> • Knowing how to calculate masonry works quantities in relation to <i>distances, length, quantity, length, levels and diagonals, area and reduction of wastage of materials associated with the method and procedure to set out to form masonry structures.</i> • Understand the selection processes for choosing resources associated with masonry work in relation to: <i>Materials, components, fixings and setting out equipment</i> • Have the knowledge and skills to identify and implement the complex masonry characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <i>Levels, lines, trammels, templates, profiles, tape measures, pegs Squares, fixings, hand and power tools</i>
2. Be able to demonstrate safe and sustainable working practices when setting out to build masonry components.	Scope Teaching will cover: Understanding the occupational hazards associated with working within construction and especially the wet trades. Focus will be brought upon working sustainably, sourcing materials from sustainable sources and understanding the environmental impact work methods and materials used within projects can have if not properly managed. • Knowing how to apply safe and healthy work practices to include the correct use of tools and equipment, knowing how follow work procedures, reporting of problems and establishing the authority needed to rectify them • Apply safe working skills and understanding construction safety while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • Control the workspace and reduce environmental impact issues

	• Demonstrate the correct use of specific Health and Safety equipment such as exhaust ventilation, respiratory equipment and machine guards • Understand the selection processes for choosing sustainable resources associated with masonry work in relation to: <i>Materials, components, fixings and setting out equipment.</i> • Have the knowledge and skills to identify and implement the complex masonry characteristics, quality, uses, sustainability, limitations and defects associated with the resources
3. Be able to plan and prepare for setting out to form masonry structures.	Scope Teaching will cover: Demonstrating the knowledge of planning work and specialist skills and techniques required to ensure the quality and quantity of works and materials to meet the pre-determined construction outcomes for your wet trade activities, <i>preparing the setting out of Masonry structures.</i> Recognising and determining where and when specialist skills and knowledge will be required in any project. • Demonstrate the complex masonry work skills to cover the following work activities for Setting out to form masonry structures <i>Measuring, marking out, cutting-removing masonry, setting-positioning and laying, securing new masonry components, position, transposing, determine convex and concave curves using pegs and line</i> • Understand the selection processes for choosing resources associated with masonry work in relation to: <i>Materials, components, fixings and setting out equipment</i> • Have the knowledge and skills to identify and implement the complex masonry characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <i>Levels, lines, trammels, templates, profiles, tape measures, pegs Squares, fixings, hand and power tools</i> • Knowing how to calculate masonry works quantities in relation to distances, length, quantity, levels and diagonals, area and reduction of wastage of materials associated with the method and procedure to set out to form masonry structures. • Understand how to manage the resources required for successful works to occur and apply all quality markers to the construction project • Ensure that materials are correctly and sustainably sourced for the works and that they meet the regulations in force for your area of work BS/BSEN/CE • Know the hazards associated with working with and near plant and equipment • Ensure the integrity and condition of tools and all work equipment and PPE
4. Be able to set out to form masonry structures to the required specification.	Scope Teaching will cover: Demonstrating the practical range of work and specialist masonry skills and techniques required to provide the quality and quantity of works and materials to meet pre-determined construction brick work activities, to form Masonry structures. Recognising and determining when specialist skills and knowledge are required in any project. • Apply safe working skills and understanding construction safety while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's

- Demonstrate the complex masonry work skills to cover the following work activities for Setting out to form masonry structures Measuring, marking out, cutting-removing masonry, setting-positioning and laying, securing new masonry components, position, transposing, determine convex and concave curves using pegs and line
- Know how to set out on level and sloping ground conditions
- Have the knowledge and skills to identify and implement the complex masonry characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: *Datum points, levels, lines, trammels, templates, profiles, tape measures, pegs*
- Be able to determine dimensions and positions using line, level, depth, area, height and angle to
- straight (180 degrees), right angles (90 degrees), obtuse angles (between 90- and 180-degrees including batters), acute angles (between 0 and 90 degrees), curves on plan, curves in elevation, openings
- Knowing how to calculate masonry works quantities in relation to distances, length, quantity, levels and diagonals, area and reduction of wastage of materials associated with the method and procedure to set out to form masonry structures.
- Understanding how to measure and set out to form masonry structures on level and sloping ground and the use of transfer lines and levels (spirit level, straight-edge, water levels and laser level)
- Understand how to manage the resources required for successful works to occur and apply all quality markers to the construction project
- Ensure that materials are correctly and sustainably sourced for the works and that they meet the regulations in force for your area of work BS/BSEN/CE
- Knowing how to apply safe and healthy work practices and procedures to include the correct use of tools and setting out equipment, knowing how follow work procedures, reporting of problems and establishing the authority needed to rectify them
- Describe the needs of other occupations and how to communicate effectively within a team when repairing and maintaining masonry structures
- Know the hazards associated with working with and near plant and equipment
- Ensure the integrity and condition of tools and all work equipment and PPE

10.5 Installing and Forming Specialist Masonry Components in the Workplace

Title	Installing and Forming Specialist Masonry Components in the Workplace
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH005
Unit Reference No	M/652/3099
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the skills and knowledge required to install and form specialist masonry components.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to the installation and forming of specialist masonry components. 1.5. Apply relevant building regulations, safety legislation and official guidance in the installation and forming of specialist masonry components.

2. Be able to demonstrate safe and sustainable working practices when installing and forming specialist masonry components.	2.1. Identify hazards and risk controls related to: a) handling tools b) materials c) equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) d) Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices when installing and forming specialist masonry components regarding: PPE, energy efficiency and waste reduction
3. The learner will be able to install and form specialist masonry components to the required specification.	3.1. Demonstrate the following work skills: a) positioning b) levelling c) plumb d) adjusting e) fixing 3.2. Install and/or form fire barriers and/or breaks and support angles plus two of the following specialist masonry support elements to given working instructions: a) brick soffit systems b) channel systems c) wind posts d) vapour and/or moisture barriers e) wall starter kits 3.3. Describe and demonstrate how to identify the types, uses and characteristics of specialist masonry support components including: a) brick soffit systems b) support angles c) fire barriers and breaks d) wind posts e) wall starter kits f) position, level, plumb, fix and integrate brick soffit systems g) install and adjust masonry support angles h) install and maintain the integrity of fire barriers and breaks i) form and maintain the integrity of cavities j) position and secure wall ties including spacing, particularly around openings k) position and fix damp-proof barriers, cloak systems and cavity trays l) form and install weep holes and vents m) position bond and tape insulation materials n) install wind posts

- o) use wall starter kits
- p) identify and follow the installation quality requirements
- q) safely use hand and power tools, and equipment
- r) work at height
- s) use access equipment

Assessment Guidance

COSVR810 Install and form specialist masonry elements

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Installing and Forming Specialist Masonry Components in the Workplace
1. Be able to interpret and apply information.	Scope Teaching will cover: The knowledge and skills required to comply with and understand the contract information required for installing and forming specialist masonry elements in the workplace. • knowing how to apply safe and healthy work practices to include the correct use of tools and equipment, knowing how follow work procedures, site plans, site drawings, and all site reporting of problems and establishing the authority needed to rectify them • Knowing how to refer to RAM's and Planning Safe Working while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • Working from specifications, drawings and schedules • Referencing trade literature and manufacturers' guidance • Giving and receiving clear oral and written information • Applying a range of communication methods to relay and receive information for the project, digital/social media and workplace apps. • Understand how to report and escalate health and safety issues and the chain of command • Know how to request and share technical information in relation to all tasks • Knowledge and working practice of the building regulations • Demonstrating the following skills when erecting masonry to form architectural and decorative structures: <i>Measuring, checking, marking out, laying, positioning and securing masonry.</i>
2. Be able to demonstrate safe and sustainable working practices when installing and forming specialist masonry components.	Scope Teaching will cover: Understanding the occupational hazards associated with working within construction and especially the wet trades. Focus will be brought upon working sustainably, sourcing materials from sustainable sources and understanding the environmental impact work methods and materials used within projects can have if not properly managed. • Knowing how to apply safe and healthy work practices to include the correct use of tools and equipment, knowing how follow work procedures, reporting of problems and establishing the authority needed to rectify them • Apply safe working skills and understanding construction safety while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • Control the workspace and reduce environmental impact issues • Demonstrate the correct use of specific Health and Safety equipment such as exhaust ventilation, respiratory equipment and machine guards • Understand the selection processes for choosing sustainable resources associated with masonry work in relation to: <i>Materials, components, fixings and setting out equipment</i>

	Have the knowledge and skills to identify and implement the complex masonry characteristics, quality, uses, sustainability, limitations and defects associated with the resources
3. The learner will be able to install and form specialist masonry components to the required specification.	Scope Teaching will cover: Demonstrating the range of safe working skills techniques and practices to enable the forming of specialist masonry components. - Demonstrate the following work skills when: <i>Positioning, levelling, using plumb lines/pegs, setting and adjusting and fixing components.</i> - Install and/or form fire barriers and/or breaks and support angles plus at least two of the following specialist masonry support elements to given working instructions: <i>brick soffit systems, channel systems, wind posts, vapour and/or moisture barriers and wall starter kits</i> - identify the types, uses and characteristics of specialist masonry support elements, <i>brick soffit systems, support angles, fire barriers and breaks, wind posts and wall starter kits.</i> - Be able to position, level, plumb, fix and integrate brick soffit systems - Know how to plan, install and complete the adjustment of masonry support angles - Be able to demonstrate the work methods required to install and maintain the integrity of fire barriers and breaks - Demonstrate how to form and maintain the integrity of cavities - Show how to position and secure wall ties including spacing, particularly around openings - Know how to position and fix damp-proof barriers, cloak systems and cavity trays - Demonstrate how to form and install weep holes and vents - position bond and tape insulation materials - Show how to install wind posts - Know where and when to use wall starter kits - identify and follow the installation quality requirements - Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them. - work with, around and in close proximity to plant and machinery - Demonstrate safe use of hand tools, power tools, and equipment - Know how to work safely when working at height and using safe access/egress/working platform equipment

10.6 Building Masonry to Form Workplace Architectural and Decorative Structures

Title	Building Masonry to Form Workplace Architectural and Decorative Structures
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH006
Unit Reference No	D/652/3100
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to form architectural and decorative components in the workplace using masonry.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: - drawings - specifications - schedules - risk assessments - method statements - manufacturers' instructions - oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to the installation and forming of specialist masonry components. 1.5. Apply relevant building regulations, safety legislation and official guidance regarding the formation of architectural and
2. Be able to demonstrate safe and sustainable working practices when installing and forming specialist masonry components.	2.1. Identify hazards and risk controls related to: - handling tools - materials - and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: - Personal Protective Equipment (PPE) - Respiratory Protective Equipment (RPE) - Local Exhaust Ventilation (LEV) - Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements.

