

GQA Level 2 NVQ Diploma in Painting and Decorating (Construction)

Qualification Number

610/8150/4

Qualification specification

Summary of changes

This document summarises any changes to this qualification specification since the last version. Please check the GQA website and GQAonline for the most recent version.

Version	V1
Publication date	01/10/2026
Summary of amendments	First publication of qualification specification

Qualification Summary

Qualification Title	GQA Level 2 NVQ Diploma in Painting and Decorating (Construction)
Qualification Number	610/8150/4
Total Qualification Time (TQT)	595
Guided Learning Hours	381
Minimum age	17
Qualification purpose	This qualification is intended for learners working in the painting and decorating sector who wish to demonstrate occupational competence in the workplace. It provides the practical skills, knowledge and behaviours required to prepare surfaces, apply decorative finishes and carry out painting and decorating activities safely and effectively in accordance with industry standards. Successful achievement demonstrates competence as a Painter and Decorator and supports progression into specialist decorative finishing, supervisory and wider construction-related roles.
Grading	Pass/Fail
Assessment	Portfolio of Evidence
Progression	This qualification provides a strong platform for a successful career in painting and decorating. Learners may progress into employment as a Painter and Decorator or further develop their skills through specialist qualifications in decorative finishes, wallcoverings, spray application and heritage work. With experience and further training, learners may progress into advanced craft, supervisory, management or self-employed contractor roles within the construction and built environment sector.

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1: Introduction

GQA Qualifications

GQA Qualifications Limited is an Awarding Body for specialist sectors and occupational roles. Our current qualifications cover a wide range of sectors, including the Glass and Fenestration Industries, Construction, Print, Automotive Glazing, Polymers, Nuclear, Chimney Occupations, Meteorology and Print.

Our aim is to work with industries where we have access to knowledge within GQA, giving us a real ability to discuss specific qualifications with both centres and employers.

Qualification development is carried out in accordance with regulatory and Sector Skill Council requirements, using industry experts throughout the development and consultation processes.

At GQA, our purpose is clear: to bring learning to life. We believe every learning experience holds the potential for personal growth, and that's why our team is dedicated to creating meaningful, engaging opportunities that make a real difference in the lives of learners.

Centre Approval

To offer a GQA qualification, a centre must be recognised by GQA. The GQA centre approval process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a GQA qualification and to uphold the integrity of the GQA's qualifications that the centre delivers. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer. The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specification

Each qualification GQA offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed. The aim of the qualification specification is to guide a centre through the process of delivering the qualification. Details of GQA's procedures and policies can be found on our website, including Qualification specifications can also be found on our website: https://gqaqualifications.com. and for existing approved centres can be downloaded from GQAonline.

If you have any further questions, please contact: info@g-q-a.com.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form. Centres must ensure they use the most up-to-date pdf version of the specification.

2. Introduction to the Qualification

Qualification Summary

Qualification Mandatory units

Unit number	Unit name	Credit value	GLH
M/651/2360	Conforming to general health, safety and welfare in the workplace	2	17
R/651/3794	Conforming to productive working practices in the workplace	2	20
J/652/1501	Moving, handling or storing resources in the workplace	5	27
J/651/1501	Preparing surfaces for painting and decorating in the workplace	27	160
K/652/4096	Applying surface coatings by brush and roller in the workplace	22	120
L/650/6196	Using access equipment up to six metres in the workplace	8	37

Qualification Optional units – not compulsory to achieve the qualification

Unit number	Unit name	Credit value	GLH
L/652/4097	Hanging standard and foundation wallcoverings in the workplace	27	150
M/652/4098	Hanging non-standard width wallcoverings in the workplace	27	150
R/652/4099	Applying coatings by the air spray method in the workplace	17	115
F/652/4100	Applying coatings by the airless spray method in the workplace	17	115
H/652/4101	Producing stencilled designs using pre-cut stencil plates in the workplace	12	90
J/652/4102	Producing and applying complex stencils in the workplace	21	115
K/652/4103	Producing broken colour effects in the workplace	15	90
M/652/4105	Applying coatings to produce standard textured finishes in the workplace	75	13
L/652/4104	Installing coving and decorative mouldings in the workplace	90	12

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning. Total Qualification Time for this qualification is made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

- The TQT for this qualification is: 595 hours

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a tutor, trainer or other appropriate provider of education or training.

- The GLH for this qualification is 381 hours

Entry guidance

Learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes, assessment criteria and complying with the relevant literacy and numeracy requirements.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all of the units, please refer to the list of units for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Resource requirements

There are no prescribed mandatory physical resources for this qualification. Centres must, however, ensure learners have access to a working environment, information, documentation, staff support and assessment arrangements needed to generate valid evidence across all units.

How the qualification is assessed

This qualification is internally assessed through a portfolio of evidence generated from the learner's workplace practice and externally quality assured by GQA. Assessment is based on achievement of the published learning outcomes and assessment criteria.

Workplace evidence of skills cannot be simulated, unless specified in the qualification assessment strategy.

Assessment strategy

Assessment must be planned, conducted and quality assured so that evidence is valid, authentic, sufficient, current and reliable.

This qualification is designed to be delivered and assessed in any industry sector. The learning outcomes and assessment criteria are written to be met through the occupational health and safety activity that genuinely occurs in the learner's own workplace and role, and assessors must judge evidence within that context: the same criterion may legitimately be evidenced by very different artefacts in different sectors and organisations. Evidence is assessed at the level and intent of each unit — competent practice within the learner's own role and area of responsibility — and learners are not expected to make decisions, amend controlled documentation or take actions outside their role, authority or competence.

Accessibility, Inclusion and Equality

Accessibility of Assessment

GQA is committed to ensuring that assessment for this qualification is fair, accessible and inclusive whilst maintaining the validity, reliability and comparability of assessment decisions.

Assessment evidence may be presented in a variety of formats provided that the assessor can determine that the assessment criteria have been met and that authenticity can be confirmed. Depending on the needs of the learner and the nature of the evidence, this may include:

- written evidence
- professional discussions
- audio-recorded evidence
- video-recorded evidence
- witness testimony
- assessor observation records
- presentations
- workplace documentation
- electronic portfolio evidence
- other agreed accessible evidence formats

Assessment methods and evidence formats may be adapted through reasonable adjustments where these do not compromise the purpose of the assessment or the competence being assessed.

Evidence may be presented in written, recorded, professional discussion, witness testimony, audio, video or other accessible formats where validity is maintained.

Centres must identify support requirements during initial assessment and throughout the learner's journey and must ensure learners are informed of the arrangements available for reasonable adjustments and special consideration. Initial assessment must consider the learner's access requirements, workplace opportunities, preferred methods of communication and any additional support needs.

Workplace Evidence and Equality

Where a learner's disability, health condition, pregnancy, maternity status or other protected characteristic affects access to specific workplace activities, centres must explore alternative approaches that enable the learner to generate valid evidence whilst maintaining the integrity of the qualification.

This may include:

- use of alternative naturally occurring workplace evidence
- use of professional discussion to supplement evidence
- use of anonymised workplace documents
- remote participation where appropriate
- adaptation of evidence collection arrangements
- alternative evidence sources that demonstrate equivalent achievement of the assessment criteria

Reasonable adjustments must not alter the standard required for achievement but should remove unnecessary barriers to evidence generation and assessment.

Validity and level.

The Level 3 demand in this qualification requires learners to apply knowledge, skills and understanding within their own work activities and areas of responsibility. Learners are expected to plan and organise work, select and adapt appropriate methods and resources, identify and resolve issues, and make decisions appropriate to their role. Evidence must show the learner's own contribution, judgement and understanding of workplace activities. Evidence that only describes organisational arrangements without demonstrating the learner's involvement or application of skills will not meet the requirements of the qualification. Equally, learners must not be required to demonstrate responsibilities, authority or decision-making beyond those normally associated with their job role.

Malpractice, plagiarism and the use of AI tools

Centres must have procedures to prevent, detect and manage malpractice, including plagiarism and the submission of work that is not the learner's own, in line with GQA's published malpractice requirements.

Sufficiency, currency and cross-referencing

Evidence must be sufficient, current and clearly cross-referenced, so each assessment criterion can be identified and assessed with confidence.

Simulation

Simulation must not be used unless it is expressly permitted within unit requirements or approved by GQA in accordance with its published policy. Within this qualification, there are two units where simulated activity is permitted; this is outlined in the scope and range section of these units. The units that allow simulated activity are:

Unit number	Unit name	Credit value	GLH
D/652/0267	Hanging standard and foundation wallcoverings in the workplace	27	150
M/652/4098	Hanging non-standard width wallcoverings in the workplace	27	150

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit.

On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

Qualification delivery

Pre-course Information

All learners should be given appropriate pre-course information regarding any GQA qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a GQA qualification undertakes some form of initial assessment. The initial assessment should be used to inform a tutor of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to GQA qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be appropriate.

Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow GQA's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements. Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered.

This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Centre staff will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance.

They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor /Trainers

Tutors or trainers who deliver a GQA qualification must possess a teaching qualification appropriate for the level of qualification they deliver.

This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/Med
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Centre staff who assess a GQA qualification must possess an assessing qualification appropriate for the level of qualification they are delivering, or they should be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor.

Suitable assessor qualifications can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit or qualification specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for GQA Qualifications must possess or be working towards a relevant IQA qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer.

This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold an assessing qualification.

External Quality Assurance

GQA undertakes external quality assurance to ensure that centres comply with qualification requirements and maintain consistent assessment standards. External quality assurance activities may include:

- review of assessment and internal quality assurance decisions
- sampling of learner evidence
- observation of assessment practice
- interviews with centre staff and learners

External quality assurance ensures that assessment decisions are valid, reliable and consistent across centres.

Centres must provide GQA with access to learner evidence, assessment and internal quality assurance records, staff records and any other documentation reasonably required to support external quality assurance activity. Centres must also address any actions arising from external quality assurance within the timescales set by GQA.

Complaints

Any complaints that a centre/employer, learner/apprentice or key stakeholder may wish to make in relation to the qualifications/end-point assessments and associated services offered by GQA should be made according to our Complaints Policy. This policy can be found on the GQA website.

Appeals

If a learner, or centre for any reason, considers that they have been wrongly refused access to fair assessment and wishes to appeal, they should follow the Centres Appeals Policy, and if not satisfied with the outcome of this, they can follow the GQA Appeals policy and procedure. This policy can be found on the GQA website.

Reasonable Adjustments and Special Considerations

GQA aims to facilitate access for learners who are eligible for reasonable adjustments and/or special consideration in assessment, whilst ensuring that the assessment of knowledge, skills, understanding and competence is not compromised. If a learner requires a Reasonable Adjustment to be applied to their qualification, approval for this must be requested through the centre's EQA.

RPL

RPL Recognition of Prior Learning (RPL) is the recognition of non-certificated learning towards a full (not partial) unit or qualification. GQA allows learners to RPL previous learning. A centre must have an RPL policy in place which should be followed if a learner requests to use this process.

Behaviours

This qualification focuses on the achievement of occupational competence in the workplace. However, employers recognise that successful performance is also influenced by the behaviours and attitudes individuals demonstrate whilst carrying out their work.

The behaviours identified within this qualification describe the professional approaches, personal attributes and workplace practices that support effective performance and high standards of workmanship. They complement the technical knowledge and skills contained within the qualification and reflect the expectations of employers across the sector.

The behaviours are provided for guidance and development purposes and are not required to be formally assessed.

Behaviours	
The behaviours associated with this qualification are:	
B1.	**Quality focused:** Pay attention to detail to achieve high quality work to current industry standards. Awareness and consideration of other trades. Provide protection to adjacent finishes to avoid possible damage.
B2.	**Positive and mature attitude:** Conscientious and professional, including appearance. Take responsibility for personal judgements and actions. Be aware of the limits of personal competence. Uphold ethical standards, including honesty, integrity, fairness, inclusion, respect, and transparency in all aspects of the role.
B3.	**Teamwork:** Work as part of a larger construction team. Collaborate effectively with other tradespeople and communicate well to achieve project goals. Demonstrate good customer service. Be polite, approachable, and responsive to client needs.
B4	**Attention to Sustainability** Have an awareness of sustainability and environmental considerations when using resources and carrying out processes.
B5	**Continuous Learning:** Identify personal development needs and take action to meet those needs through learning and development opportunities. Keep up to date with best practice, new technology, techniques, and materials.

3: Unit content

This section provides details of the structure and content of this qualification.

Unit Name	**Conforming to general health, safety and welfare in the workplace.**		
Unit Number	L/652/1503		
GLH	7	TQT	10
Level:	1	Credit value	1
Unit Aim	This unit aims to provide learners with the knowledge, understanding and practical skills required to work safely and responsibly in the workplace. Learners will develop an awareness of health, safety and welfare legislation, recognise and report workplace hazards, follow organisational procedures, contribute to maintaining a safe working environment, and support workplace security arrangements. The unit promotes safe working practices and encourages personal responsibility for protecting themselves, others and the working environment within their occupational area.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
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: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV).
	1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.

1. Cont	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.
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: • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback.
	3.7 State the appropriate types of fire extinguishers relevant to the work.

3. Cont	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: • recognising when to stop work in the face of serious and imminent danger to self and/or others • contributing to discussions and providing feedback • reporting changed circumstances and incidents in the workplace • complying with the environmental requirements of the workplace.
	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: • during the working day • on completion of the day's work • for unauthorised personnel (other operatives and the general public) • for theft.
	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Unit Range and Scope

This unit covers the general health, safety, welfare, environmental and security responsibilities that apply when working in a construction workplace. It includes following inductions, instructions, risk controls and safe systems of work; using control measures and protective equipment correctly; recognising and reporting hazards and changing circumstances; responding appropriately to incidents and emergencies; maintaining welfare and housekeeping standards; and supporting site security. Evidence should reflect the learner's normal occupational activities and personal responsibility for protecting themselves and others.

