



**GQA LEVEL 2 DIPLOMA IN KNOWLEDGE OF
CONSTRUCTION MAINTENANCE
OPERATIONS (MULTI-SKILLED REPAIR AND
REFURBISHMENT)**

**Qualification Number
601/2859/8**

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PERSONAL COMPETENCE SUMMARY

Name		Company/Centre			
Job Title		GQA Registration Number			
	UNITS OF COMPETENCE			ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	MANDATORY UNITS	Level	Credit		
M/505/6051 CTC2	Knowledge of effective working practices in the Construction working environment	2	5		
K/505/6050 CTC1	Knowledge of Health, Safety and Welfare in the Construction Working Environment	2	5		
A/505/6053 CTC3	Knowledge of work area protection and safety equipment in General Construction activities	2	8		
J/505/6055 CTC4	Knowledge of the Environmental impact of Construction and Civil Engineering activities	2	5		
F/506/0122 ERR2	Employment rights and responsibilities in the Construction Industry	2	2		
OPTIONAL UNITS					

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

☐ Observation in the workplace
☐ Records of prior experience
☐ Testimonial(s)
☐ Work records

☐ Assessment of knowledge
☐ Witness statement(s)
☐ Photographic evidence
☐ External testing

Passport Style
 Candidate Photo
 (Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at individuals wishing to prove they have the level and range of knowledge required to understand how to carry out selected general construction maintenance activities. The qualification is equally relevant to those already employed in Construction, Apprentices or new entrants to the industry and is also suitable for those wishing to find out more about some of the theoretical aspect of the Construction Industry without the need to be directly employed in a Construction working environment. Establishing underpinning knowledge and understanding relevant to the Industry, this qualification is intended to be capable of delivery through both a taught programme of off the-job learning or through workplace assessment (for those with access to the real workplace). The qualification has been designed to allow employees from Companies of all sizes equal opportunity to complete.

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. This qualification consists of 5 mandatory units and a group of 8 optional units. The mandatory units have a total credit value of 25 credits with a minimum of 23 credits required from the optional group the qualification has a minimum credit value of 48 credits

Unit Ref	Title	Level	Credit
Mandatory units (Candidates must achieve all 25 credits)			
M/505/6051	Knowledge of effective working practices in the Construction working environment	2	5
CTC2			
K/505/6050	Knowledge of Health, Safety and Welfare in the Construction Working Environment	2	5
CTC1			
A/505/6053	Knowledge of work area protection and safety equipment in General Construction activities	2	8
CTC3			
J/505/6055	Knowledge of the Environmental impact of Construction and Civil Engineering activities	2	5
CTC4			
F/506/0122	Employment rights and responsibilities in the Construction Industry	2	2
ERR2			
Optional units (Candidates must achieve a minimum of 23 credits)			
D/506/0113	Knowledge of Drainage trades repair work	2	8
CTC15			
F/506/0119	Knowledge of Masonry Trades repair work	2	10
CTC19			
H/506/0114	Knowledge of Tiling trades repair work	2	7
CTC16			
K/506/0115	Knowledge of Plastering trades repair work	2	9
CTC17			
R/506/0108	Knowledge of Wood Trades repair work -including glazing	2	8
CTC12			
R/506/0111	Knowledge of Plumbing trades repair work	2	9
CTC14			
T/506/0117	Knowledge of Roofing trades repair work	2	8
CTC18			
Y/506/0109	Knowledge of Painting and Decorating trades repair work	2	8
CTC13			
D/650/3194	Knowledge of electrical components repair and replacement work	2	8
CTC20			

Achieving all of the Mandatory units and the minimum credit value from the optional units will mean the qualification has been completed and GQA will provide the Certificate with the qualification title. Where a candidate has completed additional credits the Certificate will list these as “additional credits”, in cases where the candidate has not completed the full qualification and will not go on to do so, a Certificate of Credit can be issued for the credits achieved.

Assessment guidance

Evidence should show that you can complete all of the learning outcomes for each unit being taken.

Types of evidence:

Evidence of knowledge is required. Evidence of knowledge through performance can contribute and if applicable should be demonstrated by completing projects and reports, or by responding to questions.

Potential sources of evidence could include:

The main source of evidence for each unit will be observation of the candidate’s performance and knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Completed projects
- Q&A
- Assignments
- Professional Discussion
- Reports
- Witness testimonies
- Training records
- Inventories
- Delivery records
- Quality Assurance records
- Audio evidence
- Video/ photographic evidence

Please Note that photocopied or downloaded documents such as manufacturers or industry guidance, H&S policies, Risk Assessments etc., are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet “Guide to Centre Approval”. The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQA's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced external quality assurance process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria

- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)
- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable.