	2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices when installing and forming specialist masonry components regarding: - PPE - Energy efficiency - Waste reduction
3. Comply with the given contract information to erect masonry to form architectural and decorative structures to the required specification.	3.1. Demonstrate the following work skills when erecting masonry to form architectural and decorative structures: - measuring - checking - marking out - laying - positioning - securing 3.2. Use and maintain hand and power tools, and equipment 3.3. Construct masonry in brick and block and/or local materials to given working instructions, to form architectural and decorative features including forming joint finishes, for at least three of the following: - arches (rough ringed, axed, gauged) - chimney stack - fireplace - walls with flush, projecting or decorative features - walls curved on plan - walls curved in elevation - walls splayed on plan 3.4. Describe safe working practices, procedures and reporting of problems to the relevant authority, in order to: - erect cavity walling and solid walling using brick, blocks and thin joint blocks - erect walls in local styles using local materials - work overhand - position, install and secure fixings and cramps - position and secure wall ties including spacing particularly around openings and movement joints - form and maintain the integrity of cavities - install masonry support angles - form and install weep holes and vents - form arches (rough ringed, axed, gauged) - form chimney stacks - form fireplaces - form walls flush, projecting and with decorative features - form walls curved on plan and check with trammel, templates and bay moulds - form walls splayed on plan and check with templates and bay moulds

	o) form walls curved and ramped in elevation and set out and check with trammels and profiles p) prop and support structures q) install movement joints r) install wind posts s) cut bricks, blocks and local materials t) complete and remove temporary works u) form joint finishes v) select and install vertical and horizontal reinforcement w) position, fix and bed damp-proof barriers, cloak systems and cavity trays x) position, bond and tape insulation materials y) install and maintain the integrity of fire barriers and breaks z) mix mortar - aa) provide information for Building Information Modelling (BIM) - bb) recognise and determine when specialist skills and knowledge are required and report accordingly - cc) determine specific requirements for structures of special interest, traditional build (pre-1919) and historical significance - dd) identify and follow the installation quality requirements - ee) work with, around and in close proximity to plant and machinery - ff) use hand and power tools, and equipment - gg) work at height - hh) use access equipment 3.5. Describe the needs of other occupations and how to communicate effectively within a team when erecting masonry to form architectural and decorative structures. 3.6. Describe how to maintain the tools and equipment used when erecting masonry to form architectural and decorative structures.
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Assessment Guidance

COSVR41 Set out to form standard masonry structures

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical
demonstration/assignment

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge

Record of observation
Learner notes/written work
Learner log

Learning Outcome	Unit title: Building Masonry to Form Workplace Architectural and Decorative Structures
1. Be able to interpret and apply information	Scope Teaching will cover: The knowledge and skills required to comply with and understand the contract information required to erect masonry when forming architectural and decorative structures. • knowing how to apply safe and healthy work practices to include the correct use of tools and equipment, knowing how follow work procedures, site plans, site drawings, and all site reporting of problems and establishing the authority needed to rectify them • Knowing how to refer to RAM's and Planning Safe Working while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • Working from specifications, drawings and schedules • Referencing trade literature and manufacturers' guidance • Giving and receiving clear oral and written information • Applying a range of communication methods to relay and receive information for the project, digital/social media and workplace apps. • Understand how to report and escalate health and safety issues and the chain of command • Know how to request and share technical information in relation to all tasks • Knowledge and working practice of the building regulations • Demonstrating the following skills when erecting masonry to form architectural and decorative structures: <i>Measuring, checking, marking out, laying, positioning and securing masonry.</i>
2. Be able to demonstrate safe and sustainable working practices when installing and forming specialist masonry components.	Scope Teaching will cover: Understanding the occupational hazards associated with working within construction and especially the wet trades. Focus will be brought upon working sustainably, sourcing materials from sustainable sources and understanding the environmental impact work methods and materials used within projects can have if not properly managed. • Knowing how to apply safe and healthy work practices to include the correct use of tools and equipment, knowing how follow work procedures, reporting of problems and establishing the authority needed to rectify them • Apply safe working skills and understanding construction safety while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • Control the workspace and reduce environmental impact issues • Demonstrate the correct use of specific H&S equipment such as exhaust ventilation, respiratory equipment and machine guards • Understand the selection processes for choosing sustainable resources associated with masonry work in relation to: <i>Materials, components, fixings and setting out equipment</i> • Have the knowledge and skills to identify and implement the complex masonry characteristics, quality, uses, sustainability, limitations and defects associated with the resources

3. Comply with the given contract information to erect masonry to form architectural and decorative structures to the required specification.

Scope

Teaching will cover:

- Understand the skills and knowledge required to erect complex masonry in brick/block and/or local materials to form architectural and decorative features including:
 - forming joint finishes, from the following:
 - arches (rough ringed, axed, gauged), chimney stack, fireplace,
 - walls with flush, projecting or decorative features, walls curved on plan, walls curved in elevation and walls splayed on plan
 - Know how to correctly erect cavity walling and solid walling using brick, blocks and thin joint blocks
 - erect walls in local styles using local materials
 - work overhand across the extensive range of wet trade masonry working tasks and objectives below
 - position, install and secure fixings and cramps
 - position and secure wall ties including spacing around openings and movement joints
 - form and maintain the integrity of cavities
 - install masonry support angles
 - form and install weep holes and vents
 - form arches (rough ringed, axed, gauged)
 - form chimney stacks and fireplaces
 - form walls flush, projecting and with decorative features
 - form walls curved on plan and check with trammel, templates and bay moulds
 - form walls splayed on plan and check with templates and bay moulds
 - form walls curved and ramped in elevation and set out and check with trammels and profiles
 - prop and support structures
 - install movement joints
 - install wind posts
 - cut bricks, blocks and local materials
 - complete and remove temporary works
 - form joint finishes
 - position, fix and bed damp-proof barriers, cloak systems and cavity trays
 - position, bond and tape insulation materials
 - install and maintain the integrity of fire barriers and breaks
 - Mix mortar,
 - provide information for Building Information Modelling (BIM)
- recognise and determine when specialist skills and knowledge are required and report accordingly
- determine specific requirements for structures of special interest, traditional buildings (pre-1919) and historical significance
- Understand and apply all quality markers to your work and the completed project
- Describe the needs of other occupations and how to communicate effectively within a team when repairing and maintaining masonry structures
- Know the hazards associated with working with and near plant and equipment
- Ensure the integrity and condition of tools and all work equipment and PPE

10.7 Applying Solid Plaster to Complex Internal Workplace Surfaces

Title	Applying Solid Plaster to Complex Internal Workplace Surfaces
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH007
Unit Reference No	F/652/3101
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to apply solid plaster to complex internal surfaces	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to the installation of solid plaster to complex internal surfaces in the workplace. 1.5. Apply relevant building regulations, safety legislation and official guidance when applying solid plaster to complex internal surfaces.

2. Be able to maintain safe and sustainable working practices when applying solid plaster to complex internal surfaces.	2.1. Identify hazards and risk controls related to: • handling tools • materials • and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) d) Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices regarding: • PPE • Materials with low sustainable impact • Waste reduction
3. Be able to select the required quantity and quality of resources for the methods of work to apply solid plaster to complex internal finishes.	3.1. Select resources in relation to: a) materials b) tools c) equipment 3.2. Describe the characteristics, uses and limitations associated with the resources in relation to: a) backing coat and finishing plasters, sand, lime, cement and additives b) beads and trims, scrim and tapes c) expanded metal lath (EML), timber lath d) hand tools, portable power tools and ancillary equipment 3.3. Describe: a) how the resources should be used correctly b) how problems associated with the resources are reported 3.4. Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 3.5. Describe any potential hazards associated with the resources and methods of work. 3.6. Calculate the following for a given project: a) quantity b) length c) area d) wastage associated with the method/procedure to apply solid plaster to complex internal surfaces.
4. Be able to apply solid plaster to complex internal surfaces to the required specification.	4.1. Demonstrate the following work skills when applying solid plaster to complex internal surfaces: a) plumb b) measuring c) marking out d) mixing