Health, Safety and Welfare Legislation and Guidance	**Health and Safety Control Equipment**
• Health and Safety at Work etc. Act • Management of Health and Safety at Work Regulations • Provision and Use of Work Equipment Regulations (PUWER) • Personal Protective Equipment at Work Regulations	• Collective protective measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV) • Safety barriers, guards and warning systems

- Control of Substances Hazardous to Health (COSHH)
- Manual Handling Operations Regulations
- Working at Height Regulations
- Environmental and waste management requirements

Workplace Hazards

- Slips, trips and falls
- Falling objects
- Manual handling activities
- Hazardous substances
- Asbestos-containing materials
- Electrical hazards
- Moving plant and vehicles
- Poor storage arrangements
- Obstructions and access issues
- Environmental hazards

Communication and Reporting

- Toolbox talks
- Site inductions
- Safety briefings
- Verbal reporting
- Written reports
- Accident and near-miss reporting procedures
- Hazard reporting systems

Fire Safety

- Fire prevention measures
- Fire alarms and evacuation procedures
- Emergency routes and assembly points
- Fire extinguishers:
- Water
- Foam
- CO_2
- Dry powder

Risk Control Measures

- Risk assessments
- Safe systems of work
- Method statements
- Emergency procedures
- Permit-to-work systems
- Site rules and instructions
- 4Workplace Welfare
- Welfare facilities
- Drinking water
- Washing facilities
- Toilets
- Rest areas
- Site housekeeping arrangements

Personal Responsibility

- Following instructions
- Safe behaviour
- Reporting hazards and incidents
- Protecting self and others
- Environmental awareness
- Contributing to health and safety discussions
- Stopping work in cases of serious and imminent danger

Environmental Responsibilities

- Waste segregation and disposal
- Recycling procedures
- Pollution prevention
- Efficient use of materials and resources
- Maintaining a clean and tidy workplace

Security Arrangements

- Site access and egress procedures
- Visitor control
- Protection of tools, equipment and materials
- Prevention of theft
- Security of work areas
- End-of-shift security checks
- Procedures for unauthorised personnel

Unit Name	**Conforming to productive working practices in the workplace**		
Unit Number	D/652/0267		
GLH	20	TQT	30
Level	2	Credit value	3
Unit Aim	This unit develops the knowledge, understanding and skills required to work productively within a construction or built environment workplace. Learners will develop the ability to communicate effectively with colleagues, supervisors, managers, customers and other stakeholders, plan and organise work activities in accordance with organisational procedures, maintain accurate workplace records, and build positive working relationships. The unit also promotes an understanding of equality, diversity, resource efficiency and the contribution individuals can make towards achieving zero and low-carbon outcomes within the built environment. Learners will demonstrate their ability to apply productive working practices that support quality, efficiency, safety and organisational effectiveness.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Communicate with others to establish productive work practices.	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.		
	1.2 Describe the different methods of communicating with line management, colleagues and customers.		
	1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.		
2. Follow organisational procedures to plan the sequence of work.	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work.		
	2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.		
	2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: • using resources for own and other's work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions.		
	2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.		

3. Maintain relevant records in accordance with the organisational procedures.	3.1 Complete relevant documentation according to the occupation as required by the organisation.
	3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: • job cards • worksheets • material/resource lists • time sheets.
	3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4. Maintain good working relationships when conforming to productive working practices.	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.
	4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.
	4.3 Describe how to maintain good working relationships, in relation to: • individuals • customer and operative • operative and line management • own and other occupations.
	4.4 Describe why it is important to work effectively with line management, colleagues and customers.
	4.5 Describe how working relationships could have an effect on productive working.
	4.6 Describe how to apply principles of equality and diversity when communicating and working with others.

Unit Range and Scope

This unit covers the requirements for communicating effectively, planning and organising work, maintaining workplace documentation, working collaboratively with others, applying equality and diversity principles, and contributing to productive, efficient and sustainable working practices within the construction and built environment sector.

Resources

Resources may include:

- Materials
- Plant and equipment
- Tools
- Labour
- Time
- Information and documentation
- Digital systems and technology

Work Planning

Planning activities may include:

- Sequencing work activities
- Coordinating with other occupations
- Allocating resources
- Identifying dependencies between activities
- Managing work priorities
- Meeting project timescales
- Minimising waste and rework

Communication

Communication may include:

- Verbal communication
- Written communication
- Electronic communication
- Digital communication platforms
- Tool-box talks
- Team briefings
- Site meetings
- Customer discussions
- Reporting to supervisors and managers
- Communication with other trades and contractors

Productive Working Practices

Productive working practices may include:

- Completing work to specification
- Meeting agreed timescales
- Effective use of resources
- Maintaining quality standards
- Avoiding unnecessary waste
- Cooperating with others
- Following organisational procedures
- Supporting efficient site operations

Documentation and Records

Documentation may include:

- Job cards
- Worksheets
- Material requisitions
- Resource records
- Delivery records
- Inspection records
- Quality documentation
- Digital records
- Timesheets
- Handover information

Organisational Procedures

Procedures may include:

- Company policies and procedures
- Method statements
- Risk assessments
- Safe systems of work
- Site rules
- Quality management procedures
- Environmental procedures
- Work schedules and programmes
- Manufacturer instructions
- Contract specifications

Working Relationships

Relevant people may include:

- Line managers
- Supervisors
- Colleagues
- Apprentices and trainees
- Customers and clients
- Contractors and subcontractors
- Suppliers
- Inspectors
- Other construction occupations

Equality, Diversity and Inclusion

Considerations may include:

- Treating others fairly and respectfully
- Recognising individual needs
- Preventing discrimination
- Inclusive communication
- Cultural awareness
- Supporting accessible working practices
- Compliance with organisational policies and legal requirements

Sustainability and Carbon Reduction Actions contributing to zero or low-carbon outcomes may include: • Efficient use of materials • Reducing waste • Reusing and recycling materials • Energy-efficient working practices • Reducing unnecessary travel • Selecting environmentally responsible products • Complying with environmental procedures • Supporting organisational sustainability objectives	

Unit Name	**Moving, handling and storing resources in the workplace**		
Unit Number	J/652/1501		
GLH	27	TQT	50
Level:	2	Credit	5
Unit Aim	This unit aims to provide learners with the knowledge, understanding and practical skills required to safely move, handle and store workplace resources in accordance with legislation, organisational procedures and industry good practice.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
1. Comply with given information when moving, handling and/or storing resources.	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
	1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.
	1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
	1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.
2. Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: • in the workplace, in confined spaces, below ground level, 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 the reports.
	2.4 State the appropriate types of fire extinguishers relevant to the work.
	2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3. Maintain safe working practices when moving, handling and/or storing resources.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
	3.2 Use lifting aids safely as appropriate to the work.
	3.3 Protect the environment in accordance with safe working practices as appropriate to the work.
	3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the

	work situation, occupational use and the general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV).
	3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	3.6 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.
4. Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: • lifting and handling aids • container(s) • fixing, holding and securing systems.
	4.3 Describe how the resources should be handled and how any 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 methods of work.
5. Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Dispose of waste and packaging in accordance with legislation.
	5.3 Maintain a clean work space when moving, handling or storing resources.
	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 moving, handling and/or storing resources.	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: • progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme

7. Comply with the given Occupational resource information to move, handle and/or store resources to the required guidance.	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: • moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.
	7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: • sheet material • loose material • bagged or wrapped material • fragile material • tools and equipment • components • liquids.
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
	7.4 Describe the needs of other occupations when moving, handling and/or storing resources.

Unit Range and Scope

This unit covers the safe movement, handling, positioning, securing and storage of occupational resources in the workplace. It includes interpreting work and product information, selecting suitable resources and lifting aids, applying manual and mechanical handling controls, protecting materials and surrounding work, maintaining access and housekeeping, managing packaging and waste, and completing activities within allocated timescales. The learner must demonstrate safe practice with relevant materials, components, tools and equipment while coordinating with other occupations.

Sources of Information

- Drawings and plans
- Work instructions
- Specifications
- Method statements
- Risk assessments
- Manufacturer's information
- Product information sheets
- Safety data sheets
- Organisational procedures

Health and Safety Controls

- Collective protective measures
- Personal Protective Equipment (PPE)
- Respiratory Protective Equipment (RPE)
- Local Exhaust Ventilation (LEV)
- Safety signage and warning systems
- Manual handling controls

Legislation and Guidance

- Health and Safety at Work etc. Act
- Manual Handling Operations Regulations
- Provision and Use of Work Equipment Regulations (PUWER)
- Control of Substances Hazardous to Health (COSHH)
- Working at Height Regulations
- Environmental Protection requirements
- Current industry guidance and codes of practice

Lifting and Handling Equipment

- Trolleys
- Sack trucks
- Pallet trucks
- Mechanical lifting devices
- Hoists
- Slings and lifting accessories
- Containers and storage units

Occupational Resources

- Sheet materials
- Loose materials
- Bagged and wrapped materials
- Fragile materials
- Components
- Tools and equipment
- Liquids and hazardous substances

Hazards

- Manual handling injuries
- Slips, trips and falls
- Falling materials
- Hazardous substances
- Mechanical lifting operations
- Poor storage arrangements
- Obstructions
- Vehicle and plant movements
- Environmental risks

Protection of Resources

- Prevention of damage
- Safe positioning and securing
- Correct stacking methods
- Protection from weather
- Protection from contamination
- Protection from other workplace activities

Work Skills

- Moving
- Lifting
- Carrying
- Positioning
- Securing
- Storing
- Using lifting aids
- Applying kinetic lifting techniques

Storage Methods

- Segregated storage
- Secure storage
- Stacked storage
- Bundled materials
- Racked storage systems
- Protected storage areas
- Weather-protected storage

Environmental Responsibilities

- Waste minimisation
- Re-use of materials
- Recycling procedures
- Segregation of waste
- Pollution prevention
- Responsible disposal of packaging and consumables

Workplace Documentation and Communication

- Resource schedules
- Delivery documentation
- Storage records
- Verbal instructions
- Team briefings
- Hazard reporting procedures
- Defect and damage reporting

Time and Work Management

- Work programmes
- Progress schedules
- Allocated timescales
- Productivity requirements
- Reporting delays and issues

Working with Others

- Communication with supervisors
- Communication with colleagues
- Coordination with other trades
- Maintaining access routes
- Minimising disruption to other occupations
- Handling techniques and lifting aids safely.

Unit Name	**Preparing surfaces for painting and decorating in the workplace**		
Unit Number	J/652/4095		
GLH	160	TQT	270
Level:	3	Credit	27
Unit Aim	This unit is intended for learners working in, or preparing to work in, the painting and decorating sector. It provides the occupational knowledge and competence required to prepare surfaces for the application of decorative and protective finishes in workplace environments. The unit supports the development of technical skills, safe working practices, problem-solving and decision-making required for the preparation of internal and external surfaces across a variety of construction and maintenance settings. Successful completion demonstrates competence in preparing substrates and previously treated surfaces in accordance with industry standards and employer expectations.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when preparing surfaces for painting and decorating in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Explain why organisational procedures have been developed and how they are implemented.		
	1.3 Explain types of information, their sources and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings.		
	1.4	Explain the importance of accurate information, and reporting and rectifying any concerns.	

1.	Cont	1.5	Explain the range of relevant digital services, tools and systems available, and how they are used
2.	Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when preparing surfaces for painting and decorating in the workplace.	2.1	Apply relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
		2.2	Explain the information for relevant, current legislation and official guidance and how it is applied
		2.3	Differentiate between the following types of fire extinguishers and explain how and when they are used in relation to: • water • CO_2 • foam • powder
		2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
		2.5	Explain the organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
		2.6	Explain how to report risks and hazards identified by the following: • risk assessments • method statements • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH) •

2	Continued…	2.7	Explain the accident reporting procedures and who is responsible for making the report
		2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
		2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
		2.10	Explain the organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3.	Select the required quantity and quality of the resources for the methods of work when preparing surfaces for painting and decorating in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
		3.2	Assess the importance of the characteristics, quality, uses, sustainability, limitations and defects associated with the resources are important and how defects should be rectified
		3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
		3.4	Explain how to confirm the resources and materials conform with the specification
		3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • protective sheets and masking materials • degreasing agents, paint stripping materials and equipment • fillers (single and two-pack) and abrasives • surface treatment materials • waste containers • appropriate access equipment • hand tools, power tools and associated equipment • digital equipment including but not limited to laser levels and measures

3	Cont…	3.6	Assess the hazards associated with the resources and methods of work and explain how they are controlled.
		3.7	Explain and apply methods of calculating the quantity, length and wastage associated with the method and procedure to prepare surfaces for painting and decorating
4.	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when preparing surfaces for painting and decorating in the workplace.	4.1	Apply organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
		4.2	Explain how to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
		4.3	Explain how to minimise the damage to existing building fabric
		4.4	Explain why and how the disposal of waste must be carried out safely in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
		4.5	Explain why it is important to maintain a safe, clear and tidy work area
5.	Complete the work within the allocated time when preparing surfaces for painting and decorating in the workplace.	5.1	Interpret the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
		5.2	Interpret the programme of work to be carried out, including the estimated and allocated time, and explain why deadlines should be kept
		5.3	Interpret the types of progress charts, timetables and estimated times and explain the organisational procedures for reporting circumstances which will affect the work programme
6.	Prepare surfaces for painting in accordance with the contract information.	6.1	Apply the contract information to prepare surfaces for painting and decorating to the required specification by: • demonstrating work skills to: • wash • strip • scrape • abrade and key • mix • fill • level or flatten • brush down • using and maintaining hand and power tools and associated equipment

