



# GQA Level 3 NVQ Diploma in Wall and Floor Tiling (Construction)

**Qualification Number 603/3240/2**

Issue 1: May 2018



GQA, Unit 1, 12 O' Clock Court, Attercliffe Road, Sheffield, S4 7WW  
Tel: 01142 720033, Email: [info@gqaqualifications.com](mailto:info@gqaqualifications.com),  
Website: [www.gqaqualifications.com](http://www.gqaqualifications.com)



# 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
<b>Unit Number</b>	<b>Mandatory Units</b>	<b>Level</b>	<b>Credit</b>		
R/503/2924 211v2	Confirming the Occupational Method of Work in the Workplace	3	11		
A/503/2772 209v2	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10		
A/503/1170 641	Conforming to General Health, Safety and Welfare in the Workplace	1	2		
M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8		
T/616/8263 C141v2	Preparing backgrounds to receive wall and/or floor tiling in the workplace	2	8		
A/617/0371 143v2	Producing tiled, mosaic and stone surface finishes in the workplace	3	17		
A/616/8264 C142v2	Tiling wall and floor surfaces in the workplace	2	13		

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		
IQA		
EQA		

## Who is this Qualification for?

The Level 3 NVQ Diploma in Wall & Floor Tiling (Construction) qualification has been developed for achievement in a real workplace environment which means you need to be employed to undertake this qualification.

This qualification enables you, the learner, to demonstrate and recognise your skills, knowledge and understanding and to demonstrate your competence in a real workplace environment so you can work as a specialist in wall and floor tiling within the construction industry.

You will be assessed against a set of performance and knowledge statements which have been derived from National Occupational Standards for your occupational area.

You will be assessed by an occupationally competent and qualified assessor whose job is to work with you and help you complete your qualification.

## What is required from candidates?

This qualification supports the learner to attain enabling, fundamental and transferable practical skills with associated underpinning knowledge. The learner will learn key practical skills and knowledge in these mandatory units: - Conforming to General Health, Safety and Welfare in the Workplace - Confirming Work Activities and Resources for an Occupational Work Area in the Workplace - Preparing Backgrounds to Receive Wall and/or Floor Tiling in the Workplace - Tiling Wall and Floor Structures in the Workplace - Developing and Maintaining Good Occupational Working Relationships in the Workplace - Confirming the Occupational Method of Work in the Workplace - Producing Tiled, Mosaic and Stone Surface Finishes in the Workplace

Unit ref	Title	Level	Credit
<b>Mandatory Units</b>			
R/503/2924	Confirming the Occupational Method of Work in the Workplace	3	11
211v2			
A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10
209v2			
A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2
641			
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8
210v2			
T/616/8263	Preparing backgrounds to receive wall and/or floor tiling in the workplace	2	8
C141v2			
A/617/0371	Producing tiled, mosaic and stone surface finishes in the workplace	3	17
143v2			
A/616/8264	Tiling wall and floor surfaces in the workplace	2	13
C142v2			
<b>Assessment guidance</b>	<b>Title</b>	<b>Level</b>	<b>Credit</b>
<b>Unit ref</b>			
<b>Mandatory Units</b>			
R/503/2924	Confirming the Occupational Method of Work in the Workplace	3	11
211v2			
A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10
209v2			
A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2
641			
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8
210v2			
T/616/8263	Preparing backgrounds to receive wall and/or floor tiling in the workplace	2	8
C141v2			
A/617/0371	Producing tiled, mosaic and stone surface finishes in the workplace	3	17
143v2			
A/616/8264	Tiling wall and floor surfaces in the workplace	2	13
C142v2			

## Assessment Guidance

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

**Types of evidence:****Types of evidence:**

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated through performance or by responding to questions.

**Quantity of evidence:**

Evidence should show that you can meet the requirements of the units in a way that demonstrates that the standards can be achieved consistently over an appropriate period of time.

**Potential sources of evidence:**

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:

- Accident book/reporting system
- Safety record
- Training record
- Installation and maintenance documentation
- Witness testimonies
- Correspondence with customer
- Prepared materials and work areas
- Apertures prepared
- Installed systems and panels
- Telephone logs
- Equipment
- Photographic/video evidence
- Notes and memos
- Inspection reports
- Surveys

**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.

IQA's 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 IQA national award. It is recommended that IQA 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 verification and hold the EQA national 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 IQA 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 EV'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 Verification 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 IQA 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:

- Dealing with emergencies
- Dealing with accidents
- Certain pre-approved real time simulators
- 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**

## Collation of Evidence for Level 3 Qualifications

The definition of a Level 3 NVQ/SVQ is that competence in a broad range of varied work activities is performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

By the very nature of this, it is anticipated that Level 3 candidates will be able to provide evidence of their achievement drawn from successful work activities or projects, in other words, real examples of their work over time and range. All evidence should be dated, signed and authenticated/authorised by a recognised responsible person.