	e) applying and finishing one-, two- and three-coat plaster 4.2. Prepare background surfaces, mix plaster and apply internal solid plaster to six of the following to given work instructions: a) internal and external angles other than 90° b) splayed walls c) round or arched windows d) round or square columns e) attached piers f) beams g) inclined walls and ceilings h) curved surfaces i) lath walls or ceilings j) expanded metal lath (EML) 4.3. Describe how to apply safe and healthy work practices, follow procedures, report problems and make suggestions on how to rectify them, regarding: a) Preparation of background surfaces b) Plaster mix c) The application and finish of one-, two- and three-coat plasterwork to splayed walls, round and arched windows, round and square columns, attached piers, beams, inclined walls and ceilings, curved surfaces, lath walls and ceilings and EML to solid and board backgrounds d) form internal and external angles other than 90°, reveals and expansion joints e) recognise and determine when specialist skills and knowledge are required and report accordingly f) understand specific requirements for structures of special interest, traditional build (pre-1919) and historical significance g) use hand tools, portable power tools and ancillary equipment h) work at height i) use access equipment/working platforms 4.4. Describe the needs of other occupations and how to communicate effectively within a team when applying solid plaster to complex internal surfaces. 4.5. Describe how to maintain the tools and equipment used when applying solid plaster to complex internal surfaces.	
Assessment Guidance COSVR66 Produce internal solid plastering finishes (ukstandards.org.uk) COSVR76 Apply solid plaster to complex internal surfaces (ukstandards.org.uk)		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to	Learner notes/written work Learner log/diary Peer notes Record of observation

	meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Applying Solid Plaster to Complex Internal Workplace Surfaces
1. Be able to interpret and apply information.	Scope Teaching will cover: all aspects of the construction contract information, (solid plaster finishes) skills in relation to specific/complex work tasks, all systems of safety, correct use of tools and equipment, compliance, measuring, recording, specifying, checking and costing. - Knowing how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them - Understand the responsibilities regarding potential accidents, health hazards and the environment, whilst working: <i>On-site 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</i>
2. Be able to maintain safe and sustainable working practices when applying solid plaster to complex internal surfaces.	Scope Teaching will cover: The ability to identify hazards and in place the control mechanisms to minimise risk related to: - handling tools, - materials, - Wet trade ancillary equipment - Safe use of mechanical lifting apparatus. - How to deploy, maintain and use the full range of PPE equipment. <i>Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs</i> - Understand and follow organisational security procedures for tools, equipment, and workspaces. - Knowing how to implement and follow environmental work processes and waste disposal procedures in compliance with legal and workplace requirements. - Maintain a clean, safe and organised workspace to minimise risks to self and others. - Understand how to improve sustainable practices regarding: <i>PPE</i> <i>Materials with low sustainable impact</i> <i>Waste reduction</i>
3. Be able to select the required quantity and quality of resources for the methods of work to apply solid plaster to complex internal finishes.	Scope Teaching will cover: The organisational procedures that have been developed and how they are used for the selection of and correct use of required resources, methods to calculate material needs and costs correctly - Understand the resources and material quantities required, the quality of works expected and how problems associated with the material/physical and human resources are reported against the following: - Access, operatives, delivery, suppliers, quantity, length, area, wastage, tools and equipment environmental issues - Understanding of the defects associated with solid plaster works/resources in relation to:

	backing coat and finishing plasters, sand, lime, cement and additives, beads and trims, scrim and tapes expanded metal lath (EML), timber lath, clean water
4. Be able to apply solid plaster to complex internal surfaces to the required specification.	Scope Teaching will cover: - all aspects of the construction contract information, (complex internal finishes) skills in relation to specific/complex work tasks, all systems of safety, correct use of tools and equipment, compliance, measuring, recording, specifying, checking and costing - Knowing how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them - Students will cover the following work skills and knowledge associated with applying solid plaster to complex internal surfaces Recognising and determining when specialist skills and knowledge are required and report accordingly - Plumb, measuring, marking out, mixing, applying and finishing one-two- and three-coat plaster. Prepare background surfaces, - internal and external angles, splayed walls, round or arched windows, round or square columns, attached piers, beams - inclined walls and ceilings, curved surfaces, lath walls or ceilings - expanded metal lath (EML) - Working safely while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's - Understand the needs of other occupations and how to communicate effectively within a team when applying solid plaster to complex internal surfaces. - understand specific environmental and heritage architectural requirements for structures of special interest, traditional buildings (pre-1919) and historical significance

10.8 Producing Complex External Workplace Render Finishes

Title	Producing Complex External Workplace Render Finishes
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH008
Unit Reference No	H/652/3102
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to produce complex external render finishes in the workplace.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: - drawings - specifications - schedules - risk assessments - method statements - manufacturers' instructions - oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to the installation of complex external render finishes in the workplace. 1.5. Apply relevant building regulations, safety legislation and official guidance in the production of complex render finishes in the
2. Be able to demonstrate safe and sustainable working practices when producing complex external render finishes in the workplace.	2.1. Identify hazards and risk controls related to: - handling tools - materials - and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: - Personal Protective Equipment (PPE) - Respiratory Protective Equipment (RPE) - Local Exhaust Ventilation (LEV) - Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others.

		2.6. Describe how to improve sustainable practices when a regarding: • PPE • Waste reduction • Materials with low sustainable impact
3. Comply with the given contract information to produce complex external render finishes to the required specification.		3.1. Demonstrate the following work skills when producing complex external render finishes: - measuring - marking out - applying and finishing two- and three-coat render 3.2. Use and maintain: - hand tools - portable power tools - ancillary equipment 3.3. Prepare backgrounds, mix render and produce four of the following external render finishes to given working instructions: - tyrolean - dash - ashlar joint - rough cast (harling, wetdash) - scraped - textured - simulated stone - decorative 3.4. Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: - prepare background surfaces - mix sand, cement and lime-based external renders - apply two- and three-coat render to external solid backgrounds and expanded metal lath - form internal and external angles, reveals and expansion joints - form tyrolean, dash, ashlar joint, rough cast (harling, wet dash), scraped, textured, simulated stone and decorative render finishes - recognise and determine when specialist skills and knowledge are required and report accordingly - understand specific requirements for structures of special interest, traditional build (pre-1919) and historical significance - use hand tools, portable power tools and ancillary equipment - work at height - use access equipment/working platforms 3.5. Describe how to maintain the tools and equipment used when producing complex external render finishes.

Assessment Guidance
COSVR77 Produce complex external render finishes

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Producing Complex External Workplace Render Finishes
1. Be able to interpret and apply information.	Scope Teaching will cover: Understanding and demonstrating an ability to interpret and apply information across the range of work and specialist skills and techniques required to provide the quality and quantity of works and materials to meet pre-determined construction wet trade activities, producing complex external render finishes in the workplace • Understanding Risk Assessments and Method Statements and knowing how to apply safe and healthy work practices to include the correct use of tools and equipment, knowing how follow work procedures, site plans, site drawings, and all site reporting of problems and establishing the authority needed to rectify them • Referring to RAM's and Planning Safe Working while using hand tools, portable power tools, ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • Students will cover the following work planning activities related to Setting out to form masonry structures <i>Measuring, marking out, cutting-removing masonry, setting-positioning and laying, securing new masonry components</i>, position • Knowing how to calculate masonry works quantities in relation to <i>distances, length, quantity, length, levels and diagonals, area and reduction of wastage of materials associated with the method and procedure to set out to form masonry structures.</i> • Understand the selection processes for choosing resources associated with masonry work in relation to: <i>Materials, components, fixings and setting out equipment</i> • Have the knowledge and skills to identify and implement the complex masonry characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <i>Levels, lines, trammels, templates, profiles, tape measures, pegs Squares, fixings, hand and power tools</i>
2. Be able to demonstrate safe and sustainable working practices when producing complex external render finishes in the workplace.	Scope Teaching will cover: Being able to identify, report, risk assess, manage and avoid unsafe situations in the workplace, across the range of activities, tools and equipment associated with external render projects • The ability to identify hazards and in place the control mechanisms to minimise risk related to: • handling tools, materials and wet trade ancillary equipment • Safe use of mechanical lifting apparatus. • How to deploy, maintain and use the full range of PPE equipment. • Personal Protective Equipment (PPE) to include <i>Respiratory Protective, Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs</i> • Understand and follow organisational security procedures for tools, equipment, and workspaces. • Knowing how to responsibly source materials and implement, follow and adhere to environmental work processes including waste disposal procedures in compliance with legal and workplace requirements. • Maintain a clean, safe and organised workspace to minimise risks to self and others.

	• Understand how to improve sustainable practices regarding: • PPE • Materials with low sustainable impact • Waste reduction
3. Comply with the given contract information to produce complex external render finishes to the required specification.	Scope Teaching will cover: all aspects of the construction contract information, (external render finishes) skills in relation to specific/complex work tasks, all systems of safety, correct use of tools and equipment, compliance, measuring, recording, specifying, checking and costing, safe working with tools and in different working locations and heights • Knowing how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them. • Knowing how to mix sand, cement and lime-based external renders • Demonstrate the following work skills when installing complex external render finishes: <i>measuring, marking out, fitting, positioning, securing, preparing background surfaces, mixing casting plasters and adhesives, installing grid work where necessary, secure structure using wire, wad and mechanically fixed methods</i> • Understand how to prepare, produce and form the following external rendering finishes: <i>tyrolean, dash, ashlar joint, rough cast (harling, wetdash), scraped, textured, simulated stone, decorative finishes</i> • Know how to apply two- and three-coat render to external solid backgrounds and expanded metal lath • Understanding the forming of internal and external angles, reveals and expansion joints • Know when specialist skills and knowledge are required and report accordingly • understand specific environmental and heritage architectural requirements for structures of special interest, traditional buildings (pre-1919) and historical significance

10.9 Installation of In-Situ Workplace Mouldings

Title	Installation of In-Situ Workplace Mouldings
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH009
Unit Reference No	J/652/3103
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to install in-situ mouldings in the workplace.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information associated with running in-situ mouldings in the workplace. 1.5. Apply relevant building regulations, safety legislation and official guidance when running in-situ mouldings in the workplace.