6.	Cont...		• preparing, priming and sealing exterior or interior surfaces for commercial, domestic or industrial situations to working instructions for the following: o bare substrates, previously painted or decorated surfaces in sound condition including surface defects o remove existing wall coverings or surface coatings
7.	Work effectively with others and respond to specialist requirements	7.1	Explain the importance of teamwork
		7.2	Explain the importance of mental health awareness and wellbeing
		7.3	Explain the importance of applying fairness inclusion and respect when dealing with others
		7.4	Explain the needs of other occupations associated with preparing surfaces for painting and decorating
		7.5	Determine when specialist skills and knowledge are required and explain how this should be reported
		7.6	Explain the importance of constraints relating to the preparation of surfaces on historic and listed buildings
		7.7	Determine the specific requirements for structures of special interest, traditional construction, hard-to-treat buildings and historical significance
8.	Use access equipment, tools and associated equipment when preparing surfaces.	8.1	Explain how to work with, around and in proximity to plant and machinery
		8.2	Determine the access equipment required to work safely at height.
		8.3	Explain how to use hand and power tools and associated equipment
		8.4	Explain how and why operative care and maintenance of all hand and power tools and associated equipment is carried out
		8.5	Establish site access requirements for the specified work
9.	Assess surfaces and address contamination and hazardous materials.	9.1	Describe how to assess the suitability of previously prepared surfaces
		9.2	Determine and explain the methods used to prepare bare, untreated substrates
		9.3	Determine and explain how to prepare previously treated surfaces in sound condition
		9.4	Assess defects in previously treated surfaces and determine the preparation methods required.
		9.5	Determine and explain the methods required to remove surface contamination.
		9.6	Identify and report potentially toxic and hazardous materials
		9.7	Determine and explain how to remove toxic materials from surfaces
		9.8	Determine and explain how to remove existing wallcoverings
		9.9	Determine and explain how to remove hazardous materials from surfaces
10.	Complete specialist surface preparation and preparatory treatments.	10.1	Determine and explain how to remove defective coatings from timber, brick, stone, concrete, plaster and metal
		10.2	Determine and explain the methods required to fill, level and abrade surfaces
		10.3	Explain how to apply appropriate primer or sealer to bare substrates
		10.4	Describe how to apply special preparatory treatments to prepared surfaces
		10.5	Assess the risks associated with electrical fittings and pipework and explain how work should be carried out around them.

Unit Scope

This unit covers the preparation of internal and external surfaces in readiness for decorative and protective finishes within domestic, commercial and industrial environments. It includes interpreting work information, selecting and using appropriate resources, assessing substrate condition, preparing untreated and previously treated surfaces, removing contaminants and defective coatings, applying preparatory treatments, and working safely in accordance with legislative, environmental and organisational requirements. The unit also covers working with others, recognising specialist requirements, preparing surfaces within historic and listed buildings, and ensuring that prepared surfaces meet the specification for subsequent finishing operations.

Unit range

Source of information

The learner shall interpret and work from at least four of the following:

- Drawings
- Specifications
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environment

Work activities must be carried out in one or more of the following:

- Domestic properties
- Commercial properties
- Industrial environments
- New-build projects
- Refurbishment projects
- Occupied premises
- Unoccupied premises

Surface types

The learner shall prepare surfaces exhibiting at least four of the following conditions:

- Sound condition
- Surface contamination
- Grease or oil contamination
- Surface defects
- Flaking coatings
- Cracked coatings
- Peeling coatings
- Minor impact damage
- Weathered surfaces
- Uneven surfaces

Surface types

The learner shall prepare a range of surfaces including:

Mineral Surfaces

- Plaster
- Render
- Concrete
- Brick
- Blockwork

Timber Surfaces

- Softwood
- Hardwood
- Manufactured boards

Metal Surfaces

- Ferrous metals
- Non-ferrous metals

Previously Decorated Surfaces

- Painted surfaces
- Varnished surfaces
- Stained surfaces
- Wallcovered surfaces

Protection activities

The learner shall protect:

- Floors
- Fixtures and fittings
- Furniture
- Adjacent finishes
- Existing decorations
- Members of the public
- Other trades' work

Removal activities

The learner shall prepare surfaces by carrying out at least three of the following:

- Removal of loose coatings
- Removal of defective coatings
- Removal of contamination
- Removal of wallpaper
- Removal of decorative wallcoverings
- Removal of residues from previous treatments
- Removal of surface defects

Materials
The learner shall select, use and store appropriate materials including:

- Protective sheeting
- Masking materials
- Abrasives
- Fillers
- Surface treatment materials
- Degreasing products
- Primers
- Sealers
- Paint stripping materials
- Cleaning materials

Tools and equipment
The learner shall use and maintain a range of:
Hand Tools

- Scrapers
- Filling knives
- Sanding blocks
- Wire brushes
- Filling tools
- Dusting brushes

Power Tools

- Orbital sanders
- Detail sanders
- Dust extraction equipment
- Mechanical preparation equipment

Measuring and Digital Equipment

- Laser measures
- Laser levels
- Electronic measuring devices

Safe working practices
The learner shall comply with procedures relating to:

- Personal protective equipment (PPE)
- Respiratory protective equipment (RPE)
- Dust control measures
- COSHH requirements
- Manual handling
- Working at height
- Public protection
- Environmental protection
- Waste management
- Emergency procedures

Waste and environmental responsibilities
The learner shall:

- Segregate waste
- Dispose of waste appropriately
- Minimise waste generation
- Prevent environmental contamination
- Follow environmental legislation and organisational procedures

Access equipment
The learner shall work safely using one or more of the following:

- Step ladders
- Platform steps
- Mobile towers
- Podiums
- Hop-ups
- Other authorised access equipment

Protection activities
The learner shall recognise and follow procedures relating to:

- Asbestos-containing materials
- Lead-containing coatings
- Hazardous substances
- Toxic materials
- Dust-generating materials
- Contaminated surfaces

Note: Removal of hazardous materials must only be undertaken where permitted by organisational procedures, training, competence and legislation.

Historic and special interest buildings
The learner shall demonstrate knowledge of preparation requirements relating to:

- Listed buildings
- Historic buildings
- Traditional construction
- Heritage materials
- Structures of special interest
- Hard-to-treat buildings

Communication and collaboration
The learner shall communicate effectively with:

- Supervisors
- Colleagues
- Other occupations
- Clients or occupants
- Site management
- and demonstrate:
- Teamworking
- Fairness, Inclusion and Respect (FIR)
- Mental health awareness
- Appropriate reporting procedures

Unit Name	**Applying surface coatings by brush and roller in the workplace**		
Unit Number	K/652/4096		
GLH	120	TQT	225
Level:	2	Credit	23
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to apply surface coatings by brush and roller in the workplace. Learners will select and use appropriate materials, tools and equipment, apply coating systems to internal and external surfaces, and work safely and effectively in accordance with specifications, organisational procedures and industry standards.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when preparing surfaces for painting and decorating in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Explain why organisational procedures have been developed and how they are implemented		
	1.3 Describe the types and sources of information, their source and explain how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Explain the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Describe the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when applying surface coatings by brush and roller in the workplace.	2.1	Follow relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Describe the information for relevant, current legislation and official guidance and how it is applied
	2.3	Identify between the following types of fire extinguishers and describe how and when they are used in relation to: • water • CO_2 • Foam • powder
	2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal competence in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Describe the organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Explain how to report risks and hazards identified by the following: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Describe the accident reporting procedures and who is responsible for making the report

2	Cont...	2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
		2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
		2.10	Describe the organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3.	Select the required quantity and quality of the resources for the methods of work when applying surface coatings by brush and roller in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
		3.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources are important and how defects should be rectified
		3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
		3.4	Explain how to confirm the resources and materials conform with the specification
		3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • water-borne and solvent-borne coatings • primers, sealers, intermediate coatings (undercoats) and finishes (single and two-pack coatings) • single-product systems including but not limited to emulsions, varnishes, timber preservative treatments • thinners • additives • appropriate brushes, rollers and other associated equipment • temporary surface protection and masking materials • appropriate access equipment • hand and power tools and associated equipment • digital equipment including but not limited to laser levels and measures

3. Cont....	3.6	Identify the hazards associated with the resources and methods of work and explain how they are controlled
	3.7	Explain methods of calculating the quantity, length and wastage associated with the methods and procedures to apply surface coatings by brush and roller
4. Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when applying surface coatings by brush and roller in the workplace.	4.1	Follow organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
	4.2	Explain how to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
	4.3	Explain how to minimise the damage to existing building fabric
	4.4	Explain why and how the disposal of waste must be carried out safely in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
	4.5	Explain why it is important to maintain a safe, clear and tidy work area
5. Complete the work within the allocated time when applying surface coatings by brush and roller in the workplace.	5.1	Complete the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and client
	5.2	Describe the programme of work to be carried out including the estimated and allocated time and explain why deadlines should be kept
	5.3	Describe the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme

6. Comply with the contract information when applying surface coatings by brush and roller in the workplace.	6.1	Apply the contract information to apply surface coatings by brush and roller to the required specification by:
		• demonstrating work skills to:
		  • match
		  • mix
		  • pour
		  • dilute
		  • load
		  • lay-on
		  • lay-off
		  • cut-in

6. Cont....	6.1	• using and maintaining hand tools, power tools and associated equipment
		• applying water-borne or solvent-borne coatings to internal or external surfaces in domestic, commercial or industrial situations
		• applying coatings by brush and roller to:
		  • trim
		  • broad areas
		  • structural features
		  • architectural features
		• working in accordance with the relevant instructions and specification

7. Work effectively with others and respond to specialist requirements.	7.1	Explain the importance of teamwork and communication when applying coatings by brush and roller.
	7.2	Explain the importance of mental health awareness and wellbeing
	7.3	Explain the importance of applying Fairness, Inclusion and Respect (FIR) when dealing with others
	7.4	Describe the needs of other occupations associated with applying surface coatings by brush and roller
	7.5	Identify when specialist coatings, skills or knowledge are required and report accordingly
	7.6	Explain the relevance of an assessment of historical significance
	7.7	Identify the specific requirements relating to: • structures of special interest • traditional construction • hard-to-treat buildings • buildings and structures of historical significance
8. Use access equipment, tools and associated equipment.	8.1	Explain how to work safely with, around and in proximity to plant and machinery.
	8.2	Describe how to work safely at height using authorised access equipment.
	8.3	Describe how to use hand tools, power tools and associated equipment for the specified work.
	8.4	Explain how and why operative care and maintenance of hand tools, power tools and associated equipment are carried out.
	8.5	Identify site access requirements for the specified work.

9. Prepare, apply and control coating systems.	9.1	Explain how to prepare and apply the following coatings by brush and roller: • water-borne coatings • solvent-borne coatings • two-pack coatings
	9.2	Explain how to coat internal and external: • broad areas • structural features • architectural features
	9.3	Describe how to stripe-coat surface features in an industrial environment.
	9.4	Explain how to test wet- and dry-film thickness.
	9.5	Explain how atmospheric conditions affect coatings and their application.
	9.6	Identify the working life and pot life of materials prepared for use
	9.7	Explain how to work safely around electrical fittings and pipework.

Unit Scope

This unit covers the application of surface coatings by brush and roller in workplace environments. Learners will interpret work information, select suitable materials and equipment, apply coating systems to internal and external surfaces, protect the work area, and comply with organisational, legislative and environmental requirements. The unit also covers the use of appropriate access equipment, specialist coating considerations and maintaining quality standards when carrying out painting and decorating activities.

Unit range

Work information

The learner must interpret and work from the following:

- Drawings
- Specifications
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations
- Colour charts and notations

Working environment

Work activities must be carried out in one or more of the following:

- Domestic properties
- Commercial properties
- Industrial environments
- New-build projects
- Refurbishment projects
- Occupied premises
- Unoccupied premises

Coating types

The learner must select and apply coatings relevant to the work, including:

- water-borne coatings
- solvent-borne coatings

Application areas

The learner must apply coatings to a suitable range of:

- trim
- broad areas
- structural features
- architectural features
- 1Examples may include:
- doors and frames
- windows and frames
- skirtings and architraves
- walls and ceilings
- columns and beams
- panels
- railings
- pipes and associated features

The examples above are suggested applications of the listed categories and should not be treated as additional mandatory requirements

Work locations
The learner must apply coatings to appropriate:

- internal surfaces
- external surfaces

Practical application skill
The learner must demonstrate, where applicable:

- matching
- mixing
- pouring
- diluting
- loading
- laying on
- laying off
- cutting in
- maintaining wet edges
- controlling coverage and finish
- avoiding contamination and damage
- checking completed work against the specification

Application equipment
The learner must select, use, clean and maintain appropriate:

- paint brushes
- specialist brushes
- short-, medium- or long-pile rollers
- mini rollers
- roller frames
- extension poles
- trays, kettles and scuttles
- mixing equipment
- measuring equipment
- hand tools
- power tools and associated equipment

Equipment choices must be appropriate to the coating material, surface, required finish and manufacturers' instructions.

Atmospheric conditions
Relevant conditions may include:

- temperature
- humidity
- condensation
- moisture
- ventilation
- direct sunlight
- wind
- rain
- frost
- airborne dust or contamination

The learner must follow the coating manufacturer's specified application limits.

Access equipment
The learner must use authorised access equipment appropriate to the work, which may include:

- platform steps
- step ladders
- podiums
- mobile access towers
- hop-ups
- other authorised workplace access systems

Selection and use must be within the learner's training, competence and organisational authorisation.