The exceptions to this are:

- o Dealing with emergencies
- o Dealing with accidents
- o Certain pre-approved real time simulators
- o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc. that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

M/505/6051	Knowledge of effective working practices in the Construction working environment	Level 2	5 Credits
CTC2			

The aims of this unit include ensuring candidates have the required level of knowledge and understanding to obtain, confirm and follow schedules of work by communicating and working with others. This includes understanding how to determine the amount of materials and resources required to complete the work on schedule and in accordance with safe working practices. Candidates must also demonstrate an understanding of the systems in place to record information on work activities.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know the benefits of working effectively and how to do this	1.1 Explain how to obtain information on the work requirements			
	1.2 Explain the type of information that should be included on work schedules/records			
	1.3 Explain how to check and confirm work requirements to plan a productive sequence of work			
	1.4 Explain why work schedules should be followed			
	1.5 Explain the factors that can affect work schedules			
	1.6 Explain the possible implications of not completing work on schedule and in accordance with the job specification			
2 Know how to communicate and work with others to allow work to be completed effectively and following safe working practices	2.1 List the types of information that may be required by the following: •Customers •Colleagues •Allied Trades •Line Manager/Supervisor			
	2.2 State the methods of communication used in the organisation to communicate with these individuals/groups			
	2.3 Explain how to communicate in a way that should encourage cooperation and productive working practices			
	2.4 Explain the possible advantages and disadvantages of written and verbal communication			
	2.5 State the legislation that protects equality and Diversity in the workplace			
	2.6 Explain why equality and diversity in the workplace are important			
3 Know how to estimate resources required for work activities	3.1 List methods that can be used to estimate quantities of materials and labour costs for a specified project			
	3.2 Explain the possible advantages and disadvantages of the methods listed			
	3.3 State the possible implications of inaccurate estimates in terms of: •Costs •Materials •Manpower			
	3.4 Describe the Organisational procedures in place to confirm, locate and obtain the resources required			
	3.5 Define the differences between quoting, estimated pricing and the tender process			
4 Know the Organisational procedures for recording information on work activities	4.1 List the documentation that must be maintained by the organisation			
	4.2 Explain where the records are stored and who has access to them			
	4.3 Explain the possible implications if records are not accurate and up to date			
Assessor Comments/Feedback				

K/505/6050	Knowledge of Health, Safety and Welfare in the Construction Working Environment	Level 2	5 Credits
CTC1			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to work safely in a construction related working environment. The unit requires candidates to prove knowledge and understanding of relevant Legislation, risk assessment, hazard awareness and control measures. Candidates must also understand the accident and emergency procedures, including reporting systems and use of fire extinguishers.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Understand the Health, Safety and Welfare requirements of the Construction working environment	1.1 Under the Health and Safety at Work Act 1974, describe: <ul style="list-style-type: none"> the Employees primary legal responsibilities the Employers primary legal responsibilities 			
	1.2 List other Health and Safety Acts or legislation that applies to the working environment			
	1.3 State the role of the Health and Safety Executive			
	1.4 Explain what factors should be explained at induction to reduce risks and hazards			
	1.5 Explain how briefings and application of prior training can avoid risks in the workplace			
	1.6 Explain why it is important to take individual responsibility for health, safety and welfare			
	1.7 Explain the impact that behaviour can have on own and others' health and safety			
	1.8 Explain why changing circumstances can create hazards and how to minimise the effect of changing circumstances			
2 Understand the organisation's approach to health, safety and welfare	2.1 Outline the organisational policies and procedures for health, safety and welfare and explain where to obtain information on these			
	2.2 List the main hazards associated with the working environment			
	2.3 State ways of minimising hazards found in the workplace			
	2.4 Explain the purpose of Risk Assessments , Method Statements and Control Measures			
	2.5 Explain why it is important to comply with Method Statements and Control Measures identified by risk assessments			
	2.6 State who is responsible for: <ul style="list-style-type: none"> Providing PPE Ensuring it is in good condition and fit for purpose 			
	2.7 Outline the security arrangements in the work area			
Assessor Comments/Feedback				

K/505/6050	Knowledge of Health, Safety and Welfare in the Construction Working Environment (continued)	Level 2	5 Credits
CTC1			

3 Understand risk control in the workplace	3.1 List the 4 types of safety signs found in the workplace and give an example of each			
	3.2 List the typical notices and warning signs associated with the work environment			
	3.3 List the health and safety control equipment required for use in the work area			
	3.4 State when control equipment should be used			
	3.5 List all relevant Personal Protective Equipment (PPE) and when each should be used			
	3.6 State work situations where Respiratory Protective Equipment (RPE) is required			
	3.7 State work situations where Local Exhaust Ventilation (LEV) is required			
	3.8 List the different types of fire extinguisher in the workplace			
	3.9 Give examples of situations when different types of fire extinguisher should be used			
4 Understand how to confirm health and safety requirements in the workplace	4.1 Explain how to obtain work instructions to maintain safe systems of work			
	4.2 Explain why it is important to communicate with others to identify and confirm safe systems of work			
	4.3 Explain how to provide feedback on health, safety and welfare policies to colleagues and supervisors and why this is important			
	4.4 Explain the procedure for reporting hazards and when to do this			
5 Understand the importance of working in accordance with health & safety requirements and legislation	5.1 Explain why it is important to work in accordance with health and safety requirements and what the repercussions of non-compliance could be for: <ul style="list-style-type: none"> • Individual • Employer • Site Supervisor 			
	5.2 Explain where to store health and safety equipment to allow effective, safe working practices			
	5.3 Explain the procedures for disposal of waste in accordance with legislation, to include reuse or recycling and unwanted items			
	5.4 Explain what to do if asked to use new or unfamiliar equipment			
Assessor Comments/Feedback				