2. Be able to maintain safe and sustainable working practices when applying solid plaster to complex internal surfaces.	2.1. Identify hazards and risk controls related to: a) handling tools b) materials c) and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) d) Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices when applying solid plaster regarding: a) PPE b) Materials with low sustainable impact c) Waste reduction
3. Comply with the given contract information to run in-situ mouldings to the required specification.	3.1. Demonstrate the following work skills when running in-situ mouldings: a) measuring b) marking out c) fitting d) applying e) running f) positioning g) securing 3.2. Prepare backgrounds and moulds, gauge and mix materials and run in-situ mouldings, straight and/or curved, to given working instructions for any one of the following: a) cornices b) dados c) skirting d) panels e) angles f) arches 3.3. Form joints, mitres, returns, stop-ends and short breaks. 3.4. Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a) produce templates and construct running moulds b) prepare backgrounds, set out and run in-situ straight and curved mouldings of cornices, dados, skirting, angles, panels and arches c) prepare, gauge and mix materials d) form short breaks and returns, short lengths and returns, joints and mitres e) set out and fix running rules in situ, including overlaps

- f) reproduce shape of existing mould to form template
- g) core-out moulding
- h) prevent build-up and gathering-on
- i) recognise and determine when specialist skills and knowledge are required and report accordingly
- j) understand specific requirements for structures of special interest, traditional build (pre-1919) and historical significance
- k) use hand tools, portable power tools and ancillary equipment
- l) work at height
- m) use access equipment/working platforms

Assessment Guidance

COSVR61 Prepare and mix plastering materials

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Installation of In-Situ Workplace Mouldings
1. Be able to interpret and apply information.	Scope Teaching will cover: the key stages of the installation of in-situ workplace mouldings from inception to completion, complying with regulations, health and safety, work instructions, showing responsibility for all contractual information and the sustainable approach to the contract completion. • Knowing how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them • Understand the responsibilities regarding potential accidents, health hazards and the environment, whilst working: • On-site 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 • Understand and interpret RAMS – Risk Assessments and Method Statements • Understand manufacturer’s instructions and apply the information to work tasks • Know how to utilise all technical information related to your work area and have working knowledge of building. And local authority regulations
2. Be able to maintain safe and sustainable working practices when applying solid plaster to complex internal surfaces.	Scope Teaching will cover: Working safely and responsibly with time, resources, materials while understanding the impacts works have on the environment and the contract costings • Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used on external solid plaster projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them • Working safely with ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP’s • How to deploy, maintain and use the full range of PPE - Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs • Understand and follow organisational security procedures for tools, equipment, and workspaces. • Knowing how to implement and follow environmental work processes and waste disposal procedures in compliance with legal and workplace requirements. • Understand how to improve sustainable practices regarding: PPE, Materials with low sustainable impact and Waste reduction
3. Comply with the given contract information to run in-situ mouldings to the required specification.	Scope Teaching will cover: Understanding and being able to demonstrate the complex skills required to complete in-situ mouldings and decorative solid plaster finishes required through contractual agreement

	• Completing the range of knowledge and skills required to complete complex works associated with in-situ mouldings Preparing the background, Measuring, marking out, setting and positioning. • Know how to gauge and mix materials and run in-situ mouldings, straight and/or curved • Demonstrate how to Build the Core (Coring Out): understanding that moulding is built up in layers. What the initial layers are made with, knowing how to create the profile and roughly shape the mould. • Allow Initial Set: The timescales required for allowing the core layers to cure/ set before applying the final finish. • Apply the Finish Coat: Understanding the process for the finish coat. • Run the Mould (Shaping): Knowing how to complete routine tasks with the running mould to shape the plaster to the final, precise profile. • Smoothing and Polishing: Cover how to achieve the best results from misting and smoothing finished works. • Forming Angles and Details: Students must know how to Form joints, mitres, returns, stop-ends and short breaks, internal and external corners (mitres), these areas are typically formed freehand or with specific small tools after the main run has set sufficiently. Special attention is needed here to ensure clean, sharp functions that match the profile, set out and run in-situ straight and curved mouldings of cornices, dados, skirting, angles, panels and arches • Know how to produce templates and construct running moulds for the following cornices, dados, skirting, panels, angles, arches • recognizing and determining when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional buildings (pre-1919) and historical significance
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10.10 Installation of Complex Fibrous Plaster Workplace Components

Title	Installation of Complex Fibrous Plaster Workplace Components
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH010
Unit Reference No	K/652/3104
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to install complex fibrous plaster elements in the workplace.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: - drawings - specifications - schedules - risk assessments - method statements - manufacturers' instructions - oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to the installation of complex fibrous plaster elements. 1.5. Apply relevant building regulations, safety legislation and official guidance in the installation of complex fibrous plaster
2. Be able to demonstrate safe and sustainable working practices when installing complex fibrous plaster elements.	2.1. Identify hazards and risk controls related to: - handling tools - materials - and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: - Personal Protective Equipment (PPE) - Respiratory Protective Equipment (RPE) - Local Exhaust Ventilation (LEV) - Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others.

	2.6. Describe how to improve sustainable practices when installing fibrous plaster regarding: a) PPE b) materials with low sustainable impact c) waste reduction
3. Be able to install complex fibrous plaster elements to the required specification.	3.1. Demonstrate the following work skills when installing complex fibrous plaster elements: a) measuring b) marking out c) fitting d) positioning e) securing 3.2. Use and maintain: a) hand tools b) portable power tools c) ancillary equipment 3.3. Prepare background surfaces, mix casting plasters and install fibrous plaster mouldings to decorative cornices and/or dados and/or panels and to two of the following to given working instructions: a) arches or pilasters b) domes c) lunettes d) barrel vaulted or shaped ceilings e) decorative ceilings f) cross vaulted ceilings g) balance mitred mouldings 3.4. Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a) prepare background surfaces b) mix casting plasters and adhesives c) install grid work where necessary d) install fibrous plaster mouldings for decorative cornices, decorative dados, decorative panels, arches, pilasters, domes, lunettes e) install fibrous plaster mouldings for barrel vaulted and shaped ceilings, cross vaulted ceilings, balanced mitred mouldings and decorative ceilings f) secure structure using wire and wad and mechanically fixed methods g) recognise and determine when specialist skills and knowledge are required and report accordingly h) understand specific requirements for structures of special interest, traditional build (pre-1919) and historical significance i) use hand tools, portable power tools and ancillary equipment j) work at height k) use access equipment/working platforms.

Assessment Guidance
COSVR82 Install complex fibrous plaster components

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Installation of Complex Fibrous Plaster Workplace Components
1. Be able to interpret and apply information.	Scope Teaching will cover the key stages of complex fibrous plastering works from inception to completion, complying with regulations, health and safety, work instructions, showing responsibility for all contractual information and the sustainable approach to the contract completion. • Knowing how to apply safe and healthy work practices, follow procedures, report problems or incorrect information and establish the authority needed to rectify them • Understand the responsibilities regarding potential accidents, health hazards and the environment, whilst working: <i>On-site 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</i> • Understand and interpret RAMS – Risk Assessments and Method Statements • Understand manufacturer’s instructions and apply the information to work tasks • Know how to utilise all technical information related to your work area and have working knowledge of building, and local authority regulations • Be able to communicate contract information through various mediums, oral, written, contractual, digital, schematic and drawing based data
2. Be able to demonstrate safe and sustainable working practices when installing complex fibrous plaster elements.	Scope Teaching will cover Working safely and responsibly with time, resources, materials while understanding the impacts works have on the environment and sustainable contract costings • Knowing how to apply safe and healthy work practices to include <i>the safe and correct preparation of the work area, safe working with the range of tools, equipment and materials used on solid plaster projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them</i> • Working safely through keeping your work area under control and knowing the correct usage of ancillary equipment associated with solid plaster works such as working at height, using access - egress equipment/working platforms/MEWP's • How to deploy, maintain and use the full range of PPE - Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs • Understand and follow organisational security procedures for tools, equipment, and workspaces. • Knowing how to understand and implement compliance ensuring environmental work processes, waste disposal procedures and compliance with moral, societal, legal, contractual and workplace requirements. • Understand how to improve sustainable practices regarding: PPE, Materials with low sustainable impact and Waste reduction

3. Be able to install complex fibrous plaster elements to the required specification.

Scope

Teaching will cover: Understanding and being able to demonstrate the complex installation skills required to complete complex fibrous plaster components and elements to required contractual agreement

- Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of hand tools, power tools, ancillary equipment and fibrous materials used on solid plaster projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them
- Completing the range of knowledge and skills required to complete complex works associated with complex fibrous plaster elements *Preparing the background, Measuring, marking out, setting and positioning.*
- Know and demonstrate how to prepare backgrounds/surfaces and mix casting plasters to allow the installation of fibrous plaster mouldings such as Cornices, Dados, Arches, Pallisters, Domes, Lunettes, Barrel Vaulted/Shaped Ceilings, Cross Vaulted Ceilings and Mitred Mouldings
- Demonstrate how to install grid works and be able to make fibrous plaster support works such as wire/wad and mechanical systems
- Forming Angles and Details: Students must know how to Form joints, mitres, returns, stop-ends and short breaks, internal and external corners (mitres), these areas are typically formed freehand or with specific small tools after the main run has set sufficiently. Special attention is needed here to ensure clean, sharp functions that match the profile, set out and run in-situ straight and curved mouldings of cornices, dados, skirting, angles, panels and arches
- Recognising and determining when specialist skills and knowledge are required and report accordingly
- Determine specific requirements for structures of special interest, traditional buildings (pre-1919) and historical significance
- Working safely through keeping your work area under control and knowing the correct usage of ancillary equipment associated with solid plaster works such as working at height, using access - egress equipment/working platforms/MEWP's

10.11 Produce Tiles, Mosaic and Stone Surface Finishes

Title	Produce Tiles, Mosaic and Stone Surface Finishes
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH011
Unit Reference No	L/652/3105
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to demonstrate and install tiles, mosaic and stone surface finishes.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information associated with running in-situ mouldings in the workplace. 1.5. Apply relevant building regulations, safety legislation and official guidance when running in-situ mouldings in the workplace.
2. Be able to demonstrate safe and sustainable working practices for the installation of tiles, mosaics and stone surface finishes.	2.1. Identify hazards and risk controls related to: a) handling tools b) materials c) and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) d) Machine guards and safety cut-offs 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others.