Surface and area protection
The learner must protect relevant:

- floors
- walls
- ceilings
- trim
- fixtures and fittings
- furniture
- adjacent finishes
- completed work
- other occupations' work
- plant or equipment
- areas accessible to occupants or the public

Protective measures may include:

- protective sheets
- masking films
- masking tape
- temporary coverings
- barriers
- signs
- controlled work areas

Coating control
The learner must understand and apply relevant controls relating to:

- mixing instructions
- dilution rates
- coverage rates
- spreading rates
- drying and recoat times
- working life
- pot life
- wet-film thickness
- dry-film thickness
- number of coats
- compatibility between products
- atmospheric and environmental conditions

Defects and quality checks
The learner must recognise and report, rectify or prevent relevant defects, which may include:

- runs
- sags
- curtains
- misses
- holidays
- picture framing
- poor opacity
- uneven coverage
- brush marks
- roller marks
- excessive texture
- contamination
- poor adhesion
- slow or incomplete drying
- colour or sheen variation
- damage to adjacent surfaces

Any rectification must remain within the learner's competence and organisational authorisation.

Specialist and heritage requirements
The learner must recognise when specialist advice is required for:

- specialist coating systems
- two-pack systems
- industrial protective coatings
- historic or listed buildings
- traditional construction
- structures of special interest
- hard-to-treat buildings
- surfaces of historical significance

Environmental controls and waste
The learner must:

- minimise unnecessary material use
- calculate material requirements
- prevent spills and contamination
- store materials correctly
- segregate waste
- manage contaminated materials
- dispose of waste through authorised routes
- prevent unauthorised discharge into drains or water systems
- follow manufacturers' and organisational instructions

Access equipment
The learner shall work safely using one or more of the following:

- Step ladders
- Platform steps
- Mobile towers
- Podiums
- Hop-ups
- Other authorised access equipment

Protection activities
The learner shall recognise and follow procedures relating to:

- Asbestos-containing materials
- Lead-containing coatings
- Hazardous substances
- Toxic materials
- Dust-generating materials
- Contaminated surfaces

Note: Removal of hazardous materials must only be undertaken where permitted by organisational procedures, training, competence and legislation.

Historic and special interest buildings
The learner shall demonstrate knowledge of preparation requirements relating to:

- Listed buildings
- Historic buildings
- Traditional construction
- Heritage materials
- Structures of special interest
- Hard-to-treat buildings

Hazardous materials
The learner must recognise and follow reporting procedures for:

- asbestos-containing materials
- lead-containing surface coatings
- flammable materials
- harmful solvents
- sensitising products
- hazardous additives
- contaminated surfaces
- other materials identified through COSHH information

Communication and coordination The learner must communicate appropriately with relevant: • supervisors • colleagues • other occupations • clients • occupants • site management • The learner must demonstrate: • effective teamwork • clear communication • professional conduct • Fairness, Inclusion and Respect • awareness of wellbeing • appropriate reporting of problems • recognition of the limits of personal competence	

Unit Name	**Using access equipment up to six metres in the workplace**		
Unit Number	L/650/6196		
GLH	37	TQT	80
Level:	2	Credit	8
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to safely select, erect, use, monitor, dismantle and store access equipment up to six metres in the workplace. Learners will develop the ability to interpret work information, select suitable resources, maintain safe and healthy working practices, minimise risks to themselves and others, and use access equipment in accordance with organisational procedures, manufacturers' instructions and current legislation. The unit supports learners in applying access solutions for a range of workplace activities, while understanding the importance of planning, risk management, communication, equipment inspection, protection of the work area and environmental responsibilities. Successful completion of the unit demonstrates competence in the safe use of access equipment up to six metres within construction, maintenance and related occupational environments.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the given information relating to the work and resources when using access equipment up to six metres	1.1 Interpret and extract relevant information from plans, drawings and sketches, specifications, method statements, risk assessments and manufacturers' information.		
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.		
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.		
	1.4 Describe different types of information, their source and how they are interpreted in relation to: • plans • drawings and sketches • specifications • schedules • method statements • risk assessments • manufacturers' technical information • regulations • official guidance		

2.	Know how to comply with relevant legislation and official guidance when using access equipment up to six metres and roller in the workplace.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: • in the workplace • below ground level • at height • in confined areas • with tools and equipment • with movement and storage of materials • manual handling and mechanical lifting
		2.2 Describe the organisational security procedures for tools, equipment, and personal belongings in relation to: • site • workplace • company • operative • vehicles
		2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
		2.4 Explain how emergencies should be responded to in accordance with organisational authorisation and personal competence in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
3. .	Maintain safe and healthy working practices when using access equipment up to six metres	3.1 Use health and safety control and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when using access equipment up to six metres
		3.2 Demonstrate compliance with given information and relevant legislation when using access equipment up to six metres in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to using access equipment up to six metres and the types, purpose and limitations of each type, the work situation and general work environment in relation to: • collective protective measures • local exhaust ventilation (LEV) • personal protective equipment (PPE) • respiratory protective equipment (RPE)
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions
		3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

4. Select the required quantity and quality of resources for the methods of work to use access equipment up to six metres.	4.1	Select resources associated with own work in relation to materials, components, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • ladders • stepladders or platform steps • podiums • proprietary towers • mobile scaffold towers • protection equipment and notices • hand tools, portable power tools and ancillary equipment.
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly, how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and method of work.
	4.7	Describe how to calculate the quantity of equipment required associated with the method and procedure to using access equipment up to six metres.
5. Minimise the risk of damage to the work and surrounding area when using access equipment up to six metres	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy workspace.
	5.3	Dispose of waste in accordance with 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 using access equipment up to six metres	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: • organisational procedures for reporting circumstances which will affect the work programme.
7. Comply with the given contract information to using access equipment up to six metres to the required specification.	7.1	Demonstrate the following work skills when Using access equipment up to six metres: • moving, positioning, erecting, securing, checking, and removing.
	7.2	Use and maintain hand tools and ancillary equipment.
	7.3	Erect, use, remove and store two of the following access equipment up to six metres: • ladders • stepladders/platform steps • proprietary towers • podiums • mobile scaffold towers

7. Cont	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • provide protection to the work area • establish a base for equipment • erect proprietary access equipment to manufacturer's instructions suitable for the work • erect non-proprietary access equipment suitable for the work • place protective screens and notices • check and monitor equipment during the period of use • remove and store access equipment • work with, around and in close proximity to plant and machinery • use tools and equipment • work at height • use access equipment
	7.5	Describe the needs of other occupations and how to communicate within a team when using access equipment up to six metres.
	7.6	Describe how to maintain the hand tools, portable power tools, ancillary equipment and access equipment used when using access equipment up to six metres.

Unit Scope

This unit covers the use of access equipment up to six metres in the workplace. Learners will select, erect, use, inspect and remove access equipment safely while complying with health and safety requirements, organisational procedures and manufacturers' instructions. The unit includes protecting the work area, maintaining equipment, working effectively with others and completing work safely and efficiently.

Unit range

Information sources

The learner must interpret and work from the following:

- Drawings
- Specifications
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations
- Colour charts and notations

Associated equipment

Learners must select, use and maintain:

- Hand tools
- Portable power tools
- Ancillary equipment
- Protection equipment
- Warning notices
- Barriers where appropriate

Access equipment

Learners must demonstrate competence with at least two of the following:

- Ladders
- Stepladders
- Platform steps
- Podiums
- Proprietary towers
- Mobile scaffold towers
- Unoccupied premises

Access equipment activities

Learners must demonstrate the ability to:

- Move equipment
- Position equipment
- Erect equipment
- Secure equipment
- Check equipment
- Monitor equipment during use
- Remove equipment
- Store equipment

Safe working practices Learners must demonstrate compliance with: • Risk assessments • Method statements • Safe systems of work • Working at height requirements • Manufacturers' instructions • Organisational procedures • Current legislation **Health and safety controls** Learners must understand and use appropriate: • Collective protection measures • Personal Protective Equipment (PPE) • Respiratory Protective Equipment (RPE) • Local Exhaust Ventilation (LEV), where applicable • Warning notices and exclusion measures **Workplace hazards** Learners must recognise and respond appropriately to hazards associated with: • Working at height • Access equipment • Plant and machinery • Manual handling • Mechanical lifting operations • Materials and equipment • Confined areas • Below-ground working • General workplace activities	**Environmental responsibilities** Learners must: Seg**regate waste where appropriate** **Dispose of waste safely** **Follow environmental procedures** **Comply with organisational requirements** **Follow statutory and official guidanc**e **Communication and teamworking** Learners must communicate effectively with: • Supervisors • Colleagues • Other occupations • Site personnel • and demonstrate: • Team working • Reporting procedures • Problem escalation • Understanding of authority levels for corrective action **Work area protection** Learners must: • Protect the work area • Protect adjacent work • Establish a suitable base for equipment • Use protective screens where required • Use notices and warning signage • Maintain a clear and tidy work area

Unit Name	**Hanging standard and foundation wallcoverings in the workplace**		
Unit Number	L/652/4097		
GLH	150	TQT	275
Level:	3	Credit	28
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to hang standard and foundation wallcoverings in workplace environments. Learners will interpret work information, select appropriate materials, tools and equipment, prepare for wallcovering activities, and apply wallcoverings to ceilings and walls in accordance with specifications, organisational procedures and industry standards. Successful completion of the unit demonstrates the ability to hang wallcoverings safely, accurately and efficiently while meeting quality, environmental and workplace requirements		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when hanging standard and foundation wallcoverings in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Explain why organisational procedures have been developed and how they are implemented		
	1.3 Explain types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Explain the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Explain the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when hanging standard and foundation wallcoverings in the workplace.	2.1	Apply relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Explain the information for relevant, current legislation and official guidance and how it is applied
	2.3	Differentiate between fire extinguisher types and explain how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Explain the organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Explain how to report risks and hazards identified by the following: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Explain the accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Explain the organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality . of the resources for the methods of work when hanging standard and foundation wallcoverings in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • components and fixings • tools and equipment
	3.2	Assess the characteristics, quality, uses, sustainability, limitations and defects associated with the resources are important and how defects should be rectified
	3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Explain how to confirm the resources and materials conform with the specification •
	3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • surface preparation materials • pastes and adhesives • wallcoverings • protective sheeting • waste containers • appropriate access equipment • hand tools and associated equipment • digital equipment including but not limited to laser levels
	3.6	Assess hazards associated with the resources and methods of work and how they are overcome

3. Cont..	3.7	Explain and apply methods of calculating the quantity, length and wastage associated with the method and procedure to hang wallcoverings (foundation and standard papers)
4. Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when hanging standard and foundation wallcoverings in the workplace.	4.1	Apply organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
	4.2	Explain how to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
	4.3	Explain how to minimise the damage to existing building fabric
	4.4	Explain why and how the disposal of waste must be carried out safely in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
	4.5	Explain why it is important to maintain a safe, clear and tidy work area
5. Complete the work within the allocated time when hanging standard and foundation wallcoverings in the workplace.	5.1	Complete the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and client
	5.2	Interpret the programme of work to be carried out including the estimated and allocated time and why deadlines should be kept
	5.3	Interpret the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme

6. Hang standard and foundation wallcoverings to specification in the workplace.	6.1	Comply with the contract information to hang wallcoverings efficiently to the required specification by:
		• demonstrating work skills to:
		  ○ shade
		  ○ measure
		  ○ match
		  ○ cut
		  ○ mix and apply adhesive
		  ○ fold
		  ○ position
		  ○ fix
		  ○ trim
		  ○ clean-off
		• using and maintaining hand tools and associated equipment
		• establishing start and finishing points and hang wallcoverings of substantial lengths to working instructions to the following:
		• ceilings with any type of paper
		• walls with both internal and external angles, using the following:
		  ○ foundation papers (cross)
		  ○ matching patterned textured/relief papers or matching patterned finishing papers

7. Work effectively with others and recognise specialist requirements in the workplace.	7.1	Explain the importance of teamwork and communication
	7.2	Explain the importance of mental health awareness and wellbeing
	7.3	Explain the importance of applying Fairness, Inclusion and Respect
	7.4	Explain how to work safely around electrical fittings and pipework
	7.5	Explain methods used to maintain clean materials and adjacent surfaces
	7.6	Determine when specialist skills and knowledge are required and explain reporting requirements
	7.7	Assess the relevance of an assessment of historical significance
	7.8	Determine specific requirements for structures of special interest, traditional construction and historic buildings
8. Use access equipment, tools and associated equipment in the workplace.	8.1	Explain how to work safely with, around and in proximity to plant and machinery
	8.2	Determine access requirements and explain safe working at height practice
	8.3	Explain the operation and use of hand tools and associated equipment
	8.4	Explain how and why operative maintenance is carried out
	8.5	Establish site access requirements
9. Prepare and hang foundation and standard wallcoverings in the workplace.	9.1	Assess the suitability of surfaces to receive wallcoverings
	9.2	Explain the preparation and application of pastes and adhesives
	9.3	Explain methods for preparing and hanging paper to ceilings
	9.4	Explain methods for preparing and hanging foundation papers, including but not limited to foil backed, thermal insulation, linen backed, bitumen backed
	9.5	Analyse methods used to prepare and hang textured, relief and patterned (random, set match, drop match) finished wallcoverings
	9.6	Explain methods used when working to reveals and internal and external angles

Unit Scope

The aim of this unit is to develop the knowledge, skills and occupational competence required to hang standard and foundation wallcoverings in workplace environments. Learners will interpret work information, select appropriate materials, tools and equipment, prepare for wallcovering activities, and apply wallcoverings to ceilings and walls in accordance with specifications, organisational procedures and industry standards. Successful completion of the unit demonstrates the ability to hang wallcoverings safely, accurately and efficiently while meeting quality, environmental and workplace requirements.