K/505/6050	Knowledge of Health, Safety and Welfare in the Construction Working Environment (continued)	Level 2	5 Credits
CTC1			

6. Know what to do in the event of accidents or emergencies	6.1 Outline the organisation's requirements for dealing with and reporting accidents and emergencies in the working environment			
	6.2 Explain how to contact the emergency services in case of an accident and what information to provide			
	6.3 State 3 types of incident that should be reported to the Health and Safety Executive			
	6.4 State procedures for evacuation, including safe exit procedures			
	6.5 Explain the purpose of Assembly points and how to identify them			
Assessor Comments/Feedback				

A/505/6053 CTC3	Knowledge of work area protection and safety equipment in General Construction activities	Level 2	8 Credits
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The aim of this unit is to ensure candidates have the required level of knowledge and understanding of work area and personal protection relevant to a Construction working environment. This could include signage, lighting, barriers/guards and the typical uses of these as well as knowledge of problems that can occur and how to deal with damaged, lost, missing or faulty equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Understand the principles of protection and safety equipment used in general construction	1.1 Describe the main purpose of installing work area protection			
	1.2 List all relevant Personal Protection Equipment (PPE) that could be used when installing protection and safety equipment and state when each should be used in accordance with legislation and safe working practices			
	1.3 List the typical types of safety equipment and materials used			
	1.4 List methods, tools and equipment used in the preparation and installation of protection and safety components			
2 Know how to prepare for the installation of protection and safety equipment	2.1 Explain how to identify, locate and confirm the specification			
	2.2 Explain how to confirm the components ,materials, tools and equipment resources are correct and fit for purpose in terms of: <ul style="list-style-type: none"> Quantity Quality Safety 			
3 Know how to install protection and safety equipment	3.1 Explain how to set out and position the following: <ul style="list-style-type: none"> Signage Lighting Guarding arrangements 			
	3.2 Explain how to identify signs that the planned protection may not be sufficient or suitable			
	3.3 Explain the Organisational procedures for reporting and dealing with this type of situation			
	3.4 Explain how and when to check the work complies with relevant legislation and meets the job specification			
4 Know how to dismantle, move or alter the protection and safety equipment	4.1 Explain how to remove or dismantle protection and safety equipment in accordance with legislation and safe working practices			
	4.2 Explain how to move and change protection and safety equipment in accordance with legislation and safe working practices			
	4.3 Explain who needs to be informed of any changes made to safety equipment and how to do this			
5 Know how to deal with problems with protection and safety equipment	5.1 List typical problems and damage that can arise with safety equipment			
	5.2 Explain the Organisational procedures to follow when protection and safety equipment is lost, damaged or faulty			
Assessor Comments/Feedback				

J/505/6055 CTC4	Knowledge of the Environmental impact of Construction and Civil Engineering activities	Level 2	5 Credits
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The aim of this unit is to provide the learner with the knowledge and skills to be able to understand the environmental issues in the Company and work in accordance with Company policies related to environmental matters including recycling. There is also the need to understand sustainability within the Construction working environment

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the installation activities that could have environmental impact	1.1 Summarise the work activities within their job role that could have an impact on the environment			
	1.2 Explain how the environment could be affected			
2 Know the legal requirements regarding the environmental impact of work activities	2.1 Explain how to obtain information on environmental legislation, policies and procedures			
	2.2 Describe the possible consequences of non-compliance with environmental legislation, in respect of: <ul style="list-style-type: none"> • The Individual • The Employer 			
3 Know how to deal with the environmental aspects of their job role	3.1 List the products/materials used within their job role that have environmental impact			
	3.2 Explain how these products/materials should be handled to comply with environmental policies and procedures, to include, for example: <ul style="list-style-type: none"> • Storage • Disposal • PPE use 			
	3.3 Explain how to deal with spillages and the products used in accordance with environmental policies and procedures			
4 Know the products that can be re-cycled	4.1 List the products/materials used within their job role that can be re-cycled			
	4.2 Explain how these products/materials should be handled to comply with Company re-cycling policies and procedures, to include, for example: <ul style="list-style-type: none"> • Storage/Collection • PPE use 			
5 Understand the principle of sustainability within construction	5.1 Describe what is meant by the term 'Sustainable Construction'.			
	5.2 Explain how sustainability can be integrated into construction projects			
	5.3 Describe what is meant by the term 'Energy Efficiency' as part of a construction project.			
	5.4 List a range of construction methods that can have a positive effect on energy efficiency during and post construction			
Assessor Comments/Feedback				