	2.6. Describe how to improve sustainable practices when applying solid plaster regarding: • PPE • materials with low sustainable impact • waste reduction
3. Select the required quantity and quality of resources.	3.1. Select resources associated with own work in relation to: - materials - tools - equipment 3.2. Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles. 3.3. Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: - wall and floor tiles, grouts, adhesives, accessories - fittings and fixings - hand tools, portable powered tools and associated equipment 3.4. Describe how the resources should be used correctly and how problems associated with the resources are reported. 3.5. Calculate the following list associated with the method/procedure to apply solid plaster to complex internal surfaces, for a given project: - quantity - length - area - wastage 3.6. Describe any potential hazards associated with the resources and methods of work.
4. Install tiles, mosaic and stone surface finishes.	4.1. Establish line and level to horizontal surfaces. 4.2. Mark out areas to be applied. 4.3. State the method of establishing line and level to horizontal surfaces. 4.4. State methods of setting out horizontal, vertical, raking and curved surfaces forming plain areas, patterns and motifs. 4.5. Apply and finish floor tiles, mosaics and natural stone slabs to form patterns and motifs. 4.6. State the procedure for the application and finishing of wall tiles, floor tiles, mosaics and natural stone. 4.7. Establish line and working plane to inclined surfaces. 4.8. Mark out inclined areas to be applied. 4.9. Apply and finish wall tiles, floor tiles, mosaics and natural stone slabs to inclined surfaces. 4.10. Establish curved area for tiling.

- 4.11. Apply and finish wall tiles, natural stone slabs and mosaics to curved surfaces to form patterns and motifs.
- 4.12. Apply and finish floor tiles to level surfaces and to falls.
- 4.13. Form floor channels and outlets
- 4.14. State the method of forming floor channels and outlets.
- 4.15. State methods of forming reveals, sills and soffits.
- 4.16. Describe the method of forming tiling natural stone and mosaics to staircases and landings, including internal and external angles and arches.
- 4.17. Describe methods of finishing natural stone, tiled and mosaic.
- 4.18. Dispose of waste in accordance with current legislation.
- 4.19. Maintain a clear and tidy workspace.
- 4.20. Dispose of waste in accordance with current legislation.

Assessment Guidance

COSVR606 Produce complex tiled, mosaic and stone finishes

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Word documents. Recorded discussions. Record of observation. Photographic and video evidence
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation. Photographic mapping criteria points. Video evidence.
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcome	Unit title: Produce Tiles, Mosaic and Stone Surface Finishes
1. Be able to interpret and apply information	Scope Teaching will cover the key stages of the tiles, mosaic and stone surface finished works from inception to completion, working from drawings, complying with regulations, understanding the implications of health and safety, following specifications, adhering to work instructions, showing responsibility for all contractual information and the sustainable approach to the contract completion. • Knowing how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them • Understand the responsibilities regarding potential accidents, health hazards and the environment, whilst working: • On-site 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 • Understand and interpret RAMS – Risk Assessments and Method Statements • Understand manufacturer’s instructions and apply the information to work tasks • Know how to utilise all technical information related to your work area and have working knowledge of building. And local authority regulations
2. Be able to demonstrate safe and sustainable working practices for the installation of tiles, mosaics and stone surface finishes.	Scope Teaching will cover Working safely and responsibly with time, resources, and materials while understanding the impacts works have on the environment and the contract costings • Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used on tile, mosaic and stone surface finishes projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them • Working safely with ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • How to deploy, maintain and use the full range of PPE - Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs • Understand and follow organisational security procedures for tools, equipment, and workspaces. • Knowing how to implement and follow environmental work processes and waste disposal procedures in compliance with legal and workplace requirements. • Understand how to improve sustainable practices regarding: PPE, Materials with low sustainable impact and Waste reduction
3. Be able to select the required quantity of resources.	Scope Teaching will cover: Understanding and demonstrating the importance and correct use of resources and materials for the tile, mosaic and stone surface finishes projects. Knowing the importance of the security of tools, equipment and resources.

	• Working with all ancillary equipment required to access and complete projects • Know the potential hazards associated with tile, mosaic and stone surface finish works • You will be able to identify defects and impurities in surfaces prior to completing tiling installations • Knowing how to factor the quantities of materials and adhesives required for operations • Be able to calculate the amounts of materials for given projects a) quantity b) length c) area d) wastage
4. Be able to install tiles, mosaics and stone surface finishes.	Scope Teaching will cover: Setting out, marking out, tiling/stone and mosaic finishes to programmes, plans and drawings for the full range of applications, floors, walls, staircases, arches, level works and where necessary works with gradients/falls. • Understanding Datums • Level Lines • Angles • Designs • Profiles • Curves works • Motifs and patterns • Be able to form and make good (floor) channels, outlets, sills, reveals, soffits and troughs • Understanding that tiles, mosaic and stone surface finishes can be installed in all areas of the workspace • Demonstrate environmental awareness throughout the tiling, mosaic and stone surface work methods ensuring minimal waste, and sustainably sourced products

10.12 Provide Drainage for Tiled Surfaces

Title	Provide Drainage for Tiled Surfaces
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH012
Unit Reference No	M/652/3106
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to prepare drainage for tiles surfaces.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. State where information with reference to falls and position of outlets can be found. 1.2. Interpret information with reference to falls and position of outlets from location, assembly and component drawings. 1.3. Use features for outlets and gullies in manufacturers' information to enable completion. 1.4. Use risk assessments and method statements to comply with workplace instructions. 1.5. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.6. Explain the sources, types and purpose of technical information related to the preparation of drainage for tiled surfaces. 1.7. Apply relevant building regulations, safety legislation and official guidance in the preparation of drainage for tiled surfaces.
2. Be able to demonstrate safe and sustainable working practices when preparing drainage for tiled surfaces.	2.1. Identify hazards and risk controls related to: • handling tools • materials • and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices when preparing drainage for tiled surfaces regarding: • PPE • Energy efficiency • Waste reduction

3. Be able to select the required quality and quantity of materials, tools and equipment.	3.1. Select resources associated with own work in relation to: a) material b) tools c) fixings d) equipment 3.2. Describe the characteristics, quality, uses sustainability and limitations and defects associated with the resources in relation to: a) Channels b) Outlets c) Fixings d) Fittings 3.3. Describe: a) how the resources should be used correctly b) how problems associated with the resources are reported 3.4. Describe any potential hazards associated with the resources and methods of work. 3.5. Calculate the following for a given project: a) quantity b) length c) area d) wastage associated with the method/procedure to prepare drainage for tiled surfaces.
4. Prepare drainage for tiled surfaces.	4.1. Describe the procedures for measuring, marking and setting out for channels, outlets and gullies. 4.2. Describe the procedures for installation of channels, outlets and gullies. 4.3. Explain the method of finishing surface and joints to channels, outlets and gullies. 4.4. Measure, mark and set out for channels, outlets and gullies. 4.5. Install channels, outlets and gullies. 4.6. Form surface and joints to channels, outlets and gullies.

Assessment Guidance

COSVR146 Place concrete and produce a decorative finish

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Word documents. Recorded discussions. Record of observation. Photographic and video evidence
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation. Photographic mapping criteria points. Video evidence.

Coursework

Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course

Record of observation
Learner notes/written work
Tutor notes/record
Learner log/diary

Learning Outcome	Unit title: Provide Drainage for Tiled Surfaces
1. Be able to interpret and apply information.	Scope Teaching will cover: Knowing where to source and comply with contract information in relation to complex tiling projects - Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used on providing drainage for tiled surfaces projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them - Be able to interpret information in relation to and demonstrate the skills required to set angles and falls for drainage outlets - Know how to work to drawings, plans, technical information, manufacturer's instructions, risk assessments and method statements - Understand and demonstrate the ability to set positions, dimensions and orientation of outlets, drains and gullies - Work to local, national and international building regulations and practices.
2. Be able to demonstrate safe and sustainable working practices when preparing drainage for tiled surfaces.	Scope Teaching will cover Working safely and responsibly with time, resources, and materials while understanding the impacts works have on the environment and the contract costings - Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used for providing drainage for tiled surfaces projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them - Working safely with ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's - How to deploy, maintain and use the full range of PPE - Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs - Understand and follow organisational security procedures for tools, equipment, and workspaces. - Knowing how to implement and follow environmental work processes and waste disposal procedures in compliance with legal and workplace requirements. - Understand how to improve sustainable practices regarding: PPE, Materials with low sustainable impact and Waste reduction
3. Be able to select the required quality and quantity of materials, tools and equipment.	Scope Teaching will cover: Understanding the organisational system for supply chains of materials, their selection, calculation, availability, costings, storage, wastage allowances and return of defective goods - Know the contract material to include their characteristics, quality, uses, sustainability and their limitations - Be able to calculate material quantities Length/Area and minimal waste

	• potential defects of the products in relation to adhesives, background wall and floor types • Correct calculation of all materials and miscellaneous materials such as beads, scrims and expanded metals. • Understand all health, safety and potential hazards in relation to the contract for the safety of yourself and the safety of others • Know how to work methodically using the full range of manual/cutting, power tools and equipment to complete tiling works
4. Prepare drainage for tiled surfaces.	Teaching will cover: Demonstrating the skills and knowledge required to complete a tiled drainage outlet • Setting out and marking out pre installation preparation of the for-drainage outlets, gullies and channels. • Be able to demonstrate the installation of Channels and Outlets to include their fixtures and fittings • All calculations, dimensions and quantities required • Know how to and be able to demonstrate all installation and jointing techniques for channels, outlets, gullies and components • Completing the finished surfacing for outlets, channels and gullies

10.13 Background Preparation and Wet-Room Tiling

Title	Background Preparation and Wet-Room Tiling
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH013
Unit Reference No	R/652/3107
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will provide the learner with knowledge and skills to prepare tiling installation backgrounds and install tiles in a variety of wet-room situations.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to wet-room wall and floor tiling. 1.5. Apply relevant building regulations, safety legislation and official guidance in the preparation and installation of wet-room wall and floor tiling.