Unit range

Work information

The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Adhesives and materials

Learners must select, prepare and use:

- Surface preparation materials
- Pastes
- Adhesives
- Foundation papers
- Finishing wallcoverings
- Protective sheeting
- Waste containers

Associated equipment
Evidence should be obtained within one or more of the following:

- Domestic environments
- Commercial environments
- Refurbishment projects
- Maintenance projects
- Occupied premises
- Unoccupied premises
- Warning notices
- Barriers where appropriate
- Safe working practices

Wallcovering types
Learners must demonstrate competence with:
Foundation Papers

- Cross-lining papers
- Foil-backed papers
- Thermal insulation papers
- Linen-backed papers
- Bitumen-backed papers

Finishing Wallcoverings

- Textured wallcoverings
- Relief wallcoverings
- Patterned wallcoverings

Including:

- Random pattern
- Set match pattern
- Drop match pattern

Practical skills
Learners must demonstrate the ability to:

- Shade
- Measure
- Match
- Cut
- Mix adhesive
- Apply adhesive
- Fold
- Position
- Fix
- Trim
- Clean off

Tools and equipment
Learners must use and maintain:

- Measuring equipment
- Cutting tools
- Smoothing tools
- Hanging tools
- Digital levels and measuring devices
- Hand tools and associated equipment
- Access equipment appropriate to the work

Safe working practices
Learners must apply safe working practices relating to:

- Working at height
- Access equipment
- Manual handling
- Adhesives and materials
- Electrical fittings
- Pipework
- Other occupations
- Members of the public

Workplace protection
Learners must:

- Protect adjacent finishes
- Protect completed work
- Protect work areas
- Maintain tidy work areas
- Minimise damage to building fabric
- Dispose of waste appropriately

Specialist requirements
Learners must recognise and report requirements relating to:

- Historic buildings
- Listed buildings
- Traditional construction
- Structures of special interest
- Hard-to-treat buildings
- Situations requiring specialist knowledge

Communication and coordination
Learners must work effectively with:

- Supervisors
- Clients
- Colleagues
- Other occupations
- and demonstrate:
- Teamwork
- Communication
- Fairness, Inclusion and Respect
- Awareness of wellbeing
- Appropriate reporting procedures

Simulated activities

Workplace evidence of skills must normally be obtained in the workplace. However, the unit specifically permits simulation of parts of AC6.1 where workplace opportunities are unavailable, subject to the requirements stated within the unit. The permitted simulation includes ceiling work and specified wallcovering activities within a realistic work environment.

AC6.1

Establishing start and finishing points and hang wallcoverings of substantial length to working instructions to the following:

- ceilings with any type of paper
- walls with both internal and external angles, using the following:
- foundation papers (cross)
- matching patterned, textured/relief papers or matching patterned finishing papers

Realistic Work Environment Criteria

As part of the simulation allowance, the National Working Group have specified the following requirements and context.

- Description
- Ceiling size minimum 7m squared with a minimum of 4 lengths
- A minimum of two external angles

Unit Name	**Hanging non- standard width wallcoverings in the workplace**		
Unit Number	M/652/4098		
GLH	150	TQT	275
Level:	4	Credit	28
Unit Aim	The aim of this unit is to develop the advanced knowledge, skills and occupational competence required to plan, prepare and hang non-standard width wallcoverings in workplace environments. Learners will develop the ability to interpret work information, select appropriate materials, tools and equipment, establish suitable installation methods, and apply non-standard width wallcoverings to complex surface arrangements in accordance with specifications, manufacturers' instructions and industry standards. Successful completion of the unit demonstrates the ability to carry out specialist wallcovering installations safely, accurately and efficiently while meeting quality, environmental and workplace requirements.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when hanging non-standard width wallcoverings in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Evaluate why organisational procedures have been developed and how they are implemented		
	1.3 Analyse the types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Evaluate the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Analyse the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when hanging non-standard width wallcoverings in the workplace.	2.1	Apply and evaluate relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Analyse how relevant information, current legislation and official guidance and how it is applied
	2.3	Evaluate the suitability of different fire extinguishers and explain how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Analyse how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Evaluate organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Determine how to report risks and hazards identified by the following: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Analyse accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Evaluate why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Evaluate how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Analyse organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality of the resources for the methods of work when hanging non-standard width wallcoverings in the workplace.	3.1	Calculate, assess and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
	3.2	Evaluate the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and explain how defects should be rectified
	3.3	Analyse the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Evaluate how resources and materials conform with the specification
	3.5	Assess and justify why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • primer and sealer • pastes and adhesives • wallcoverings • protective sheeting • waste containers • appropriate access equipment • hand tools and associated equipment • digital equipment including but not limited to laser levels
	3.6	Assess hazards associated with the resources and methods of work and how they are overcome
	3.7	Analyse and apply methods of calculating the quantity, length and wastage associated with the method and procedure to hang non-standard width wallcoverings

4. Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when hanging non-standard width wallcoverings in the workplace.	4.1	Apply organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
	4.2	Evaluate how to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
	4.3	Assess methods to minimise the damage to existing building fabric
	4.4	Evaluate the safe disposal of waste requirements in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
	4.5	Evaluate why it is important to maintain a safe, clear and tidy work area
5. Complete the work within the allocated time when hanging non-standard width wallcoverings in the workplace.	5.1	Complete and manage the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
	5.2	Analyse the programme of work to be carried out, including the estimated and allocated time and justify why deadlines should be kept
	5.3	Interpret and evaluate the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme

6. Hang non-standard width wallcoverings to specification in the workplace.	6.1	Comply with the contract information to hang non-standard width wallcoverings to the required specification by:
		• demonstrating work skills to:
		  ○ shade
		  ○ measure
		  ○ cut
		  ○ mix and apply adhesive
		  ○ fold
		  ○ position
		  ○ fix
		  ○ trim
		  ○ clean-off
		• using and maintaining hand tools and associated equipment
		• planning and establishing start and finishing points
		• cutting and hanging to sequence non-standard width wallcoverings to surfaces including broad areas with internal, external angles, reveals and features as per manufacturers' instructions

7. Work effectively with others and recognise specialist requirements in the workplace.	7.1	Evaluate the importance of teamwork and communication
	7.2	Evaluate the importance of mental health awareness and wellbeing
	7.3	Evaluate the importance of applying Fairness, Inclusion and Respect
	7.4	Evaluate safe working methods around electrical fittings and pipework
	7.5	Assess the methods used to maintain clean materials and adjacent surfaces
	7.6	Determine and justify when specialist skills and knowledge are required and explain reporting requirements
	7.7	Evaluate the relevance of an assessment of historical significance
	7.8	Assess the specific requirements for structures of special interest, traditional construction and historic buildings
8. Use access equipment, tools and associated equipment in the workplace.	8.1	Evaluate how to work safely with, around and in proximity to plant and machinery
	8.2	Determine suitable access requirements and explain safe working at height practice
	8.3	Evaluate the selection and use of hand tools and associated equipment
	8.4	Analyse how and why tool and equipment maintenance is carried out
	8.5	Determine and justify site access requirements
9. Plan and complete non-standard width wallcovering installations in the workplace.	9.1	Assess the suitability of surfaces to receive wallcoverings
	9.2	Determine and justify the preparation and application of primers, sealers and adhesives
	9.3	Analyse methods for preparing and hanging non-standard width wallcoverings
	9.4	Analyse methods for hanging wallcoverings to broad surfaces, angles, reveals and features
	9.5	Analyse methods used to prepare and hang textured, relief and patterned (random, set match, drop match) finished wallcoverings
	9.6	Explain methods used when working to reveals and internal and external angles

Unit Scope

This unit covers the installation of non-standard width wallcoverings to workplace surfaces. Learners will select and use appropriate materials, adhesives, tools and equipment, assess surface suitability, establish starting and finishing points, and install wallcoverings to broad surfaces, internal and external angles, reveals and associated features. The unit also covers safe working practices, specialist installation requirements, heritage considerations, quality standards and the protection of the work area throughout the installation process.

Unit range

Materials and resources

Learners must select and use:

- Primers
- Sealers
- Adhesives
- Non-standard width wallcoverings
- Protective sheeting
- Waste containers
- Access equipment

Surfaces and locations

Learners must install wallcoverings to:

- Broad wall areas
- Internal angles
- External angles
- Reveals
- Features and projections

Information sources
The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environments
Evidence should be obtained from one or more of the following:

- Domestic environments
- Commercial environments
- Refurbishment projects
- Maintenance projects
- Occupied premises
- Unoccupied premises

Wallcovering systems
Learners must demonstrate competence in the installation of:

- Non-standard width wallcoverings
- Specialist decorative wallcoverings
- Wide-width wallcovering systems
- Patterned wallcoverings where applicable

Practical installation skills
Learners must demonstrate the ability to:

- Shade
- Measure
- Cut
- Mix adhesive
- Apply adhesive
- Fold
- Position
- Fix
- Trim
- Clean off
- Form joints
- Sequence installations

Tools and equipment
Learners must use and maintain:

- Hand tools
- Cutting tools
- Joint cutters
- Straight-edges
- Measuring equipment
- Laser levels
- Associated installation equipment

Safe working practices
Learners must apply safe working practices relating to:

- Working at height
- Access equipment
- Manual handling
- Adhesives and materials
- Electrical fittings
- Pipework
- Other occupations
- Members of the public

Specialist and heritage requirements
Learners must recognise and report requirements relating to:

- Historic buildings
- Listed buildings
- Traditional construction
- Structures of special interest
- Hard-to-treat buildings
- Situations requiring specialist knowledge

Communication and coordination
Learners must work effectively with:

- Supervisors
- Clients
- Colleagues
- Other occupations
- and demonstrate:
- Teamwork
- Communication
- Fairness, Inclusion and Respect
- Awareness of wellbeing
- Appropriate reporting procedures

Simulated activities
Workplace evidence of skills must normally be obtained in the workplace. However, the unit specifically permits simulation of parts of AC6.1 where workplace opportunities are unavailable, subject to the requirements stated within the unit. The permitted simulation includes ceiling work and specified wallcovering activities within a realistic work environment. **AC6.1** Cutting and hanging to sequence non-standard width wallcoverings to surfaces including broad areas with internal, external angles, reveals and features as per manufacturers' instructions **R**ealistic Work Environment Criteria As part of the simulation allowance, the National Working Group have specified the following requirements and context. Description • A minimum of two external angles. • No specific requirements for reveals and features

Unit Name	**Applying coatings by the air spray method in the workplace**		
Unit Number	R/652/4099		
GLH	115	TQT	170
Level:	3	Credit	17
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to prepare, operate and maintain air spray equipment and apply coatings by the air spray method in workplace environments. Learners will develop the ability to select appropriate materials, equipment and coating systems, prepare and protect work areas, apply coatings using High Volume Low Pressure (HVLP) spray systems, and maintain safe, healthy and environmentally responsible working practices in accordance with specifications, manufacturers' instructions and industry standards.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when applying coatings by the air spray method in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Explain why organisational procedures have been developed and how they are implemented		
	1.3 Explain the types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Explain the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Explain the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when applying coatings by the air spray method in the workplace.	2.1	Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Explain how relevant information, current legislation and official guidance and how it is applied
	2.3	Differentiate between fire extinguishers types and explain how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Explain organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Explain how risks and hazards identified through the following information should be reported: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Explain accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Explain organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality of the resources for the methods of work when applying coatings by the air spray method in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
	3.2	Assess the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and explain how defects should be rectified
	3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Explain how resources and materials conform with the specification
	3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • water-borne and solvent-borne coatings • masking materials including but not limited to masking tape, masking paper, dust sheets, masking shield • single pack, two-pack coatings (base, activator and solvent) and specialist coatings • protective sheeting • appropriate access equipment • hand tools, wet film thickness gauges and airless spray equipment and associated equipment
	3.6	Assess hazards associated with the resources and methods of work and how they are overcome
	3.7	Explain and apply methods of calculating the quantity, length and wastage associated with the method and procedure to hang non-standard width wallcoverings

4.	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when applying coatings by the air spray method in the workplace.	4.1	Apply organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
		4.2	Explain how to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
		4.3	Explain how to minimise the damage to existing building fabric
		4.4	Explain the safe disposal of waste requirements in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
		4.5	Explain why it is important to maintain a safe, clear and tidy work area
5.	Complete the work within the allocated time when applying coatings by the air spray method in the workplace.	5.1	Complete and manage the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
		5.2	Interpret the programme of work to be carried out, including the estimated and allocated time and justify why deadlines should be kept
		5.3	Interpret the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme
6.	Apply coatings by the air spray method in the workplace to comply with the contract and specifications.	6.1	Comply with the contract information to apply surface coatings by air spray method to the required specification by: • demonstrating work skills to: • prepare • load • protect • measure • assemble • position • secure • clean • using and maintaining hand and power tools, air spray equipment and associated equipment • setting up and adjusting spray equipment (high-volume low-pressure [HVLP] systems) to achieve the finish stated in the working instructions, relating to the following: • preparation of coatings • loading the system • monitor and maintain supply • applying water-borne or solvent-borne coatings by high-volume low-pressure [HVLP] spray systems to working instructions for the following: • broad work • linear and structural components

6.	Cont.....		• checking wet film thickness (as specified) • implementing shut down procedures • temporary shut down • final shut down, clean out and maintain spray equipment
7.	Work effectively with others and recognise specialist requirements in the workplace.	7.1	Explain the importance of teamwork and communication
		7.2	Explain the importance of mental health awareness and wellbeing
		7.3	Explain the importance of applying Fairness, Inclusion and Respect
		7.4	Explain safe working methods around electrical fittings and pipework
		7.5	Assess the needs of other occupations associated with spray application activities.
		7.6	Determine when specialist skills and knowledge are required and explain reporting requirements
		7.7	Assess the relevance of an assessment of historical significance
		7.8	Determine the requirements associated with: • structures of special interest • traditional construction • hard-to-treat buildings • structures of historical significance
8.	Use access equipment, tools and associated equipment in the workplace.	8.1	Explain how to work safely with, around and in proximity to plant and machinery
		8.2	Determine suitable access requirements and explain safe working at height practice
		8.3	Explain the selection and use of hand tools and associated equipment
		8.4	Explain how and why tool and equipment maintenance is carried out
		8.5	Establish and justify site access requirements
9.	Prepare, operate and maintain spray systems in the workplace.	9.1	Assess the suitability of previously prepared or decorated surfaces for spray application.
		9.2	Explain methods used to provide protection through sheeting, masking and removing items where required.
		9.3	Determine appropriate HVLP spray equipment components and explain assembly procedures.
		9.4	Explain how single-pack and two-pack coating systems are prepared and applied.
		9.5	Explain how spray equipment is loaded, operated, monitored and maintained during use.
		9.6	Determine air-change requirements for confined spraying activities.
		9.7	Explain procedures used to assemble, set up, operate, shut down, clean, maintain and store spray equipment
10	Control coating quality during spray application in the workplace.	10.1	Explain spray-gun techniques used on broad areas, angles, linear items and complex structural features.
		10.2	Assess how atmospheric conditions affect coatings and their application process.
		10.3	Explain safety procedures used to protect operatives and the public from spray activities.
		10.4	Identify and report spray-equipment faults and operational problems.
		10.5	Assess coating application defects and determine appropriate corrective actions.