F/506/0122	Employment rights and responsibilities in the Construction Industry	Level 2	2 Credits
ERR 2			

The aim of this unit is to ensure that individuals have a general insight into the Construction industry as a whole, its purpose, and the roles, responsibilities and rights of employees and employers.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know the basic concepts of Employment Law	1.1 Describe the key features of a Contract of Employment			
	1.2 Explain how the “Working Time Directive” governs contractual working hours and holiday entitlements			
	1.3 Explain what information an Employer may hold on an Employee that is covered by Data protection legislation			
	1.4 State the rights of an employee in Discipline, Grievance and Dismissal issues.			
	1.5 State different sources that can be used to obtain more information on employment rights and responsibilities			
2 Know what information should be included in an Induction Process	2.1 Explain what the term “induction” means, why it is necessary for new employees; when it should begin; how long it should last and who should conduct it			
	2.2 Explain what subjects and issues should be covered during an induction			
	2.3 Explain where additional information on Company procedures and principles can be obtained			
3 Know the basic principles of how safety, health and environmental legislation applies to their industry	3.1 Explain the prime employer / employee rights and responsibilities within the workplace, towards the general environment and the public at large			
	3.2 Describe the key, potential hazards for people and the environment and how these are dealt with, through legislation and good practice			
	3.3 Explain the general principles of statutory, workplace risk assessment processes			
4 Know the purpose of the Industry, it's processes and key stakeholders	4.1 State the main activities the Organisation carries out			
	4.2 Explain where to obtain guidance and documentation relevant to their job role			
	4.3 State the major organisations associated with the industry and the role that they play. To include: <ul style="list-style-type: none"> • Competitors • Suppliers • Customers • Trade Federations/ Associations 			
	4.4 State the responsibilities of Trade Unions and the benefits to employees			
5 Know how their job role fits within the organisation	5.1 Explain the Organisation structure, job roles and reporting structures			
	5.2 State how their role contributes to the Organisation's aims.			

F/506/0122	Employment rights and responsibilities in the Construction Industry (Continued)	Level 2	2 Credits
ERR 2			

6 Understand the importance of presenting a professional image of the Industry	6.1 Explain why it is important to present a positive and professional image of the Industry			
	6.2 Explain how to do this			

Assessor Comments/Feedback

D/506/0113	Knowledge of Drainage trades repair work	Level 2	8 Credits
CTC15			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to identify the need for and carry out Drainage trade repairs. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace. Finally candidates must demonstrate an understanding of the problems that can occur with this type of work

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for carrying out drainage repair work	1.1 List the potential hazards associated with carrying out drainage repair work			
	1.2 Describe the main causes of drain malfunction, including leaks and blockages			
	1.3 List the tools and equipment used for repair work and their purpose			
	1.4 List the materials required to carry out drainage repairs			
	1.5 Explain how to determine the type and quantities of materials required for specific repair tasks			
	1.6 Explain how to prepare the area for the repair work, for example: <ul style="list-style-type: none"> Ensuring the safety of the work and surrounding area Personal Protective Equipment (PPE) to be worn Preparation of materials and components 			
2 Know how to repair and replace drainage	2.1 Explain how to inspect and assess drainage systems following safe working practices and legislation			
	2.2 Describe how to identify and correct impeded drainage and their causes			
	2.3 Describe the factors affecting flow rates in the drains			
	2.4 Explain how to remove, repair or replace damaged or defective components in accordance with safe working practices and legislation			
	2.5 Explain how to test the renewed/repaired system in accordance with safe working practices and Industry Codes of Practice			
	2.6 Describe the procedures for reinstating the ground conditions after drainage repair work			
	2.7 Explain the difference between organic and inorganic waste			
	2.8 Explain how to dispose of unwanted materials and components in accordance with safe working practices and legislation including: <ul style="list-style-type: none"> Organic waste Inorganic waste 			

D/506/0113	Knowledge of Drainage trades repair work (Continued)	Level 2	8 Credits
CTC15			

3 Know the problems that can occur when carrying out drainage repairs	3.1 List 2 problems that can occur when inspecting drainage systems			
	3.2 State 2 problems that can occur when attempting to clear impeded drainage			
	3.3 State 2 problems that can occur when testing renewed/ repaired drainage			
	3.4 Explain how to overcome each of the problems listed			
Assessor Comments/Feedback				