2. Be able to demonstrate safe and sustainable working practices when preparing tiling backgrounds and installing tiling.	2.1. Identify hazards and risk controls related to: • handling tools • materials • and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices when preparing backgrounds for tiling regarding: • PPE • Energy efficiency • Waste reduction
3. Demonstrate knowledge and practical skills in the background preparation techniques required for tiled wet room installations.	3.1. Explain the purpose and function of wet rooms, including drainage and waterproofing requirements. 3.2. Identify suitable tile types, adhesives, and waterproofing systems for wet room floors. 3.3. Explain risks associated with wet room installations, including moisture-related hazards. 3.4. Demonstrate the application of priming systems for both wall and floor surfaces. 3.5. Prepare backgrounds to receive finished surface, background preparation to include two from the list below: a) Waterproof boarding (either on walls or floor) b) Cement board (walls) c) Self-Levelling (floor) ensuring surfaces are clean, level, and dry 3.6. Demonstrate the use of decoupling matting on floored surfaces. 3.7. Demonstrate the application of waterproofing systems correctly to meet design and performance requirements choosing one tanking system. 3.8. Install tiles using appropriate adhesives and methods suited to wet room conditions. 3.9. Check prepared surfaces and completed tiling for compliance with specifications and waterproofing integrity.

4. Demonstrate knowledge and practical skills in tile installations that incorporate the sealing of shower trays and baths.	4.1. Describe the importance of sealing around shower trays and baths to prevent water ingress. 4.2. Identify suitable sealants, adhesives, and waterproofing materials for use in wet areas. 4.3. Interpret manufacturer instructions for sealing systems and tiling products and adhere to local building regulations relevant to wet area installations. 4.4. Prepare surfaces around shower trays and baths to ensure they are clean, dry, and suitable for sealing and tiling. 4.5. Demonstrate the application of waterproofing systems around one of the following: a) bath b) shower tray 4.6. Demonstrate the application of sealants accurately and effectively to create watertight joints between tiles and sanitary fittings insuring smooth, continuous seals that meet aesthetic and functional requirements around one of the following: a) bath b) shower tray 4.7. Demonstrate the installation of tiles around one of the following: a) bath b) shower tray using appropriate adhesives and methods 4.8. Maintain consistent alignment and spacing while accommodating movement joints. 4.9. Use tools safely and effectively for cutting, sealing, and fixing tiles. 4.10. Check completed work for compliance with specifications and waterproofing integrity. 4.11. Describe a method to rectify a defective seal around one of the following: a) bath b) shower tray
5. Demonstrate knowledge and practical skills in fixing tiles to wet room floors.	5.1. Explain the purpose and function of envelope cuts and mosaic layouts in wet room flooring. 5.2. Describe how to plan tile layouts to achieve correct falls to drainage points. 5.3. Apply the principles of symmetry, alignment, and visual continuity in wet room designs. 5.4. Explain risks associated with wet room floor installations, including slips and water ingress. 5.5. Demonstrate the application of tiles using one method from below a) using envelope cuts to create effective drainage slopes. b) Installation of mosaic tiles with precision, ensuring alignment and consistent spacing to create effective drainage slopes. 5.6. Demonstrate the application of grout finishes and the technique around drainage channel finishing. 5.7. Use appropriate tools safely and effectively for cutting, shaping, and fixing tiles.

5.8. Check completed wet room floor tiling for compliance with design specifications and waterproofing integrity.

Assessment Guidance

COSVR626 Prepare and apply tiling materials

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Word documents. Recorded discussions. Record of observation. Photographic and video evidence
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation. Photographic mapping criteria points. Video evidence.
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Background Preparation and Wet-Room Tiling
1. Be able to interpret and apply information.	Scope Teaching will cover the key stages of the background preparation and wet-room tiling works from inception to completion, working from drawings, complying with regulations, understanding the implications of health and safety, following specifications, adhering to work instructions, showing responsibility for all contractual information and the sustainable approach to the contract completion. • Knowing how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them • Understand the responsibilities regarding potential accidents, health hazards and the environment, whilst working: • On-site 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 • Understand and interpret RAMS – Risk Assessments and Method Statements • Understand manufacturer’s instructions and apply the information to work tasks • Know how to utilise all technical information related to your work area and have working knowledge of building. And local authority regulations
2. Be able to demonstrate safe and sustainable working practices when preparing tiling backgrounds and installing tiling.	Scope Teaching will cover Working safely and responsibly with time, resources, and materials while understanding the impacts works have on the environment and the contract costings • Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used on background preparation and Wet-Room Tiling projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them • Working safely with ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's • How to deploy, maintain and use the full range of PPE - Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs • Understand and follow organisational security procedures for tools, equipment, and workspaces. • Knowing how to implement and follow environmental work processes and waste disposal procedures in compliance with legal and workplace requirements. • Understand how to improve sustainable practices regarding: PPE, Materials with low sustainable impact and Waste reduction
3. Demonstrate knowledge and practical skills in the background preparation techniques required for tiled wet room installations.	Scope Teaching will cover: Understanding the full range of background preparation to allow the effective wet room installation • Know what a wet room is and how it differs from a bathroom

	• Be aware of your customer and who is likely to request a wet room installation • Have knowledge of the industry standards for the installation • Understanding mould control, ventilation and extraction of moisture droplets • Waterproofing of various background and floor fabric materials
4. Demonstrate knowledge and practical skills in tile installations that incorporate the sealing of shower trays and baths.	Scope Teaching will cover: the practical skills and techniques to ensure watertight tiling finishes around the bathroom appliances • Sealing of shower trays • Tiling around baths • Use of the correct sealants and grout compounds • Understanding preparation, setting times and pre use cleanse • Identifying and rectifying failing shower and bath seals
5. Demonstrate knowledge and practical skills in fixing tiles to wet room floors.	Scope Teaching will cover: the tiling technical skills required to correctly design the wet-room floor sloping and angles to ensure correct drainage • Know the risks associated with wet room floor installations, • plan wet room floor tile layouts for symmetry, alignment, and visual continuity • understand the wet room floor tiling for compliance with design specifications

10.14 Installing Complex Tiling in the Workplace

Title	Installing Complex Tiling in the Workplace
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH014
Unit Reference No	T/652/3108
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> The learner will develop the skills and knowledge to devise patterns, material requirements and installation methods of large format tiles and surface finishes.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to the installation of complex tiling patterns. 1.5. Apply relevant building regulations, safety legislation and official guidance in the installation of complex tiling patterns.
2. Be able to demonstrate safe and sustainable working practices when installing complex tiling patterns.	2.1. Identify hazards and risk controls related to: a) handling tools b) materials c) and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices when installing complex tiling patterns regarding: a) PPE b) Energy efficiency c) Waste reduction

3. Be able to safely handle and accurately cut large format tiles, using appropriate tools.	3.1. Identify and select appropriate large format tiles (minimum 750mm). 3.2. Interpret drawings and specifications relevant to large format tiling. 3.3. Prepare the work area and ensure it meets health and safety requirements. 3.4. Demonstrate safe manual handling techniques for large format tiles to include the use of lifting aids or team lifting where appropriate to prevent injury or damage 3.5. Select and use appropriate cutting tools for large format tiles to include a) power operate cutting devices b) manual operated cutting devices 3.6. Cut tiles accurately to required dimensions and shapes and use PPE as required in reference to a risk assessment 3.7. Describe maintenance methods of tools to ensure their safe working condition. 3.8. Apply suitable fixing methods and adhesives for large format tiles to include tile levelling systems. 3.9. Define the application of expansion joints used in tiling. 3.10. Demonstrate the positioning and alignment of tiles to: a) achieve required finish and tolerances of $\pm 2\text{mm}$ b) even spacing and level surfaces using appropriate levelling systems to manufacturers specifications 3.11. Check completed work for compliance with specifications and quality standards. 3.12. Dispose of waste materials in accordance with environmental regulations.
4. Be able to interpret, plan, and fix tiles to complex designs, ensuring accuracy, consistency, and compliance with industry standards and site-specific requirements.	4.1. Interpret complex tile design specifications, drawings, or client instructions. 4.2. Identify tile types, patterns, and layout requirements for complex designs to include either Herringbone, Diagonal, Modular pattern in a Feature wall and floor with the use of two tile types from below a) Natural Stone b) Porcelain c) Marble d) Ceramic 4.3. Plan the layout of complex tile designs to ensure symmetry, alignment, and minimal waste a) List materials & quantities required b) List tools equipment and PPE 4.4. Demonstrate setting out complex tile designs using appropriate tools and techniques using any method from the list below a) Laser levels b) Chalk line c) Plumb line 4.5. Ensure correct positioning and spacing to achieve the desired visual effect. 4.6. Select and apply appropriate fixing methods for complex tile designs.

- 4.7. Use tools and adhesives effectively to maintain design integrity and durability.
- 4.8. Check completed work for compliance with specifications and quality standards.