10. Cont...	10.6	Explain how wet film thickness is measured using gauges.
	10.7	Determine the working life of prepared materials and explain its significance during spray application activities.

Unit Scope

This unit covers the assembly, operation and maintenance of air spray equipment and the application of water-borne and solvent-borne coatings using HVLP spray systems. Learners will select and use appropriate materials, coatings, tools and equipment, prepare and protect surfaces, apply coatings to a range of work areas and components, monitor coating quality, and carry out cleaning, maintenance and shut-down procedures. The unit also covers safe working practices, environmental responsibilities, communication, specialist requirements and the protection of people, property and surrounding areas during spraying operations.

Unit range

Information sources

The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environments

Evidence should be obtained from one or more of the following:

- Domestic environments
- Commercial environments
- Industrial
- Refurbishment projects
- New-build projects
- Occupied premises
- Unoccupied premises

Coating systems

Learners must demonstrate competence with:

- Water-borne coatings
- Solvent-borne coatings
- Single-pack coating systems
- Two-pack coating systems
- Specialist coatings where appropriate

Air spray equipment

Learners must assemble, operate and maintain:

- HVLP spray systems
- Spray guns
- Fluid delivery systems
- Associated spray equipment
- Wet film thickness gauges

Surface preparation and protection

Learners must demonstrate the ability to:

- Check surface suitability
- Protect surrounding surfaces
- Apply masking systems
- Install protective sheeting
- Remove or isolate items where required
- Prepare work areas for spraying operations

Application areas

Learners must apply coatings to:

- Broad surfaces
- Linear items
- Structural components
- Complex features
- Angles and detailed sections
- Associated installation equipment

Safe working practices

Learners must apply safe working practices relating to:

- Spray operations
- Access equipment
- Manual handling
- Confined areas
- Hazardous substances
- COSHH requirements
- Respiratory protection
- Ventilation requirements
- Electrical equipment
- Other occupations
- Members of the public

Practical spray application skills Learners must demonstrate the ability to: • Prepare coatings • Load equipment • Assemble equipment • Position equipment • Secure equipment • Operate spray equipment • Monitor coating application • Measure wet film thickness • Clean equipment • Shut down equipment safely **Materials and resources** Learners must select and use: • Water-borne coatings • Solvent-borne coatings • Single-pack coatings • Two-pack coatings • Specialist coatings where required • Protective sheeting • Masking materials • Access equipment • Hand and power tools	**Specialist and heritage requirements** Learners must recognise and report requirements relating to: • Historic buildings • Listed buildings • Traditional construction • Structures of special interest • Hard-to-treat buildings • Situations requiring specialist knowledge **Communication and coordination** Learners must work effectively with: • Supervisors • Colleagues • Clients • Other occupations • and demonstrate: • Teamwork • Communication • Fairness, Inclusion and Respect • Wellbeing awareness • Appropriate reporting procedures

Unit Name	**Applying coatings by the airless spray method in the workplace**		
Unit Number	F/652/4100		
GLH	115	TQT	170
Level:	3	Credit	17
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to prepare, operate and maintain airless spray equipment and apply coatings by the airless spray method in workplace environments. Learners will select appropriate materials, tools and coating systems, prepare and protect work areas, apply coatings to specified standards and maintain safe, healthy and environmentally responsible working practices throughout spraying operations.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when applying coatings by the airless spray method in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Explain why organisational procedures have been developed and how they are implemented		
	1.3 Explain the types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Explain the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Explain the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when applying coatings by the airless spray method in the workplace.	2.1	Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Explain how relevant information, current legislation and official guidance and how it is applied
	2.3	Differentiate between fire extinguishers types and explain how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Explain organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Explain how risks and hazards identified through the following information should be reported: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Explain accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Explain organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality of the resources for the methods of work when applying coatings by the airless spray method in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
	3.2	Assess the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and explain how defects should be rectified
	3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Explain how resources and materials conform with the specification
	3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • water-borne and solvent-borne coatings • masking materials including but not limited to masking tape, masking paper, dust sheets, masking shield • single pack, two-pack coatings (base, activator and solvent) and specialist coatings • protective sheeting • appropriate access equipment • hand tools, wet film thickness gauges and airless spray equipment and associated equipment
	3.6	Assess hazards associated with the resources and methods of work and how they are overcome
	3.7	Explain and apply methods of calculating the quantity, length and wastage associated with the method and procedure to hang non-standard width wallcoverings

4.	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when applying coatings by the airless spray method in the workplace.	4.1	Apply organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
		4.2	Explain how to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
		4.3	Explain how to minimise the damage to existing building fabric
		4.4	Explain the safe disposal of waste requirements in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
		4.5	Explain why it is important to maintain a safe, clear and tidy work area
5.	Complete the work within the allocated time when applying coatings by the airless spray method in the workplace.	5.1	Complete and manage the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
		5.2	Interpret the programme of work to be carried out, including the estimated and allocated time and justify why deadlines should be kept
		5.3	Interpret the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme
6.	Apply coatings by the airless spray method to specification in the workplace. .	6.1	Comply with the contract information to apply surface coatings by airless spray method to the required specification by: • demonstrating work skills to: • prepare • load • protect • measure • assemble • position • secure • clean • using and maintaining hand and power tools, airless spray equipment and associated equipment • setting up and adjusting spray equipment to achieve the finish stated in the working instructions, relating to the following: • preparation of coatings • loading the system • monitor and maintain supply • applying water-borne or solvent-borne coatings by high-volume low-pressure [HVLP] spray systems to working instructions for the following: • broad work • linear and structural components

6.	Cont.....		• checking wet film thickness (as specified) • implementing shut down procedures • temporary shut down • final shut down, clean out and maintain spray equipment
7.	Work effectively with others and recognise specialist requirements in the workplace.	7.1	Explain the importance of teamwork and communication
		7.2	Explain the importance of mental health awareness and wellbeing
		7.3	Explain the importance of applying Fairness, Inclusion and Respect
		7.4	Explain safe working methods around electrical fittings and pipework
		7.5	Assess the needs of other occupations associated with spray application activities.
		7.6	Determine when specialist skills and knowledge are required and explain reporting requirements
		7.7	Assess the relevance of an assessment of historical significance
		7.8	Determine the requirements associated with: • structures of special interest • traditional construction • hard-to-treat buildings • structures of historical significance
8.	Use access equipment, tools and associated equipment in the workplace.	8.1	Explain how to work safely with, around and in proximity to plant and machinery
		8.2	Determine suitable access requirements and explain safe working at height practice
		8.3	Explain the selection and use of hand tools and associated equipment
		8.4	Explain how and why tool and equipment maintenance is carried out
		8.5	Establish and justify site access requirements
9.	Prepare, operate and maintain airless spray systems in the workplace.	9.1	Assess the suitability of previously prepared or decorated surfaces for spray application.
		9.2	Explain methods used to provide protection through sheeting, masking and removing items where required.
		9.3	Determine appropriate HVLP spray equipment components and explain assembly procedures.
		9.4	Explain how single-pack and two-pack coating systems are prepared and applied.
		9.5	Explain how spray equipment is loaded, operated, monitored and maintained during use.
		9.6	Determine air-change requirements for confined spraying activities.
		9.7	Explain procedures used to assemble, set up, operate, shut down, clean, maintain and store spray equipment
10	Control coating quality during spray application in the workplace.	10.1	Explain spray-gun techniques used on broad areas, angles, linear items and complex structural features.
		10.2	Assess how atmospheric conditions affect coatings and their application process.
		10.3	Explain safety procedures used to protect operatives and the public from spray activities.
		10.4	Identify and report spray-equipment faults and operational problems.

10. Cont...	10.5	Assess coating application defects and determine appropriate corrective actions.
	10.6	Explain how wet film thickness is measured using gauges.
	10.7	Determine the working life of prepared materials and explain its significance during spray application activities.

Unit Scope

This unit covers the assembly, operation and maintenance of airless spray equipment and the application of water-borne and solvent-borne coatings in workplace environments. Learners will prepare and protect work areas, select and use appropriate materials and equipment, apply coatings to a range of surfaces and components, monitor coating quality and carry out cleaning, maintenance and shutdown procedures whilst complying with legislative, organisational and environmental requirements.

Unit range

Information sources

The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environments

Evidence should be obtained from one or more of the following:

- Domestic environments
- Commercial environments
- Industrial
- Refurbishment projects
- New-build projects
- Occupied premises
- Unoccupied premises

Coating systems

Learners must demonstrate competence with:

- Water-borne coatings
- Solvent-borne coatings
- Single-pack coating systems
- Two-pack coating systems
- Specialist coatings where appropriate

Air spray equipment

Learners must assemble, operate and maintain:

- HVLP spray systems
- Spray guns
- Fluid delivery systems
- Associated spray equipment
- Wet film thickness gauges

Surface preparation and protection

Learners must demonstrate the ability to:

- Check surface suitability
- Protect surrounding surfaces
- Apply masking systems
- Install protective sheeting
- Remove or isolate items where required
- Prepare work areas for spraying operations

Application areas

Learners must apply coatings to:

- Broad surfaces
- Linear items
- Structural components
- Complex features
- Angles and detailed sections
- Associated installation equipment

Safe working practices

Learners must apply safe working practices relating to:

- Spray operations
- Access equipment
- Manual handling
- Confined areas
- Hazardous substances
- COSHH requirements
- Respiratory protection
- Ventilation requirements
- Electrical equipment
- Other occupations
- Members of the public

Practical spray application skills Learners must demonstrate the ability to: • Prepare coatings • Load equipment • Assemble equipment • Position equipment • Secure equipment • Operate spray equipment • Monitor coating application • Measure wet film thickness • Clean equipment • Shut down equipment safely **Materials and resources** Learners must select and use: • Water-borne coatings • Solvent-borne coatings • Single-pack coatings • Two-pack coatings • Specialist coatings where required • Protective sheeting • Masking materials • Access equipment • Hand and power tools	**Specialist and heritage requirements** Learners must recognise and report requirements relating to: • Historic buildings • Listed buildings • Traditional construction • Structures of special interest • Hard-to-treat buildings • Situations requiring specialist knowledge **Communication and coordination** Learners must work effectively with: • Supervisors • Colleagues • Clients • Other occupations • and demonstrate: • Teamwork • Communication • Fairness, Inclusion and Respect • Wellbeing awareness • Appropriate reporting procedures

Unit Name	**Producing stencilled designs using pre-cut stencil plates in the workplace**		
Unit Number	H/652/4101		
GLH	90	TQT	125
Level:	2	Credit	13
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to produce decorative stencilled designs using pre-cut stencil plates in workplace environments. Learners will develop the ability to interpret work information, select appropriate materials, tools and equipment, prepare surfaces, position stencil plates and apply decorative finishes in accordance with specifications, organisational procedures and industry standards. Successful completion of the unit demonstrates the ability to produce stencilled designs safely, accurately and efficiently while maintaining quality and environmental standards.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
1. Interpret the information relating to the work and resources to confirm its relevance when producing stencilled designs using pre-cut stencil plates in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings
	1.2 Explain why organisational procedures have been developed and how they are implemented
	1.3 Describe the types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings
	1.4 Explain the importance of accurate information, and reporting and rectifying any concerns
	1.5 Describe the range of relevant digital services, tools and systems, and how they are used

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when producing stencilled designs using pre-cut stencil plates in the workplace.	2.1	Follow relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Describe how relevant information, current legislation and official guidance and how it is applied
	2.3	Identify fire extinguisher types and describe how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Describe organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Explain how risks and hazards identified through the following information should be reported: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Explain accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Describe organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality of resources for the methods of work when producing stencilled designs using pre-cut stencil plates in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
	3.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and explain how defects should be rectified
	3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Explain how resources and materials conform with the specification
	3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • water-borne and solvent-borne coatings • stains, thinners, driers and protective coatings • pre-cut stencil plates • protective sheeting and masking materials • appropriate access equipment • paint application equipment, stencilling tools and stencil setting-out equipment • digital equipment including but not limited to laser levels
	3.6	Identify hazards associated with the resources and methods of work and how they are overcome
	3.7	Explain methods of calculating the quantity, length and wastage associated with the method and procedure to produce stencilled designs using pre-cut stencils