F/506/0119	Knowledge of Masonry Trades repair work	Level 2	10 Credits
CTC19			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to carry out repairs to masonry and or paved areas. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace. Candidates must also demonstrate knowledge of the problems that can occur and how to deal with them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for carrying out masonry repairs	1.1 List typical hazards that can occur with masonry repair work			
	1.2 State the typical defects and damage to masonry work that can be repaired			
	1.3 List the tools and equipment used for masonry repair work and their purpose			
	1.4 List the materials used to repair damaged masonry			
	1.5 Explain how to determine the type and quantities of materials required for specific types of repair work			
	1.6 Explain how to prepare the area for the repair work, for example; <ul style="list-style-type: none"> Ensuring the safety of the work and surrounding area Access equipment Personal Protective Equipment (PPE) to be worn Preparation of materials and components 			
2 Know how to repair masonry structures	2.1 Explain a range of techniques that can be used to repair defective or damaged masonry work			
	2.2 Explain how to cut out joints and remove defective or damaged masonry in accordance with safe working practices			
	2.3 Describe how to cut bricks, blocks and/or stone in accordance with safe working practices and minimising waste			
	2.4 Explain why it is important to finish brickwork, blockwork and/or stone to match existing walling and job specification			
	2.5 Explain how to dispose of unwanted materials following safe working practices and legislation			
Assessor Comments/Feedback				

F/506/0119	Knowledge of Masonry Trades repair work (Continued)	Level 2	10 Credits
CTC19			

3 Know how to repair paved areas	3.1 State the common defects and damage found in concrete slabs and paved areas			
	3.2 Describe how to remove existing damaged materials and components following safe working practices to include: <ul style="list-style-type: none"> Tools and equipment PPE Methods of work 			
	3.3 Explain the range of concrete and mortar mixes used to make repairs to paved areas and when each should be used			
	3.4 List the range of work techniques used for laying or fixing replacement materials and components into place.			
	3.5 Describe how to remove defective or damaged paving slabs and block paving and make good existing bedding material			
	3.6 Explain how to dispose of unwanted materials following safe working practices and legislation			
	3.7 Explain why it is important to finish the work to match existing finish and job specification			
4 Understand the problems that can occur with masonry repairs and how to overcome them	4.1 Understand the problems that can occur with masonry repairs and how to overcome them			
	4.2 List 3 problems that can occur with masonry trades repair work, to include 1 each of the following: <ul style="list-style-type: none"> Problems removing defective or damaged masonry or paving Problem related to cutting bricks, blocks and/or stones Matching the finished job to the existing 			
	4.3 Explain how to overcome these problems following safe working practices and Industry Codes of Practice			
Assessor Comments/Feedback				

H/506/0114	Knowledge of Tiling trades repair work	Level 2	7 Credits
CTC16			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to carry out repairs to wall and floor tiling. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace. Candidates must also demonstrate knowledge of the problems that can occur and how to deal with them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for carrying out repairs to areas of wall and floor tiling	1.1 List the potential hazards associated with carrying out tiling repairs			
	1.2 State the common defects and damage found in areas of wall and floor tiling			
	1.3 List the tools and equipment used for repair work and their purpose			
	1.4 Explain how to determine the type and quantities of materials required for specific repair tasks			
	1.5 Explain how to prepare the area for the repair work, for example: <ul style="list-style-type: none"> Ensuring the safety of the work and surrounding area Access equipment Personal Protective Equipment (PPE) to be worn Preparation of materials and components 			
2 Know how to carry out repairs to wall and floor tiling	2.1 Explain how to remove existing damaged materials and components minimising damage to adjacent materials and following safe working practices			
	2.2 Explain how to prepare the surface for fixing of new tiles			
	2.3 Explain how to position and fix the replacement tiles to : <ul style="list-style-type: none"> Walls Floors 			
	2.4 List the sealants that can be used on tiled surfaces and backgrounds			
	2.5 Explain how and when to apply grout to tiled surfaces			
	2.6 Explain how to dispose of unwanted materials following safe working practices and legislation			
3 Understand the problems that can occur with repairs to wall and floor tiling	3.1 State 1 problem that can occur when carrying out repair work in each of the following situations: <ul style="list-style-type: none"> Removal of existing tiles Alignment/positioning of new tiles 			
	3.2 Explain how to overcome each problem identified			
Assessor Comments/Feedback				

K/506/0115	Knowledge of Plastering trades repair work	Level 2	9 Credits
CTC17			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to carry out Plastering trade repairs, including finishes. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace. Finally candidates must demonstrate an understanding of the problems that can occur with this type of work

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for carrying out plastering trade repairs	1.1 List the potential hazards associated with carrying out plastering trade repairs			
	1.2 Describe the common types and causes of defects and damage to plaster finishes and components			
	1.3 List the tools and equipment used for repair work and their purpose			
	1.4 List the materials required to repair damaged plaster finishes			
	1.5 Explain how to determine the type and quantities of materials required for specific repair tasks			
	1.6 Explain how to prepare the area for the repair work, for example: <ul style="list-style-type: none"> Ensuring the safety of the work and surrounding area Access equipment Personal Protective Equipment (PPE) to be worn Preparation of materials and components 			
2 Know how to replace plasterboard to stud walls and ceilings.	2.1 Describe how to remove defective or damaged proprietary materials in accordance with safe working practices for: <ul style="list-style-type: none"> Stud walls Ceilings 			
	2.2 Explain how to cut and fix dry lining plasterboard following safe working practices and Industry Codes of Practice to: <ul style="list-style-type: none"> Stud walls Ceilings 			
	2.3 Explain how to ensure joints and fixings are flush with the plasterboard and why this is important			
	2.4 Explain how to dispose of unwanted materials in accordance with safe working practices and legislation			