Assessment Guidance

COSVR605 Set out complex tiling

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Word documents. Recorded discussions. Record of observation. Photographic and video evidence
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation. Photographic mapping criteria points. Video evidence.
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Installing Complex Tiling in the Workplace
1. Be able to interpret and apply information.	Scope Teaching will cover: Knowing where to source and comply with contract information in relation to complex tiling projects - Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used during complex tiling projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them - Be able to interpret information in relation to and demonstrate the skills required to set angles and falls for drainage outlets - Know how to work to drawings, plans, technical information, manufacturer's instructions, risk assessments and method statements - Understand and demonstrate the ability to set positions, dimensions and orientation of outlets, drains and gullies - Work to local, national and international building regulations and practices.
2. Be able to demonstrate safe and sustainable working practices when installing complex tiling patterns.	Scope Teaching will cover Working safely and responsibly with time, resources, and materials while understanding the impacts works have on the environment and the contract costings. - Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used on tile, complex tiling projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them - Working safely with ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's - How to deploy, maintain and use the full range of PPE - Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs - Understand and follow organisational security procedures for tools, equipment, and workspaces. - Knowing how to implement and follow environmental work processes and waste disposal procedures in compliance with legal and workplace requirements. - Understand how to improve sustainable practices regarding: PPE, Materials with low sustainable impact and Waste reduction
3. Be able to safely handle and accurately cut large format tiles, using appropriate tools.	Scope Teaching will cover: Safe working techniques when working with cutting and shaping tools - Understand safe manual handling - Know how to work safely with the range of tools the modern tiler will use - Be able to interpret drawings and specifications - Show how to cut and position tiles within given tolerances

	Have environmental awareness of the disposal of waste materials
4. Be able to interpret, plan, and fix tiles to complex designs, ensuring accuracy, consistency, and compliance with industry standards and site-specific requirements.	Scope Teaching will cover: the reading and interpretation of drawings and plans of complex tiling works - Covering tile types, patterns, and layout as per customer expectations - The intricate nature of designing, planning and setting out complex designs to include either herring bone, diagonal and modular pattern's - Being able to work on a range of materials popular for internal waterproofing and design concepts, such as, a) Natural Stone b) Porcelain c) Marble d) Ceramic - Demonstrating the safe and correct use of tools and equipment to ensure all aspects of the tiling installation maintain symmetry, alignment, and minimal waste a) Plumb Lines b) Levelling c) Laser Levelling d) Chalk lines e) Site derived situ plans, measurements, marking out and drawings

10.15 Setting Out and Marking Tiled Floor Surfaces Incorporating Underfloor Heating

Title	Setting Out and Marking Tiled Floor Surfaces Incorporating Underfloor Heating
Level	Three
Credit Value	24
Guided Learning Hours (GLH)	150
OCN NI Unit Code	CBH015
Unit Reference No	Y/652/3109
Learn Direct Code	TG1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to set out and mark out tiled floor surfaces which incorporate underfloor heating.	
Learning Outcomes	Assessment Criteria
1. Be able to interpret and apply information.	1.1. Use a range of information sources to prepare for and undertake work including: a) drawings b) specifications c) schedules d) risk assessments e) method statements f) manufacturers' instructions g) oral, written, and electronic data sources 1.2. Use risk assessments and method statements to comply with workplace instructions. 1.3. Describe procedures for reporting and rectifying incorrect or incomplete information. 1.4. Explain the sources, types and purpose of technical information related to wall and floor tiling. 1.5. Apply relevant building regulations, safety legislation and official guidance in the setting out and marking out of tiled floor surfaces
2. Be able to demonstrate safe and sustainable working practices when setting out and marking tiled floor surfaces incorporating underfloor heating.	2.1. Identify hazards and risk controls related to: a) handling tools b) materials and equipment, including mechanical lifting 2.2. Use and maintain two of the following health and safety control equipment: a) Personal Protective Equipment (PPE) b) Respiratory Protective Equipment (RPE) c) Local Exhaust Ventilation (LEV) 2.3. Explain organisational security procedures for tools, equipment, and workspaces. 2.4. Follow environmental and waste disposal procedures in compliance with legal and workplace requirements. 2.5. Maintain a clean and organised workspace to minimise risks to self and others. 2.6. Describe how to improve sustainable practices when installing and forming specialist masonry components regarding: a) PPE b) Energy efficiency

	c) Waste reduction
3. Be able to accurately mark out rooms for tiling installations, ensuring consistency, alignment, and compliance with design specifications and site requirements.	3.1. Identify and prepare appropriate tools and materials for marking out. 3.2. Assess each room for dimensions, layout, and potential obstacles. 3.3. Produce a materials list from demonstrated derived calculations for a minimum of three rooms. 3.4. Identify datum points and reference lines for consistent marking across rooms. 3.5. Apply accurate marking out techniques using appropriate tools. 3.6. Ensure alignment and continuity of tile layout between adjoining rooms where applicable. 3.7. Incorporate design features such as borders, patterns, and transitions between rooms where applicable. 3.8. Describe a method of marking out to accommodate complex layouts or irregular room shapes. 3.9. Minimise waste and environmental impact during preparation.
4. Be able to prepare and tile surfaces that incorporate underfloor heating systems, ensuring correct material selection, safe working practices, and compliance with manufacturer guidelines and industry standards.	4.1. Describe different types of underfloor heating systems: a) electric b) hydronic 4.2. Explain how underfloor heating affects substrate preparation and tile installation. 4.3. Describe at least three suitable adhesives, grouts, and tile types for heated substrates. 4.4. Understand thermal expansion and movement considerations. 4.5. Interpret manufacturer instructions for heating systems and tiling products and explain the importance of curing times and activation protocols. 4.6. Assess and describe at least two potential risks when working over underfloor heating systems. 4.7. Demonstrate a preparation technique correctly used on finished floor screed covering underfloor heating systems. 4.8. Describe the method of self-levelling compound used on electrical underfloor heating systems. 4.9. Ensure surfaces are clean, dry, and suitable for tiling. 4.10. Demonstrate application of appropriate adhesives and fix tiles over heated surfaces using correct methods maintaining consistent spacing and alignment. 4.11. Use tools safely and effectively for cutting and fixing tiles over surfaces covering underfloor heating. 4.12. Communicate with other trades to ensure the commissioning period of the underfloor heating is in line with surface adhesive and finished tile manufacturer's instructions.

Assessment Guidance
COSVR308 Set out floor areas for specified design floorcovering installations

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Word documents. Recorded discussions. Record of observation. Photographic and video evidence
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation. Photographic mapping criteria points. Video evidence.
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Setting Out and Marking Tiled Floor Surfaces Incorporating Underfloor Heating
1. Be able to interpret and apply information.	Scope Teaching will cover: Knowing where to source and comply with contract information in relation to setting out and marking tiled floor surfaces incorporating underfloor heating projects - Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used during underfloor heating tiling projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them - Be able to interpret information in relation to and demonstrate the skills required for underfloor tiling projects - Know how to work to drawings, plans, technical information, manufacturer's instructions, risk assessments and method statements - Understand and demonstrate the ability to set positions, dimensions and orientation of outlets, drains and gullies - Work to local, national and international building regulations and practices.
2. Be able to demonstrate safe and sustainable working practices when setting out and marking tiled floor surfaces incorporating underfloor heating.	Scope Teaching will cover Working safely and responsibly with time, resources, and materials while understanding the impacts works have on the environment and the contract costings - Knowing how to apply safe and healthy work practices to include the safe and correct preparation of the work area, safe working with the range of tools and equipment used on underfloor tiling projects, knowing how to follow work instructions and procedures, reporting problems and establishing the authority needed to rectify them - Working safely with ancillary equipment, working at height, using access - egress equipment/working platforms/MEWP's - How to deploy, maintain and use the full range of PPE - Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE), Local Exhaust Ventilation (LEV) Machine guards and safety cut-offs - Understand and follow organisational security procedures for tools, equipment, and workspaces. - Knowing how to implement and follow environmental work processes and waste disposal procedures in compliance with legal and workplace requirements. - Understand how to improve sustainable practices regarding: PPE, Materials with low sustainable impact and Waste reduction
3. Be able to accurately mark out rooms for tiling installations, ensuring consistency, alignment, and compliance with design specifications and site requirements.	Scope Teaching will cover: The calculation methods required to effectively, efficiently and environmentally select and install tiling materials for projects. - Working from drawings, plans and specifications - Assess and calculate room/wall/floor dimensions - Assign datum's and reference points

	Know how to plan and place borders and patterns across spaces for design continuity
4. Be able to prepare and tile surfaces that incorporate underfloor heating systems, ensuring correct material selection, safe working practices, and compliance with manufacturer guidelines and industry standards.	Scope Teaching will cover: the installation of underfloor heating projects and the suitability of the tiled flooring options to work with and compliment the heating - Understand the two main types of UFH – under floor heating - Consider the impact of expansion and contraction on finished floors caused by UFH - Know the best tiling adhesives to be used on floors containing UFH - Be able to complete the correct screed preparation for these systems - Understand the UFH commissioning – bedding in period – and the impact that may have on finished surfaces

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualification.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer (IQA) is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance (EQA). External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 90 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 3 NVQ Diploma in Wet Trades
Qualification Number: 610/7857/8

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Be aware	Having an understanding or knowledge of information, risks or requirements related to a task or situation.	Learners should be aware of the rules and procedures, as well as any potential risks, associated with a task. Employees should also be aware of their responsibilities.
Check	To inspect, verify, and confirm the accuracy, functionality, and suitability of information, items, or equipment to ensure the quality and reliability of produced items or informed understanding.	The learner will be expected to thoroughly inspect and test information, items or equipment, ensuring accuracy, functionality, and readiness, and document the process and results to meet required standards. This involves cross-referencing with reliable sources, guidelines, or standards to confirm that they meet the required criteria and are fit for purpose.
Communicate	To share information clearly so that others can understand it.	The learner is expected to present information in a clear and organised manner. They should use an appropriate format e.g., writing, speaking, diagrams, or digital media. Their message should be clear and understandable and pitched correctly to the audience.