The following comments will help in the planning of evidence collection for Level 3 qualifications:

- Level 3 assessments are not normally carried out by the use of checklists
- Level 3 candidates are encouraged to provide evidence of their achievements drawn from their actual current work activities
- In many cases, evidence of achievement is not difficult to find
- Level 3 candidates should produce a CV that clearly indicates their relevant experience and achievement that contribute to the qualification
- A collation of evidence in the form of a Level 3 portfolio may be used to demonstrate competence against the standard
- The evidence must be cross referenced against the NVQ/SVQ standard (and where necessary justified)
- It may be appropriate for Level 3 candidates to undertake the related Level 2 qualification or some Level 2 units as a milestone/interim qualification
- Level 3 qualifications may include units of competence from Level 2 qualifications. If the candidate has already achieved any unit(s) and is regarded as currently competent then he/she will not be required to be reassessed on the same unit(s)
- Assessors will need to carry out performance and knowledge assessments for units/elements/pcs etc but the need for ongoing formal observations should not be as great if the candidate has produced a quality portfolio.

Some aspects of evidence may be subjected to independent assessment or enhanced external verification to satisfy the requirements of the standards setting body's assessment strategy

**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 in 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.....



R/503/2924	Confirming the Occupational Method of Work in the Workplace	Level 3	11 Credits
211v2			

The aim of this unit is to provide the learner with the knowledge and skills to interpret information from project data to evaluate and confirm work methods that will meet the project requirements, be cost effective and comply with statutory and contractual requirements and taking into account environmental issues. Candidates must be able to communicate recommended methods to all relevant persons.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Assess available project data accurately to determine the occupational method of work.	1.1 Interpret and extract information from drawings, specifications, schedules, manufacturers' information, methods of work, risk assessments and programmes of work.			
	1.2 Explain how to summarise the following project data: <ul style="list-style-type: none"> <li>• Required quantities</li> <li>• Specifications</li> <li>• Detailed drawings</li> <li>• Health and safety requirements</li> <li>• Timescales</li> <li>• Scope of works</li> </ul>			
	1.3 Explain the different methods of assessing available project data.			
	1.4 Explain how to use project data to interpret the work method, in relation to: <ul style="list-style-type: none"> <li>• Standard work procedures</li> <li>• Sequence of work</li> <li>• Organisation of resources (people, equipment, materials)</li> <li>• Work techniques</li> <li>• Working conditions (health, safety and welfare)• Risk assessment</li> </ul>			
2. Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out.			
	2.2 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> <li>• Customers or representatives</li> <li>• Suppliers</li> <li>• Regulatory authorities</li> <li>• Manufacturer's literature</li> </ul>			
3. Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	3.1 Examine potential work methods to carry out the occupational work activity.			
	3.2 Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.			
	3.3 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: <ul style="list-style-type: none"> <li>• Health and safety welfare (principles of protection)</li> <li>• Fire protection</li> <li>• Access and egress</li> <li>• Equipment availability</li> <li>• Availability of competent workforce</li> <li>• Pollution risk</li> <li>• Waste and disposal</li> <li>• Zero and low carbon outcomes</li> <li>• Weather conditions</li> </ul>			

R/503/2924	Confirming the Occupational Method of Work in the	Level 3	11	
211v2	Workplace (continued)			Credits
	3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: <ul style="list-style-type: none"> <li>• Conforming to statutory requirements</li> <li>• Customer and user needs</li> <li>• Contract requirements in terms of time, quantity and quality</li> <li>• Environmental considerations</li> </ul>			
	3.5 Explain how different methods of work can achieve zero/low carbon outcomes.			
4. Confirm and communicate the selected work method to relevant personnel.	4.1 Confirm the selected occupational work method that meets project, statutory and contractual requirements.			
	4.2 Communicate appropriately to relevant people on the selected occupational work method.			
	4.3 Describe the different techniques and methods of confirming and communicating work methods to relevant people.			
	4.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.			