4.	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when producing stencilled designs using pre-cut stencil plates in the workplace.	4.1	Follow organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
		4.2	Explain how to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
		4.3	Explain how to minimise the damage to existing building fabric
		4.4	Explain the safe disposal of waste requirements in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
		4.5	Explain why it is important to maintain a safe, clear and tidy work area
5.	Complete the work within the allocated time when producing stencilled designs using pre-cut stencil plates in the workplace.	5.1	Complete the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
		5.2	Describe the programme of work to be carried out, including the estimated and allocated time and justify why deadlines should be kept
		5.3	Describe the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme
6.	Produce stencilled designs to the required specification in the workplace.	6.1	Comply with the contract information to produce stencilled designs using pre-cut stencil plates to the required specification by: • demonstrating work skills to: ○ protect ○ position ○ secure ○ mix ○ dilute ○ pour ○ load ○ apply ○ maintain and transfer • using and maintaining hand and power tools and ancillary/associated equipment • preparing high-quality ground, setting out and positioning pre-cut stencils to produce stencil designs using water-borne or solvent-borne coatings to linear runs or wall applications to working instructions

7.	Work effectively with others and recognise specialist requirements in the workplace.	7.1	Explain the importance of teamwork and communication
		7.2	Explain the importance of mental health awareness and wellbeing
		7.3	Explain the importance of applying Fairness, Inclusion and Respect
		7.4	Explain safe working methods around electrical fittings and pipework
		7.5	Describe the needs of other occupations associated with spray application activities.
		7.6	Identify when specialist skills and knowledge are required and explain reporting requirements
		7.7	Explain the relevance of an assessment of historical significance
		7.8	Describe the requirements associated with: • structures of special interest • traditional construction • hard-to-treat buildings • structures of historical significance
8.	Use access equipment, tools and associated equipment in the workplace.	8.1	Describe how to work safely when working at height using access equipment
		8.2	Describe suitable access requirements and explain safe working at height practice
		8.3	Explain the selection and use of hand tools and associated equipment
		8.4	Explain how and why tool and equipment maintenance is carried out
		8.5	Establish and justify site access requirements
9.	Produce and maintain stencilled decorative finishes in the workplace.	9.1	Identify the suitability of previously prepared or decorated surfaces for stencilled design application.
		9.2	Explain how paint products are prepared
		9.3	Explain how brushes, rollers and specialised stencil equipment are prepared.
		9.4	Explain how pre-cut stencil plates are set out and positioned
		9.5	Explain how stencil designs are applied to linear runs and broad surfaces
		9.6	Explain how stencil designs are applied using brush, roller and spray equipment
		9.7	Explain how stencil plate integrity is maintained.
		9.8	Explain how appropriate protective coatings are applied where required.
		9.9	Identify how atmospheric conditions affect coatings and their application.
		10.6	Explain how wet film thickness is measured using gauges.
		10.7	Determine the working life of prepared materials and explain its significance during spray application activities.

Unit Scope
This unit covers the production of stencilled decorative finishes using pre-cut stencil plates within workplace environments. Learners will select and use appropriate coatings, stencils, tools and equipment, prepare surfaces, position stencil plates, apply decorative finishes and maintain stencil quality throughout the work activity. The unit also covers safe working practices, work-area protection, use of access equipment, communication with others and the application of protective finishes where required.

Unit range

Information sources

The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environments

Evidence should be obtained from one or more of the following:

- Domestic environments
- Commercial environments
- Industrial
- Refurbishment projects
- New-build projects
- Occupied premises
- Unoccupied premises

Stencil systems

Learners must demonstrate competence with:

- Pre-cut stencil plates
- Single-colour stencil systems
- Multi-colour stencil systems
- Repeating stencil designs
- Linear stencil designs
- Decorative stencil motifs

Coating materials

Learners must select and use:

- Water-borne coatings
- Solvent-borne coatings
- Decorative coatings
- Protective coatings
- Stainers
- Thinners
- Driers

Application methods

Learners must demonstrate the use of:

- Brush application
- Roller application
- Spray application (where appropriate)

Application areas

Learners must produce stencil designs to one or more of the following:

- Walls
- Ceilings
- Linear runs
- Feature panels
- Decorative features
- Broad surface areas

Practical skills

Learners must demonstrate the ability to:

- Protect
- Position
- Secure
- Mix
- Dilute
- Pour
- Load
- Apply
- Maintain
- Transfer stencil designs

Surface preparation

Learners must demonstrate the ability to:

- Check surface suitability
- Prepare a quality ground
- Prepare coating materials
- Prepare application tools
- Prepare stencil equipment
- Establish accurate positioning

Specialist and heritage requirements

Learners must recognise and report requirements relating to:

- Historic buildings
- Listed buildings
- Traditional construction
- Structures of special interest
- Hard-to-treat buildings
- Situations requiring specialist knowledge

Tools and equipment
Learners must use and maintain:

- Brushes
- Rollers
- Spray equipment
- Stencilling tools
- Measuring tools
- Setting-out equipment
- Laser levels
- Hand tools and associated equipment
- Access equipment where required

Protection measures
Learners must provide protection using:

- Protective sheeting
- Masking materials
- Temporary coverings
- Surface protection systems
- Waste containers

Safe working practices
Learners must apply safe working practices relating to:

- Access equipment
- Manual handling
- Coatings and chemicals
- Surface preparation materials
- Work at height
- Other occupations
- Public protection
- Environmental protection

Communication and coordination
Learners must work effectively with:

- Supervisors
- Colleagues
- Clients
- Other occupations
- and demonstrate:
- Teamwork
- Communication
- Fairness, Inclusion and Respect
- Wellbeing awareness
- Appropriate reporting procedures

Quality requirements
Learners must produce stencil designs that demonstrate:

- Accurate positioning
- Consistent pattern alignment
- Clean edges
- Even coating application
- Minimal bleed-through
- Consistent colour and finish
- Compliance with the specification

Unit Name	**Producing and applying complex stencils in the workplace**		
Unit Number	J/652/4102		
GLH	155	TQT	215
Level:	4	Credit	22
Unit Aim	The aim of this unit is to develop the advanced knowledge, skills and occupational competence required to design, manufacture, position and apply complex single-plate and multi-plate stencil systems in workplace environments. Learners will develop the ability to interpret specifications, select appropriate materials and equipment, manufacture complex stencil designs, apply decorative finishes and maintain high standards of workmanship while complying with organisational, legislative and environmental requirements. Successful completion of the unit demonstrates competence in producing and applying complex decorative stencil finishes to industry standards.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when producing and applying complex stencils in the workplace.	1.1 Interpret and evaluate the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Evaluate why organisational procedures have been developed and how they are implemented		
	1.3 Analyse the types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Evaluate the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Analyse the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when producing and applying complex stencils in the workplace.	2.1	Apply and evaluate the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Analyse how relevant information, current legislation and official guidance are applied
	2.3	Evaluate fire extinguisher types and explain how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Analyse how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Evaluate organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Determine how risks and hazards identified through the following information should be reported: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Analyse accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Evaluate why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Evaluate how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Analyse organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality of the resources for the methods of work when producing and applying complex stencils in the workplace.	3.1	Calculate, assess and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
	3.2	Evaluate the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and explain how defects should be rectified
	3.3	Analyse the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Evaluate how resources and materials conform with the specification
	3.5	Assess and justify why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • water-borne and solvent-borne coatings • stainers, thinners, driers and protective coatings • stencil plate materials • protective sheeting and masking materials • waste containers • appropriate access equipment • paint application equipment, stencilling tools and stencil setting-out equipment • digital equipment including but not restricted to laser levels
	3.6	Assess hazards associated with the resources and methods of work and how they are overcome
	3.7	Analyse and apply methods of calculating the quantity, length and wastage associated with the method and procedure to produce and apply complex stencils

4.	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when producing and applying complex stencils in the workplace.	4.1	Apply organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
		4.2	Evaluate methods used to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
		4.3	Assess methods used to minimise the damage to existing building fabric
		4.4	Evaluate the safe disposal of waste requirements in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
		4.5	Explain why it is important to maintain a safe, clear and tidy work area
5.	Complete the work within the allocated time when producing and applying complex stencils in the workplace.	5.1	Complete and manage the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
		5.2	Analyse the programme of work to be carried out, including the estimated and allocated time and justify why deadlines should be kept
		5.3	Interpret and evaluate the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme
6.	Produce and apply complex stencil designs to the required specification in the workplace.	6.1	Apply contract information to produce and apply complex stencils and apply surface coatings by brush, roller, or spray to the required specification by: • demonstrating work skills to: ○ protect ○ match ○ scale ○ draw ○ cut out ○ set out ○ mix ○ pour ○ dilute ○ position ○ secure ○ apply ○ maintain and transfer • using and maintaining hand tools and associated equipment • forming, manufacturing and setting out complex single-plate and multi-plate stencils • positioning, registering and producing stencil designs on surfaces of linear runs or broad areas using water-borne or solvent-borne paints to working instructions

7.	Work effectively with others and recognise specialist requirements in the workplace.	7.1	Evaluate the importance of teamwork and communication
		7.2	Evaluate the importance of mental health awareness and wellbeing
		7.3	Evaluate the importance of applying Fairness, Inclusion and Respect
		7.4	Explain safe working methods around electrical fittings and pipework
		7.5	Assess the needs of other occupations associated with spray application activities.
		7.6	Determine and justify when specialist skills and knowledge are required and explain reporting requirements
		7.7	Evaluate the relevance of an assessment of historical significance
		7.8	Describe the requirements associated with: • structures of special interest • traditional construction • hard-to-treat buildings • structures of historical significance
8.	Use access equipment, tools and associated equipment in the workplace.	8.1	Evaluate safe working practices around plant and machinery.
		8.2	Determine appropriate access arrangements for work at height.
		8.3	Evaluate the selection and use of hand tools and associated equipment
		8.4	Analyse how and why tool and equipment maintenance is carried out
		8.5	Determine and justify site access requirements
9.	Plan, manufacture and apply complex stencil design in the workplace.	9.1	Assess the suitability of previously prepared or decorated surfaces for stencilled design application.
		9.2	Analyse methods used to manufacture and set out single-plate and multi-plate stencil systems.
		9.3	Determine and justify appropriate coating viscosity through dilution and preparation.
		9.4	Analyse methods used to register and produce stencil designs using water-borne and solvent- borne paints for linear runs and broad area applications
		9.5	Evaluate techniques used to produce graduated effects by brush, sponge and spray.
		9.6	Assess methods used to maintain stencil integrity and accuracy. (cleanliness and structure)
		9.7	Determine appropriate protective coatings and explain their application.
		9.8	Assess how atmospheric conditions affect coatings and stencil applications.

Unit Scope
This unit covers the production and application of complex stencil designs using single-plate and multi-plate stencil systems. Learners will set out, manufacture and position stencil plates, prepare surfaces and coatings, apply decorative finishes using a range of techniques and maintain stencil accuracy throughout the application process. The unit also covers specialist decorative work, heritage considerations, communication, work-area protection and safe working practices associated with complex stencil applications.

Unit range

Information sources

The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environments

Evidence should be obtained from one or more of the following:

- Domestic environments
- Commercial environments
- Refurbishment projects
- Maintenance projects
- Occupied premises
- Unoccupied premises

Stencil systems

Learners must demonstrate competence with:

Pre-cut stencil plates

Single-colour stencil systems

Multi-colour stencil systems

Repeating stencil designs

Linear stencil designs

Decorative stencil motifs

Coating materials

Learners must select and use:

- Water-borne coatings
- Solvent-borne coatings
- Decorative coatings
- Protective coatings
- Stainers
- Thinners
- Driers

1ools and equipment

Learners must use and maintain:

- Brushes
- Rollers
- Spray equipment
- Stencilling tools
- Measuring tools
- Setting-out equipment
- Laser levels
- Hand tools and associated equipment
- Access equipment where required

Application areas

Learners must produce stencil designs to one or more of the following:

- Walls
- Ceilings
- Linear runs
- Feature panels
- Decorative features
- Broad surface areas

Application methods

Learners must demonstrate the use of:

- Brush application
- Roller application
- Spray application (where appropriate)

Practical skills

Learners must demonstrate the ability to:

- Protect
- Position
- Secure
- Mix
- Dilute
- Pour
- Load
- Apply
- Maintain
- Transfer stencil designs

Surface preparation

Learners must demonstrate the ability to:

- Check surface suitability
- Prepare a quality ground
- Prepare coating materials
- Prepare application tools
- Prepare stencil equipment
- Establish accurate positioning

Specialist and heritage requirements

Learners must recognise and report requirements relating to:

- Historic buildings
- Listed buildings
- Traditional construction
- Structures of special interest
- Hard-to-treat buildings
- Situations requiring specialist knowledge

Protection measures Learners must provide protection using: • Protective sheeting • Masking materials • Temporary coverings • Surface protection systems • Waste containers **Safe working practices** Learners must apply safe working practices relating to: • Access equipment • Manual handling • Coatings and chemicals • Surface preparation materials • Work at height • Other occupations • Public protection • Environmental protection	**Quality requirements** Learners must produce stencil designs that demonstrate: • Accurate positioning • Consistent pattern alignment • Clean edges • Even coating application • Minimal bleed-through • Consistent colour and finish • Compliance with the specification **Communication and coordination** Learners must work effectively with: • Supervisors • Colleagues • Clients • Other occupations and demonstrate: • Teamwork • Communication • Fairness, Inclusion and Respect • Wellbeing awareness • Appropriate reporting procedures •