Assessor Comments/Feedback

K/506/0115	Knowledge of Plastering trades repair work (continued)	Level 2	9 Credits
CTC17			
3 Know how to repair surface finishes in plaster on background surfaces	3.1 State how to identify backgrounds and select suitable treatments to prepare for finish coat		
	3.2 Describe the most efficient and appropriate ways of removing existing damaged materials and components		
	3.3 List the range of work techniques used for applying finishing materials		
	3.4 Explain how to form a key to background surfaces and why this is necessary		
	3.5 State the reason for the use of bonding agents on background surfaces		
	3.6 State the methods for cleaning down background surfaces		
	3.7 State the reason for applying spatterdash or stipple coat on background surfaces		
	3.8 State the reason for the use of dubbing out coats on background surfaces		
	3.9 Explain how to match existing finishes in accordance with the given specification		
Assessor Comments/Feedback			

R/506/0108	Knowledge of Wood Trades repair work -including glazing	Level 2	8 Credits
CTC12			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to carry out wood trade repairs, specifically the replacement of defective woodwork, renewal of posts, fence components and the fixing and hanging of gates. Candidates must also understand how to repair or replace door and window ironmongery and also how to replace glazing. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for carrying out wood trade repairs	1.1 List the potential hazards associated with carrying out wood trade repairs			
	1.2 State the common defects and damage found in areas of woodwork			
	1.3 List the tools and equipment used for repair work and their purpose			
	1.4 List the materials required to carry out woodwork repairs			
	1.5 Explain how to determine the type and quantities of materials required for specific repair tasks			
	1.6 Explain how to prepare the area for the repair work, for example: <ul style="list-style-type: none"> • Ensuring the safety of the work and surrounding area • Personal Protective Equipment (PPE) to be worn • Preparation of materials and components 			
2 Know how to repair or replace woodwork and/or associated components	2.1 Explain how to cut out defective or damaged wood components minimising damage to adjacent materials and following safe working practices			
	2.2 List the range of work techniques used when repairing or replacing external woodwork			
	2.3 Explain how to dispose of unwanted materials following safe working practices and legislation			
3 Know how to repair or renew posts, fence components and fix and hang gates	3.1 Explain how to remove and renew posts and fence components following safe working practices, to include: <ul style="list-style-type: none"> • Preparation of posts and holes • Protective finishes 			
	3.2 Explain how to fix and hang gates following safe working practices and to meet the job specification including protective finish and hardware			
4 Know how to repair or replace door and window ironmongery	4.1 State the common defects and damage found in door and window ironmongery			
	4.2 Describe how to remove and replace existing damaged materials and components following safe working practices			
	4.3 List the range of work techniques used for repairing and replacing door and window ironmongery			
	4.4 Explain the adjustments that can be made to door keeps, bolts and latches			
Assessor Comments/Feedback				

R/506/0108	Knowledge of Wood Trades repair work -including glazing (continued)	Level 2	8 Credits
CTC12			

5 Know how to replace glazing	5.1 State the common defects and damage found in timber frames or rebates and glazing			
	5.2 Describe how to remove damaged materials and components following safe working practices			
	5.3 State the methods of manually handling glass for glazing tasks in accordance with safe working practices			
	5.4 List methods of securing the glass to the frame and ensuring a watertight installation			
Assessor Comments/Feedback				

R/506/0111	Knowledge of Plumbing trades repair work	Level 2	9 Credits
CTC14			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to carry out Plumbing trade repairs, including the repair and replacement of fittings and wastes and sanitary appliances. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace. Finally candidates must demonstrate an understanding of the problems that can occur with this type of work.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for carrying out plumbing trade repairs	1.1 List the potential hazards associated with carrying out plumbing trade repairs			
	1.2 State the common defects and damage found in areas of plumbing fittings and wastes.			
	1.3 State the common defects and damage found in sanitary appliances			
	1.4 List the tools and equipment used for repair work and their purpose			
	1.5 List the materials required to carry out plumbing trade repairs			
	1.6 Explain how to determine the type and quantities of materials required for specific repair tasks			
	1.7 Explain how to prepare the area for the repair work, for example: <ul style="list-style-type: none"> Ensuring the safety of the work and surrounding area Personal Protective Equipment (PPE) to be worn Preparation of materials and components 			
2 Know how to repair and replace plumbing fittings and wastes	2.1 Explain how to isolate or shut off the water supply following safe working practices			
	2.2 Explain how to identify the damaged or defective plumbing and waste components			
	2.3 Explain how to remove, repair or replace damaged or defective components in accordance with safe working practices			
	2.4 Explain how to test the renewed/repaired system in accordance with safe working practices and Industry Codes of Practice			
	2.5 Explain how to dispose of unwanted materials and components in accordance with safe working practices and legislation			