Complete	To finish a task fully and accurately, producing items or achieving understanding as required by the task objectives.	The learner will be expected to comprehend the task's objectives and what is required to achieve them. This involves following steps accurately, managing time well, and ensuring the final product meets high standards and is completed on time. The learner pays close attention to details throughout the task. This involves being meticulous in performing each part of the task to ensure nothing is overlooked or done incorrectly. The learner produces high-quality items or achieves a thorough understanding as a result of completing the task. The learner reviews the completed task to ensure all objectives are met. This involves evaluating the output for accuracy, completeness, and quality, and making any necessary adjustments or corrections.
Comply	To follow and meet required rules, procedures, or instructions.	Learners may have to comply with organisational policies, procedures, and relevant legislation. The learner may also be required to comply with health and safety requirements, in a workplace setting.
Cut	To accurately and safely divide, shape, or trim materials or items using appropriate tools and techniques to produce specific items or enhance understanding.	The learner will be expected to understand the properties and characteristics of the material to be cut. This involves knowing how the material behaves under different cutting conditions. The learner selects the appropriate cutting tools and equipment for the task. This includes choosing tools that are suitable for the type and thickness of the material. The learner employs correct cutting techniques to achieve precise and clean cuts. The learner adheres to safety protocols to prevent injuries and accidents. This includes wearing personal protective equipment (PPE), using tools safely, and maintaining a clean and organized workspace. The learner performs the cutting tasks with accuracy and precision to ensure they meet the required standards and specifications. This involves checking for defects, smooth edges, and correct dimensions.
Define	Description of what a term means and its application i.e. to specify meaning.	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its

		application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Determine	To ascertain or establish something precisely through examination, investigation, and/or calculation, often leading to a decision, conclusion, or resolution.	The learner will be expected to identify or decide upon specific information, outcomes, or solutions based on analysis, evidence, calculation and/or reasoning within a given context.
Dispose	The removal, discarding, or eliminating of an item, substance, or material that is no longer required.	The learner will be expected to dispose of waste materials in a safe and sustainable manner to reduce its environmental impact. The consideration of several important steps and best practices should be adhered to including reduce, re-use and recycle. Safety to all is prioritized by following guidelines and correct procedures for the proper identification and proper handling of hazardous materials such as asbestos, lead, and chemicals.
Ensure	To verify, confirm, and guarantee the accuracy, correctness, and appropriateness of information, items, or equipment used to perform a specific activity.	The learner will be expected to check and confirm the accuracy and validity of the information, item, or equipment before use this involves cross-referencing with reliable sources, guidelines, or standards to ensure correctness. The learner will be expected to confirm through provision of evidence or assurance that the information, item, or equipment meets the required standards or specification which may include conducting tests, inspections, or assessments to confirm

		correctness. The learner must take responsibility for ensuring that the information, item, or equipment is appropriate and fit for purpose and involves being accountable for the accuracy and reliability of the resources used in the activity.
Establish	To identify, verify, and substantiate information or facts with evidence to ensure accuracy and reliability.	The learner will be expected to locate and identify relevant information or facts that are pertinent to the task or problem at hand. This involves discerning what information is needed and where it can be found. The learner must confirm the accuracy and validity of the identified information or facts. This involves cross-referencing with reliable sources, checking for consistency, and ensuring that the information is credible. The learner must provide evidence to support the established information or facts. This involves presenting data, references, or documentation that backs up the claims made.
Explain	Make clear a given subject matter and / or give reasons for the procedure in a given situation or regarding a given subject matter. Set out purposes or reasons to rationalise a response or action.	The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for its importance and / or significance. The learner will be expected to demonstrate a detailed comprehension of the subject matter.
Follow	Adhere to rules, procedures and/or conventions regarding an activity showing skills and knowledge in more than one area and/or contexts.	Adhere to a series of steps or stages in a specific order to achieve a particular goal or complete a task. This involves understanding and executing each step correctly, ensuring that the sequence is maintained to produce the desired outcome.
Form	To shape and create items or equipment using appropriate techniques and tools to achieve specific outcomes or enhance understanding.	The learner will be expected to have a thorough understanding of the materials being used. This involves knowing the properties, characteristics, and behaviour of the materials during the forming process. The learner demonstrates proficiency in the techniques required for forming. This includes methods such as moulding, shaping, bending, or assembling materials to create the desired item or equipment. The learner uses appropriate tools and equipment for the forming process. The learner performs the forming tasks with precision and accuracy. The learner adheres to safety protocols to prevent injuries

		and accidents. This includes wearing personal protective equipment (PPE), using tools safely, and maintaining a clean and organized workspace. The learner inspects the formed items to ensure they meet the required standards and specifications.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Install	To set up, configure, and establish an item, activity, or process to ensure it functions correctly and meets required standards.	The learner will be expected to comprehend the installation instructions and specifications. This involves reading and interpreting manuals, guidelines, or blueprints to understand the requirements and steps for installation. The learner prepares the environment and resources for installation. This includes gathering necessary tools and equipment, ensuring the workspace is ready, and verifying that all components are available. The learner performs the installation accurately and systematically. The learner verifies the installation to ensure it functions correctly and meets required standards. This involves testing the installation, checking for errors, and making any necessary adjustments. The learner documents the installation process and outcomes.
Interpret	To analyse, explain, and make sense of information to enhance understanding and inform decisions or actions.	The learner will be expected to comprehend the information being interpreted. This involves understanding the content, context, and relevance of the information. The learner analyses the information to identify key points, patterns, and relationships. This involves breaking down complex information into manageable parts and examining it critically. The learner explains the information in a clear and coherent manner. This involves communicating the meaning, implications, and significance of the information to others. The learner places the information within the appropriate context. This involves understanding how the information relates to broader concepts, situations, or fields of

		study. The learner applies the interpreted information to inform decisions, actions, or further understanding. This involves using the insights gained from interpretation to solve problems, make informed choices, or deepen knowledge.
Mark Out	To delineate and define specific areas, items, or processes using appropriate tools and techniques to ensure accuracy and precision in subsequent steps.	The learner will be expected to comprehend the specifications and requirements for the marking out task. This involves understanding the dimensions, shapes, and reference points that need to be marked. The learner prepares the materials, tools, and workspace for marking out. This includes gathering necessary tools such as rulers, squares, compasses, markers, and ensuring a clean and organized workspace. The learner takes precise measurements to ensure that the markings are accurate. The learner employs proper marking techniques to delineate the item, area, activity, or process. The learner verifies the markings to ensure they are accurate and meet the required standards. The learner adheres to safety protocols during the marking out process. This includes using tools safely, wearing personal protective equipment (PPE), and maintaining a tidy workspace.
Maintain	To keep information, items, or equipment in good condition, ensuring they remain functional, accurate, and up-to-date over time.	The learner will be expected to conduct routine checks and inspections to identify any signs of wear, damage, or inaccuracies. The learner takes preventive actions to avoid potential issues. This includes cleaning, calibrating, updating, or servicing the items, equipment or information as appropriate regularly to ensure they remain in optimal condition. The learner addresses any issues promptly by performing necessary repairs or updates. The learner keeps accurate records of maintenance activities. This includes documenting inspections, repairs, updates, and any changes made to the information, items, or equipment. The learner follows established guidelines, standards, or procedures for maintenance.
Outline	To give general idea and overview without going into detail.	The learner will be expected to review a topic or concept and provide a brief summary that highlights the main points or key elements, without

		delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely.
Protect	To implement strategies or measures to safeguard or preserve specific assets, data, or individuals.	The learner should be able to identify the specific items, materials, individuals, or information that require protection. The learner should apply appropriate health and safety methods or strategies to ensure protection by demonstrating practical skills in implementing protection methods correctly to protect against workplace hazards.
Prepare	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines.	The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.
Plan	To create a detailed strategy or roadmap for an activity or process, outlining the necessary steps, resources, and timeline to achieve specific objectives.	The learner will be expected to identify clear and specific objectives for the activity or process. The learner conducts thorough research and analysis to inform the planning process. This includes gathering relevant information, studying existing solutions, and understanding constraints and opportunities. The learner identifies and allocates the necessary resources, such as materials, tools, personnel, and budget. The learner creates a detailed step-by-step plan outlining the tasks and activities needed to achieve the objectives. The learner assesses potential risks and develops strategies to mitigate them. The learner develops a timeline and schedule for the activity or process. The learner documents the planning process and the final plan. This includes recording the objectives, research findings, resource allocations, steps, risk assessments, and timelines to provide a clear and comprehensive guide.

Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Recognise	To identify or acknowledge the existence, validity, or legality of something.	The learner will be expected to focus on identifying and acknowledging key elements or facts relevant to the topic.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.

Understand	To grasp the meaning, significance or nature of content, by memorising facts, being able to explain concepts, apply knowledge to situations or make connections between different ideas.	Learners may be expected to understand complicated concepts, explaining solutions; understand events, which they can discuss, argue or debate; use innovative thinking skills to analyse and evaluate; or understand the appropriate skills to apply in given situations.
Use	To employ something for a particular purpose; operate a system or process.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
Use and maintain	To keep information, items, or equipment in good condition, ensuring they remain functional, accurate, and up to date over time.	The learner will be expected to conduct routine checks and inspections to identify any signs of wear, damage, or inaccuracies. The learner takes preventive actions to avoid potential issues. This includes cleaning, calibrating, updating, or servicing the items, equipment or information as appropriate regularly to ensure they remain in optimal condition. The learner addresses any issues promptly by performing necessary repairs or updates. The learner keeps accurate records of maintenance activities. This includes documenting inspections, repairs, updates, and any changes made to the information, items, or equipment. The learner follows established guidelines, standards, or procedures for maintenance.