**Assessor comments/feedback**

<b>A/503/2772</b>	<b>Confirming Work Activities and Resources for an Occupational Work Area in the Workplace</b>	<b>Level 3</b>	<b>10 Credits</b>
<b>209v2</b>			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to understand and plan work activities to complete the work programme, including how to identify and obtain the necessary resources. Candidates must also understand the factors that can affect progress and the sequence of work carried out, understand the impact of changes to work schedules and why and how to inform relevant people of required changes. Candidates must also have an understanding of how work activities can make a positive contribution to the environment, including knowledge of low and zero carbon requirements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Identify work activities, assess required resources and plan the sequence of work.	1.1 Identify work activities, assess required resources and plan the sequence of work.			
	1.2 Identify work activities and formulate a plan for their own sequence of work.			
	1.3 Explain the types of work relative to the occupational area and how to identify different work activities.			
	1.4 Explain methods of assessing the resources needed from a range of available information.			
	1.5 Explain the required information and the different methods used to prepare a work programme relative to the occupational area.			
2 Obtain clarification and advice where the resources required are not available	2.1 Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.			
	2.2 Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.			
3 Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1 Assess progress of work against project requirements, taking into account external factors relating to: <ul style="list-style-type: none"> <li>• Other occupations and /or customers</li> <li>• Resources</li> <li>• Weather conditions</li> <li>• Health and safety requirements.</li> </ul>			
	3.2 Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> <li>• Contract conditions</li> <li>• Contract programme</li> <li>• Health and safety requirements of operatives.</li> </ul>			
	3.3 Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> <li>• Other related programmes</li> <li>• Special working conditions</li> <li>• Weather conditions</li> <li>• Other occupations/people</li> <li>• Resources</li> <li>• Health and safety requirements.</li> </ul>			
4 Identify work activities which influence each other and make the best use of the resources available.	4.1 Determine work activities that have an influence on each other.			
	4.2 Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> <li>• Occupations and/or customers associated with the work</li> <li>• Tools, plant and/or ancillary equipment materials and components.</li> </ul>			
	4.3 Explain different methods and sources that can identify which work activities influence each other.			

<b>A/503/2772</b>	<b>Confirming Work Activities and Resources for an</b>	<b>Level 3</b>	<b>10</b>
<b>209v2</b>	<b>Occupational Work Area in the Workplace (continued)</b>		<b>Credits</b>

	4.4 Describe how to determine the sequence of work activities and how long each work activity will take.			
	4.5 Describe what zero and low carbon requirements are.			
	4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.			
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1 Evaluate project progress against the work programme to identify any changed circumstances.			
	5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme.			
	5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.			
	5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme.			
	5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.			

**Assessor comments/feedback**

<b>A/503/1170</b>	<b>Conforming to General Health, Safety and Welfare in the</b>	<b>Level 1</b>	<b>2 Credits</b>
<b>641</b>	<b>Workplace</b>		

The aim of this unit is to ensure that the Candidate has the skills and knowledge required to work safely in the Construction Industry, in accordance with Organisation guidance, legislation and statutory requirements. Candidates must understand safety and warning notices, potential hazards, risk assessments, health risks and the recording and reporting of all Health and Safety related matters. Knowledge of protective and Health and Safety control equipment, accident and emergency procedures including evacuation and types of fire extinguishers are also required. This knowledge must cover the safety of the general public as well as site personnel and resources. All work carried out must also comply with legislation that covers the disposal of waste or consumable items.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.			
	1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.			
	1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment			
	1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>• Collective protective measures</li> <li>• Personal protective equipment (PPE)• Respiratory protective equipment (RPE)</li> <li>• Local exhaust ventilation (LEV).</li> </ul>			
	1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.			
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.			
	1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.			
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.			
	2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.			
	2.3 List the current Health and Safety Executive top ten safety risks.			
	2.4 List the current Health and Safety Executive top five health risks.			
	2.5 State how changing circumstances within the workplace could cause hazards.			
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.			

<b>A/503/1170</b>	<b>Conforming to General Health, Safety and Welfare in the</b>	<b>Level 1</b>	<b>2 Credits</b>
<b>641</b>	<b>Workplace (continued)</b>		

3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.			
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.			
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.			
	3.4 Safely store health and safety control equipment in accordance with given instructions.			
	3.5 Dispose of waste and/or consumable items in accordance with legislation.			
	3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>• Dealing with accidents and emergencies associated with the work and environment</li> <li>• Methods of receiving or sourcing information</li> <li>• Reporting</li> <li>• Stopping work</li> <li>• Evacuation</li> <li>• Fire risks and safe exit procedures</li> <li>• Consultation and feedback.</li> </ul>			
	3.7 State the appropriate types of fire extinguishers relevant to the work.			
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.			
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
	4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>• Recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>• Contributing to discussions and providing feedback</li> <li>• Reporting changed circumstances and incidents in the workplace</li> <li>• Complying with the environmental requirements of the workplace.</li> </ul>			
	4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.			
5 Comply with and support all organisational security arrangements and approved procedures.	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>• During the working day</li> <li>• On completion of the day's work</li> <li>• For unauthorised personnel (other operatives and the general public)</li> <li>• For theft.</li> </ul>			
	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.			