Assessor Comments/Feedback

R/506/0111	Knowledge of Plumbing trades repair work (continued)	Level 2	9 Credits
CTC14			

3 Know how to repair or replace sanitary appliances	3.1 Explain how to isolate or shut off the water supply in accordance with safe working practices			
	3.2 Explain how to identify the damaged or defective sanitary appliances			
	3.3 Explain how to disconnect and remove appliances in accordance with safe working practices			
	3.4 Explain the purpose of an isolating valve and how to install them following safe working practices and in accordance with the given specification			
	3.5 Explain how to reconnect the water supply and check for leaks in accordance with safe working practices and Industry Codes of Practice			
	3.6 Explain how to dispose of unwanted materials and components in accordance with safe working practices and legislation			
4 Know the problems that can occur when carrying out Plumbing trade repairs	4.1 List 2 problems that can occur when isolating or shutting off the water supply			
	4.2 State 2 problems that can occur when removing and replacing plumbing fittings and wastes			
	4.3 State 2 problems that can occur when removing and replacing sanitary appliances			
	4.4 Explain how to overcome each of the problems listed			
Assessor Comments/Feedback				

T/506/0117	Knowledge of Roofing trades repair work	Level 2	8 Credits
CTC18			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to carry out repairs to roofing; this includes the repair and replacement of roof tiles, and repairs to rainwater systems and flashings. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace. Candidates must also demonstrate knowledge of the problems that can occur and how to deal with them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for carrying out roofing repairs	1.1 List the potential hazards associated with carrying out roofing trade repairs			
	1.2 List the potential hazards associated with carrying out roofing trade repairs			
	1.3 State the common defects and damage found in areas of tile and slate roofing			
	1.4 List the tools and equipment used for Roofing repair work and their purpose			
	1.5 List the materials required to repair damaged roofing			
	1.6 Explain how to determine the type and quantities of materials required for specific repair tasks			
	1.7 Explain how to prepare the area for the repair work, for example: <ul style="list-style-type: none"> Ensuring the safety of the work and surrounding area Access equipment Personal Protective Equipment (PPE) to be worn Preparation of materials and components 			
2 Know how to repair and replace tile roofing	2.1 Explain how to remove existing damaged materials and components minimising damage to adjacent materials following safe working practices			
	2.2 Explain how to remove ridge tiles in a way that allows them to be re-used			
	2.3 List the range of work techniques used for laying or fixing replacement materials and components into place.			
	2.4 Explain why it is important to renew roof components to match the existing materials			
	2.5 Explain how to dispose of unwanted materials following safe working practices and legislation			
Assessor Comments/Feedback				

T/506/0117	Knowledge of Roofing trades repair work (continued)	Level 2	8 Credits
CTC18			

3 Know how to repair rainwater systems	3.1 State the common defects and damage found in rainwater systems			
	3.2 Describe how to remove defective or damaged materials and components following safe working practices to include: <ul style="list-style-type: none"> Tools and equipment PPE Methods of work 			
	3.3 Explain how to install and reconnect replacement rainwater components			
	3.4 Explain how to test the system in accordance with the given instructions			
	3.5 Explain how to dispose of unwanted materials following safe working practices and legislation			
4 Know how to carry out repairs and replacement of proprietary flashings	4.1 State the common defects and damage found in proprietary flashings.			
	4.2 Describe how to remove defective or damaged materials and components following safe working practices to include: <ul style="list-style-type: none"> Tools and equipment PPE Methods of work 			
	4.3 List the range of work techniques used for carrying out repairs or replacement of proprietary flashings			
	4.4 Describe how to repair or renew sand or cement filler to lead flashings in accordance with the given instruction			
	4.5 Explain how to dispose of unwanted materials following safe working practices and legislation			
5 Understand the problems that can occur with roofing repairs	5.1 State 1 problem that can occur when carrying out repair work in each of the following situations: <ul style="list-style-type: none"> Tile/slate replacement Rainwater system repairs Repairs to proprietary flashing 			
Assessor Comments/Feedback				

Y/506/0109	Knowledge of Painting and Decorating trades repair work	Level 2	8 Credits
CTC13			