**Assessor comments/feedback**

M/503/2915	<b>Developing and Maintaining Good Occupational Working Relationships in the Workplace.</b>	<b>Level 5</b>	<b>8 Credits</b>
210v2			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to develop and maintain effective working relationships in communicating information on proposed work activities with colleagues, employers, customers, contractors, suppliers and others involved in or affected by the work activities. Candidates will be required to provide the appropriate level and amount of information and provide clarification and advice where it is required. Candidates must be able to discuss alternatives and options and resolve any differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Develop, maintain and encourage working relationships to promote good will and trust	1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.			
	1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.			
	1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.			
	1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.			
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1 Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> <li>• Appropriate timescales</li> <li>• Health and safety requirements</li> <li>• Co-ordination of work procedures.</li> </ul>			
	2.2 Explain the different methods and techniques used to inform relevant people about work activities.			
	2.3 Explain the effects of not informing relevant people with the expected level of urgency.			
	2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Employers</li> <li>• Customers</li> <li>• Contractors</li> <li>• Suppliers of products and services</li> <li>• Other people affected by the work/project.</li> </ul>			
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.			
	3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.			
	3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> <li>• Progress</li> <li>• Results</li> <li>• Achievements</li> <li>• Occupational problems</li> <li>• Occupational opportunities</li> <li>• Health and safety requirements</li> <li>• Co-ordinated work.</li> </ul>			

M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace. (continued)	Level 5	8 Credits		
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.				
	4.2 Explain the methods of clarifying alternative proposals with relevant people.				
	4.3 Explain the methods of suggesting alternative proposals.				
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.				
	5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.				

*Assessor comments/feedback*

<b>T/616/8263</b>	<b>Preparing backgrounds to receive wall and/or floor tiling in the workplace</b>	<b>Level 2</b>	<b>8 Credits</b>
<b>C141v2</b>			

The aim of this unit is to ensure the candidate has the skills and knowledge to prepare and apply new and/or existing surfaces (to receive ceramic and natural stone wall and floor tiling) to given working instructions for brick, block, tiles, concrete and manufactured board surfaces, cement and sand surfaces and also in the application of appropriate accessories.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when preparing backgrounds for wall and/or floor tiling	1.1 Interpret and extract relevant information from drawings, specifications, job details, method statements, risk assessments, control of substances hazardous to health (COSHH) assessments and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, job details, method statements, risk assessments, COSHH assessments, manufacturers' information and wall and floor tiling recommendations.			
2 Know how to comply with relevant legislation and official guidance when preparing backgrounds for wall and/or floor tiling.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe working practices when preparing backgrounds for wall and/or floor tiling.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing backgrounds for wall and/or floor tiling.			
	3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing backgrounds for wall and/or floor tiling, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).			
	3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.			
	3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

T/616/8263	Preparing backgrounds to receive wall and/or floor tiling in the workplace (continued)	Level 2	8 Credits		
C141v2					
4 Select the required quantity and quality of resources for the methods of work to prepare backgrounds for wall and/or floor tiling.	4.1 Select resources associated with own work in relation to materials, components, accessories, tools and equipment.				
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – sand, cement, plaster renders, screeds, trim, bonding/priming agents, waterproofing agents, accessories – hand and/or powered tools and associated equipment				
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.				
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.				
	4.5 Describe any potential hazards associated with the resources and method of work.				
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare backgrounds for wall and/or floor tiling.				
5 Minimise the risk of damage to the work and surrounding area when preparing backgrounds for wall and/or floor tiling.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.				
	5.2 Minimise damage and maintain a clean work space.				
	5.3 Dispose of waste in accordance with legislation.				
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.				
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.				
6 Complete the work within the allocated time when preparing backgrounds for wall and/or floor tiling.	6.1 Demonstrate completion of the work within the allocated time.				
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.				
7 Comply with the given contract information to prepare backgrounds for wall and/or floor tiling to the required specification.	7.1 Demonstrate the following work skills when preparing backgrounds for wall and/or floor tiling: – measuring, setting out, stripping, cutting out, removing, making good, applying, finishing, positioning, securing and finishing.				
	7.2 Prepare and apply new and/or existing surfaces (to receive ceramic and natural stone wall and floor tiling) to given working instructions for: – brick, block, tiles, concrete and manufactured board surfaces, cement and sand surfaces – application of appropriate accessories.				
	7.3 Safely use materials, hand tools, portable power tools and associated equipment.				
	7.4 Safely store the materials, tools and equipment used when preparing backgrounds for wall and/or floor tiling.				