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to carry out Painting and Decorating trade repairs, including the preparation of surfaces and application of paint by brush and roller to match existing finishes. Candidates must also understand how to repair small areas of wall covering. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace. Finally candidates must demonstrate an understanding of the problems that can occur with this type of work.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for carrying out painting and decorating trade repairs	1.1 List the potential hazards associated with carrying out painting and decorating trade repairs			
	1.2 State the common defects and damage found on painted surfaces			
	1.3 List the tools and equipment used for repair work and their purpose			
	1.4 List the materials required to carry out painting and decorating trade repairs			
	1.5 Explain how to determine the type and quantities of materials required for specific repair tasks			
	1.6 Explain how to prepare the area for the repair work, for example: <ul style="list-style-type: none"> Ensuring the safety of the work area and surrounding area Personal Protective Equipment (PPE) to be worn Preparation of materials and components 			
2 Know how to prepare surfaces for decorative repair	2.1 List the materials required to prepare surfaces for decorative finishing			
	2.2 Describe how to prepare surfaces in readiness for decorative finishing including paint and paper coverings			
	2.3 Describe techniques for filling and sanding defective or damaged surfaces			
3 Know how to apply paint to repaired surfaces	3.1 Describe the most common methods of applying paint to repaired surfaces and damaged materials			
	3.2 Explain how to match existing finishes in accordance with the given specification			
	3.3 Explain how to clean brushes and rollers for re-use in accordance with safe working practices			

Assessor Comments/Feedback

Y/506/0109	Knowledge of Painting and Decorating trades repair work	Level 2	8 Credits
CTC13	(continued)		

4 Know how to repair small areas of wall covering	4.1 State the common defects and damage found in surfaces for hanging small areas of wall covering			
	4.2 Describe how to remove existing damaged materials and components including stripping back existing papers to suitable joints minimising damage to adjacent areas and following safe working practices			
	4.3 List the range of work techniques used for applying replacement materials and wall coverings			
5 Know the problems that can occur when carrying out Painting and Decorating trade repairs	5.1 State 2 problems that can occur when applying paint to repaired surfaces			
	5.2 State 2 problems that can occur when hanging small areas of wall covering			
	5.3 Explain how to overcome each of the problems listed			
Assessor Comments/Feedback				

D/650/3194	Knowledge of electrical components repair and replacement	Level 2	8 Credits
CTC20	work		

The aims of this unit are to ensure candidates have the required knowledge and understanding of how to carry out repairs and replacements to electrical installations and components. The unit requires candidates to prove knowledge and understanding of the tools, equipment, materials and techniques used in the workplace. Finally, candidates must demonstrate an understanding of the problems that can occur with this type of work.

The scope of this unit will include the tasks shown below

- Repair/maintain loose cables
- Repair loose wires in sockets
- Repair damaged lamp and lawnmower flex
- Repair damaged cable in plastic conduit embedded in plastered walls
- Repair broken socket faces

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to carry out electrical repairs	1.1 List the potential hazards that can occur whilst carrying out electrical repairs and replacements.			
	1.2 State the common types of causes of defects and damage to electrical appliances and installations			
	1.3 List tools and equipment used for repair and replacement work and clearly state their purpose.			
	1.4 List the materials required to repair and replace damaged electrical components, appliances, and installations.			
	1.5 Explain how to prepare the area for the repair and replacement work: Example: <ul style="list-style-type: none"> • Ensuring the safety of the work and surrounding area. • Access equipment. • Personal protective equipment (PPE) to be worn. • Preparation of materials and components. 			
2. Know how to carry out repairs to damaged or defected electrical components and appliances	2.1 Explain how to inspect and assess electrical repairs following safe working practices and state what two problems can occur when isolating the electrical supply and how to overcome these problems			
	2.2 In accordance with current relevant wiring regulations state the maximum cable clipping distance vertically and horizontally			
	2.3 State how to identify the common causes of damage to electrical components			
	2.4 State 2 common problems with a range of electrical items and describe how to carry out full repairs on each item.			
	2.5 Explain why it is important to check continuity and its purpose to identify damaged electrical components			
	2.6 Explain how to reinstate the electrical supply			
	2.7 State the most environmentally friendly way to dispose of electrical items and waste disposal			

D/650/3194	Knowledge of electrical components repair and replacement work (Continued)	Level 2	8 Credits
CTC20			

3. Know how to carry out replacements to damaged or defected electrical components and appliances	3.1 Explain how to isolate the electrical supply following safe working procedures in order to carry out the tasks listed below <ul style="list-style-type: none"> • Replace MCB on a consumer unit • Replacing broken fuses • Replace broken Immersion heater • Replace broken starter motor to fluorescent lighting array 			
	3.2 List the common faults/causes for the replacement components.			
	3.3 Describe how to carry out full replacement procedures for the electrical components listed in 3.1			
	3.4 Describe the purpose of a waste carriers' licence.			
4. Know the problems that can occur when carrying out Electrical trade maintenance replacements	4.1 State 2 problems that can occur when replacing the following electrical components to include <ul style="list-style-type: none"> • Replacing an MCB on a consumer unit • Replacing broken fuses • Replace broken Immersion heater • Replace broken starter motor to fluorescent lighting array 			
	4.2 State how to overcome each problem when replacing the electrical components to include <ul style="list-style-type: none"> • Replacing an MCB on a consumer unit • Replacing broken fuses • Replace broken Immersion heater • Replace broken starter motor to fluorescent lighting array 			

Assessor Comments/Feedback

Notes

Notes



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