T/616/8263	Preparing backgrounds to receive wall and/or floor tiling in the workplace (continued)	Level 2	8 Credits
C141v2			

	<p>7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– prepare brick, block, tiles, concrete, manufactured board surfaces, membranes and gypsum based surfaces</li> <li>– mix and apply cement and sand renders/screed and plaster renders</li> <li>– mix and apply proprietary material to make good the surfaces</li> <li>– install appropriate accessories</li> <li>– use waterproof decoupling and acoustic membranes</li> <li>– install movement joints</li> <li>– use hand tools, power tools and associated equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>			
	<p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing backgrounds for tiling.</p>			
	<p>7.7 Describe how to maintain the tools and equipment used when preparing backgrounds for tiling.</p>			

**Assessor comments/feedback**

<b>A/617/0371</b>	<b>Producing tiled, mosaic and stone surface finishes in the workplace</b>	<b>Level 3</b>	<b>17 Credits</b>
<b>143v2</b>			

The aim of this unit is to ensure the candidate has the required skills and knowledge to produce tiled, mosaic and stone surface finishes. More specifically to meet the unit aims candidates must be able to fix to vertical, horizontal, inclined and curved surfaces to given working instructions for:

- wall and floor tiles, mosaics and natural stone slabs
- reveals, cills and soffits (door and/or windows)
- staircase and landing.

This involves fixing tiles to two of the following:

- patterns, motifs, arches, curves, circles

All work must be carried out to meet job specifications and in accordance with safe working practices.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Interpret the given information relating to the work and resources when producing tiled, mosaic and stone surface finishes	1.1 Interpret and extract relevant information from drawings, specifications, job details, method statements, risk assessments, control of substances hazardous to health (COSHH) assessments and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>• drawings, specifications, job details, method statements, risk assessments, COSHH assessments, manufacturers' information and wall and floor tiling recommendations.</li> </ul>			
2 Know how to comply with relevant legislation and official guidance when producing tiled, mosaic and stone surface finishes.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>• in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe working practices when producing tiled, mosaic and stone surface finishes.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing tiled, mosaic and stone surface finishes.			
	3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing tiled, mosaic and stone surface finishes, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV).</li> </ul>			
	3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.			
	3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

<b>A/617/0371</b>	<b>Producing tiled, mosaic and stone surface finishes in the workplace (continued)</b>	<b>Level 3</b>	<b>17</b>	<b>Credits</b>
<b>143v2</b>				

4 Select the required quantity and quality of resources for the methods of work to produce tiled, mosaic and stone surface finishes.	4.1 Select resources associated with own work in relation to materials, components, accessories, tools and equipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• wall and floor tiles, mosaics, natural stone slabs, grout, adhesives, surface treatments, trims, movement joints, accessories</li> <li>• hand and/or powered tools and associated equipment.</li> </ul>			
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.			
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.5 Describe any potential hazards associated with the resources and method of work.			
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to producing tiled, mosaic and stone surface finishes.			
5 Minimise the risk of damage to the work and surrounding area when producing tiled, mosaic and stone surface finishes.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Dispose of waste in accordance with legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6 Complete the work within the allocated time when producing tiled, mosaic and stone surface finishes.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			

**Assessor comments/feedback**

<b>A/617/0371</b>	<b>Producing tiled, mosaic and stone surface finishes in the workplace (continued)</b>	<b>Level 3</b>	<b>17</b>
<b>143v2</b>			<b>Credits</b>

7 Comply with the given contract information to produce tiled, mosaic and stone surface finishes to the required specification.	7.1 Demonstrate the following work skills when producing tiled, mosaic and stone surface finishes: • measuring, setting out, cutting, applying, positioning, securing and finishing.			
	7.2 Fix to vertical, horizontal, inclined and curved surfaces to given working instructions for: • wall and floor tiles, mosaics and natural stone slabs • reveals, cills and soffits (door and/or windows) • staircase and landing.			
	7.3 Fix tiles to two of the following: • Patterns, motifs, arches, curves, circles.			
	7.4 Safely use materials, hand tools, portable power tools and associated equipment.			
	7.5 Safely store the materials, tools and equipment used when producing tiled, mosaic and stone surface finishes.			
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • fix and finish wall and floor tiles, mosaics and natural stone slabs to various surfaces, including staircase and landing (new and repair work) • set designs with curves, circles, ellipses, obtuse and acute angles • form reveals, cills and soffits (door and window openings) • fix tiles using cement and sand beds • fix angle trims and movement joints • use hand tools, power tools and associated equipment • work at height • use access equipment.			
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing tiled, mosaic and stone surface finishes.			
	7.8 Describe how to maintain the tools and equipment used producing tiled, mosaic and stone surface finishes.			

**Assessor comments/feedback**

<b>A/616/8264</b>	<b>Tiling wall and floor surfaces in the workplace</b>	<b>Level 2</b>	<b>13</b>
<b>C142v2</b>			<b>Credits</b>

The aim of this unit is to ensure the candidate has the skills and knowledge to fix tiles to vertical, horizontal and inclined surfaces to given working instructions for wall and floor surfaces, reveals, cills and soffits (door and/or windows), floor drainage and outlets and also in the fixture of appropriate accessories.

1 Interpret the given information relating to the work and resources when tiling wall and floor surfaces	1.1 Interpret and extract relevant information from drawings specifications, job details, method statements, risk assessments, control of substances hazardous to health (COSHH) assessments and manufacturers' information related to the work to be carried out.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, job details, method statements, risk assessments, COSHH assessments, manufacturers' information and wall and floor tiling recommendations.			
2 Know how to comply with relevant legislation and official guidance when tiling wall and floor surfaces.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe working practices when tiling wall and floor surfaces.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when tiling wall and floor surfaces.			
	3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tiling wall and floor surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).			
	3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.			
	3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

A/616/8264	Tiling wall and floor surfaces in the workplace (continued)	Level 2	13	
C142v2			Credits	
4 Select the required quantity and quality of resources for the methods of work to tile wall and floor surfaces.	4.1 Select resources associated with own work in relation to materials, components, accessories, tools and equipment.			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – wall and floor tiles, grout, adhesives, accessories – hand and/or powered tools and associated equipment.			
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.			
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.5 Describe any potential hazards associated with the resources and method of work.			
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to tile wall and floor surfaces.			
5 Minimise the risk of damage to the work and surrounding area when tiling wall and floor surfaces.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
	5.2 Minimise damage and maintain a clean work space.			
	5.3 Dispose of waste in accordance with legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6 Complete the work within the allocated time when tiling wall and floor surfaces.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			
7 Comply with the given contract information to tile wall and floor surfaces to the required specification.	7.1 Demonstrate the following work skills when tiling wall and floor surfaces: – measuring, setting out, cutting, removing, applying, positioning, securing and finishing.			
	7.2 Fix tiles to vertical, horizontal and inclined surfaces to given working instructions for: – wall and floor surfaces – reveals, cills and soffits (door and/or windows) – floor drainage and outlets – fixture of appropriate accessories.			
	7.3 Safely use materials, hand tools, portable power tools and associated equipment.			
	7.4 Safely store the materials, tools and equipment used when tiling wall and floor surfaces.			

A/616/8264	Tiling wall and floor surfaces in the workplace (continued)	Level 2	13
C142v2			Credits

	7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– fix and finish wall and floor tiles to regular and irregular vertical, horizontal and inclined surfaces, including staircase and landing (new and repair work)</li> <li>– remove existing tiles and prepare background</li> <li>– form reveals, cills and soffits (door and window openings)</li> <li>– form internal and external angles</li> <li>– fix channels/form drainage and outlets</li> <li>– use appropriate accessories</li> <li>– use hand tools, power tools and associated equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>			
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when tiling wall and floor surfaces.			
	7.7 Describe how to maintain the tools and equipment used when tiling wall and floor surfaces.			

**Assessor comments/feedback**





GQA, Unit 1, 12 O'clock Court, Attercliffe Road, Sheffield, S4 7WW  
Tel: 0114 272 0033/272 0080  
Email: [info@gqaqualifications.com](mailto:info@gqaqualifications.com) Website: [www.gqaqualifications.com](http://www.gqaqualifications.com)