Unit Name	**Producing broken colour effects in the workplace**		
Unit Number	K/652/4103		
GLH	90	TQT	155
Level:	3	Credit	16
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to prepare grounds and produce decorative broken colour effects in workplace environments. Learners will develop the ability to interpret work information, prepare surfaces and materials, select appropriate tools and equipment, and create decorative finishes using a range of broken colour techniques in accordance with specifications, organisational procedures and industry standards. Successful completion demonstrates competence in producing decorative effects safely, accurately and to the required quality standard.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when producing broken colour effects in the workplace.	1.1 Interpret and evaluate the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Explain why organisational procedures have been developed and how they are implemented		
	1.3 Analyse the types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Evaluate the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Analyse the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when producing broken colour effects in the workplace.	2.1	Apply relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Explain how relevant information, current legislation and official guidance are applied
	2.3	Differentiate between fire extinguisher types and explain how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Explain organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Explain how risks and hazards identified through the following information should be reported: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Explain accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Explain organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality of the resources for the methods of work when producing broken colour effects in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
	3.2	Assess the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and explain how defects should be rectified
	3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Explain how resources and materials conform with the specification
	3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • water-borne and solvent-borne proprietary scumbles and scumble glazes • paints, stainers, binders, solvents, thinners, pigments, protective coating, driers • draggers, bags, rag-rolling materials, natural sponges, stipplers, other items for working scumble • protective sheeting and masking materials • waste containers • hand tools, broken colour work equipment and associated equipment • digital equipment including but not limited to laser levels
	3.6	Assess hazards associated with the resources and methods of work and how they are overcome
	3.7	Explain and apply methods of calculating the quantity, length and wastage associated with the methods and procedures to produce broken colour effects

4.	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when producing broken colour effects in the workplace.	4.1	Apply organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
		4.2	Explain methods used to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
		4.3	Explain methods used to minimise the damage to existing building fabric
		4.4	Explain the safe disposal of waste requirements in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
		4.5	Explain why it is important to maintain a safe, clear and tidy work area
5.	Complete the work within the allocated time when producing broken colour effects in the workplace.	5.1	Complete the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
		5.2	Interpret the programme of work to be carried out, including the estimated and allocated time and justify why deadlines should be kept
		5.3	Interpret the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme
6.	Comply with the contract information when producing broken colour effects in the workplace.	6.1	Comply with the contract information to produce broken colour effects efficiently to the required specification by: • demonstrating work skills to: ○ protect ○ match ○ mix ○ pour ○ dilute ○ lay-on ○ lay-off ○ cut-in ○ roll ○ bag ○ drag ○ stipple ○ wipe-off • using and maintaining hand tools and associated equipment

6.	Cont.....		• preparing high quality ground and produce broken colour effects to broad and linear or trim areas, using water-borne or solvent-borne scumbles (proprietary or self-produced), to working instructions for at least two of the following: • rag-rolling • bagging • dragging • brush and sponge stippling • wiping-off relief surfaces • colour washing
7.	Work effectively with others and recognise specialist requirements in the workplace.	7.1	Explain the importance of teamwork and communication
		7.2	Explain the importance of mental health awareness and wellbeing
		7.3	Explain the importance of applying Fairness, Inclusion and Respect
		7.4	Assess the needs of other occupations associated with decorative finishing activities.
		7.5	Establish site access requirements
		7.6	Determine when specialist coatings, skills and knowledge are required and explain reporting requirements
		7.7	Evaluate the relevance of an assessment of historical significance
		7.8	Describe the requirements associated with: • structures of special interest • traditional construction • hard-to-treat buildings • structures of historical significance
8.	Use access equipment, tools and associated equipment in the workplace.	8.1	Explain safe working practices around plant and machinery.
		8.2	Explain safe working practices when using access equipment, carrying out work at height.
		8.3	Explain the selection and use of hand tools and associated equipment
		8.4	Explain how and why tool and equipment maintenance is carried out on hand tools, power tools and equipment
		8.5	Explain how to establish site access requirements
9.	Prepare surfaces and produce decorative broken colour finishes in the workplace.	9.1	Assess the suitability of previously prepared surfaces and explain how suitable decorative grounds are achieved
		9.2	Explain how proprietary and self-produced scumbles are identified and prepared.
		9.3	Explain how brushes, rollers and specialist decorative tools are prepared.
		9.4	Explain techniques used to produce: • rag rolling • bagging • dragging • brush stippling • sponge stippling • wiping-off relief surfaces • colour washing
		9.5	Explain methods used on broad, linear and trim areas.
		9.6	Explain how protective coatings are applied to decorative finishes.

9. Cont	9.7	Assess how atmospheric conditions affect coatings and decorative finishing processes.
	9.8	Assess how atmospheric conditions affect coatings and stencil applications.

Unit Scope

This unit covers the preparation of surfaces and the production of decorative broken colour effects using proprietary and self-produced scumbles. Learners will prepare materials, tools and equipment, create decorative finishes using a range of specialist techniques and apply protective coatings where required. The unit also covers safe working practices, work-area protection, communication, heritage considerations and maintaining quality standards throughout decorative finishing activities.

Unit range

Information sources

The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environments

Evidence should be obtained from one or more of the following:

- Domestic environments
- Commercial environments
- Refurbishment projects
- Heritage projects
- Maintenance projects
- Occupied premises
- Unoccupied premises

Decorative techniques

At least two of the following techniques:

- Rag rolling
- Bagging
- Dragging
- Brush stippling
- Sponge stippling
- Wiping-off relief surfaces
- Colour washing

Application areas

Learners must produce broken colour work to one or more of the following:

- Broad wall areas
- Linear runs
- Trim areas
- Architectural features
- Decorative feature panels

Practical skills

Learners must demonstrate the ability to:

- Protecting
- Matching
- Mixing
- Pouring
- Diluting
- Laying-on
- Laying-off
- Cutting-in
- Rolling
- Bagging
- Dragging
- Stippling
- Wiping-off

Protection measures

Learners must demonstrate the ability to use:

- Protective sheeting
- Masking materials
- Waste containers
- Temporary coverings

Quality requirements
Decorative finishes must demonstrate:
Consistent pattern and texture
Even application
Controlled decorative effects
Clean edges and junctions
Accurate colour blending
Compliance with specification

Tools and equipment
Learners must use and maintain:

- Brushes
- Rollers
- Draggers
- Stipplers
- Natural sponges
- Rag rolling materials
- Bagging materials
- Decorative finishing tools
- Hand tools
- Power tools
- Digital measuring equipment
- Laser levels

Safe working practices
Learners must apply safe working practices relating to:

- Access equipment
- Manual handling
- Coatings and chemicals
- Surface preparation materials
- Work at height
- Other occupations
- Public protection
- Environmental protection

Decorative materials
The learners needs to use at least two of the following:

- Proprietary scumbles
- Self-produced scumbles
- Water-borne coatings
- Solvent-borne coatings
- Stainers
- Thinners
- Binders
- Pigments
- Driers
- Protective coating

Specialist and heritage requirements
Learners must recognise and report requirements relating to:

- Historic buildings
- Listed buildings
- Traditional construction
- Structures of special interest
- Hard-to-treat buildings
- Situations requiring specialist knowledge

Communication and coordination
Learners must work effectively with:

- Supervisors
- Colleagues
- Clients
- Other occupations

and demonstrate:

- Teamwork
- Communication
- Fairness, Inclusion and Respect
- Wellbeing awareness
- Appropriate reporting procedures

Unit Name	**Installing coving and decorative mouldings in the workplace**		
Unit Number	L/652/4104		
GLH	85	TQT	115
Level:	2	Credit	12
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to install coving and decorative mouldings in workplace environments. Learners will develop the ability to interpret work information, select appropriate materials, tools and equipment, prepare surfaces, install coving and decorative mouldings, and complete work safely and efficiently in accordance with specifications, organisational procedures and industry standards.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when installing coving and decorative mouldings in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Explain why organisational procedures have been developed and how they are implemented		
	1.3 Describe the types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Explain the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Describe the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when installing coving and decorative mouldings in the workplace.	2.1	Follow relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Explain how relevant information, current legislation and official guidance are applied
	2.3	Identify fire extinguisher types and explain how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Describe organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Explain how risks and hazards identified through the following information should be reported: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH)
	2.7	Explain accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Describe organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality of the resources for the methods of work when installing coving and decorative mouldings in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
	3.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and explain how defects should be rectified
	3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Explain how resources and materials conform with the specification
	3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • primer and/or sealers • adhesives • coving • decorative mouldings and lightweight centre-pieces • appropriate access equipment • protective sheeting and masking materials • waste containers • fixings • coving tools and equipment • digital equipment including but not restricted to laser levels
	3.6	Identify hazards associated with the resources and methods of work and how they are overcome
	3.7	Explain methods of calculating the quantity, length and wastage associated with the methods and procedures to install coving and decorative mouldings

4.	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when installing coving and decorative mouldings in the workplace.	4.1	Follow organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
		4.2	Explain methods used to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
		4.3	Explain methods used to minimise the damage to existing building fabric
		4.4	Explain the safe disposal of waste requirements in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
		4.5	Explain why it is important to maintain a safe, clear and tidy work area
5.	Complete the work within the allocated time when installing coving and decorative mouldings in the workplace.	5.1	Complete the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
		5.2	Describe the programme of work to be carried out, including the estimated and allocated time and justify why deadlines should be kept
		5.3	Describe the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme

6.	Install coving and decorative mouldings to the required specification in the workplace.	6.1	Comply with the contract information to install coving and decorative mouldings to the required specification by:
			• demonstrating work skills to:
			  • level
			  • measure
			  • cut
			  • apply adhesive
			  • fix
			  • joint
			  • secure
			  • fill
			  • smooth and clean
			• using and maintaining hand and power tools and associated equipment
			• cutting and installing coving and decorative mouldings to form straight runs and internal and external angles

7.	Work effectively with others and recognise specialist requirements in the workplace.	7.1	Explain the importance of teamwork and communication
		7.2	Explain the importance of mental health awareness and wellbeing
		7.3	Explain the importance of applying Fairness, Inclusion and Respect
		7.4	Describe the needs of other occupations associated with decorative finishing activities.
		7.5	Identify site access requirements

7.	Cont.	7.6	Identify when specialist coatings, skills and knowledge are required and explain reporting requirements
		7.7	Explain the relevance of an assessment of historical significance
		7.8	Describe the requirements associated with: • structures of special interest • traditional construction • hard-to-treat buildings • structures of historical significance
		7.9	Explain how manufacturers' instructions are identified and followed
8.	Use access equipment, tools and associated equipment in the workplace.	8.1	Describe safe working practices around plant and machinery.
		8.2	Describe how to inspect access equipment and follow safe working practices when using access equipment to carry out work at height.
		8.3	Describe the selection and use of hand tools and associated equipment
		8.4	Explain how and why tool and equipment maintenance is carried out on hand tools, power tools and equipment
9.	Prepare surfaces and install decorative mouldings in the workplace	9.1	Explain how surfaces are prepared for coving, decorative mouldings and lightweight centre pieces.
		9.2	Explain how coving, decorative mouldings and lightweight centre pieces are prepared, cut, secured and jointed.

Unit Scope

This unit covers the installation of coving, decorative mouldings and lightweight centre pieces in workplace environments. Learners will select and use appropriate materials, adhesives, tools and equipment, prepare surfaces, measure, cut and secure decorative mouldings, and complete installations to the required specification. The unit also covers safe working practices, work-area protection, communication, quality standards and the use of access equipment where required.

Unit range

Information sources

The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environments

Evidence should be obtained from one or more of the following:

- Domestic environments
- Commercial environments
- Refurbishment projects
- Maintenance projects
- Occupied premises
- Unoccupied premises

Application areas

Learners must produce broken colour work to one or more of the following:

- Broad wall areas
- Linear runs
- Trim areas
- Architectural features
- Decorative feature panels

Installation activities

Learners must demonstrate the ability to carry out:

- Measuring
- Marking out
- Levelling
- Cutting
- Applying adhesive
- Fixing
- Jointing
- Securing
- Filling
- Smoothing
- Cleaning

Materials
Learner must demonstrate use of the following:

- Primers
- Sealers
- Adhesives
- Coving
- Decorative mouldings
- Lightweight centre pieces
- Fillers
- Fixings

Quality requirements
Installations must demonstrate:

- Accurate alignment
- Correct jointing
- Smooth transitions
- Clean finishes
- Secure fixing
- Compliance with specification

Tools and equipment
Learners must use and maintain:

- Mitre boxes
- Fine tooth saws
- Adhesive applicators
- Filling tools
- Sanding equipment
- Measuring equipment
- Laser levels
- Hand tools
- Power tools
- Access equipment

Protection measures
Learners must demonstrate the ability to use:

- Protective sheeting
- Masking materials
- Waste containers
- Temporary coverings

Safe working practices
Learners must apply safe working practices relating to:

- Use of access equipment
- Manual handling
- Adhesive application
- Safe use of tools
- Work at height
- Protection of other occupations
- Environmental protection

Specialist and heritage requirements
Learners must recognise and report requirements relating to:

- Historic buildings
- Listed buildings
- Traditional construction
- Structures of special interest
- Hard-to-treat buildings
- Situations requiring specialist knowledge

Communication and coordination
Learners must work effectively with:

- Supervisors
- Colleagues
- Clients
- Other occupations
- and demonstrate:
- Teamwork
- Communication
- Fairness, Inclusion and Respect
- Wellbeing awareness
- Appropriate reporting procedures

Unit Name	**Applying coatings to produce textured finishes in the workplace**		
Unit Number	M/652/4105		
GLH	75	TQT	135
Level:	2	Credit	14
Unit Aim	The aim of this unit is to develop the knowledge, skills and occupational competence required to apply coatings and produce standard textured finishes in workplace environments. Learners will develop the ability to prepare surfaces, select appropriate materials, tools and equipment, apply textured coatings using recognised application techniques, and complete work safely and efficiently in accordance with specifications, organisational procedures and industry standards.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the information relating to the work and resources to confirm its relevance when applying coatings to produce standard textured finishes in the workplace.	1.1 Interpret the information relating to the work and resources to confirm its relevance for the following: • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.2 Explain why organisational procedures have been developed and how they are implemented		
	1.3 Describe the types of information, their source and how they are interpreted in relation to: • drawings • specifications • schedules • risk assessments • method statements • manufacturers' information • technical data sheets • safety data sheets • current legislation and regulations governing buildings		
	1.4 Explain the importance of accurate information, and reporting and rectifying any concerns		
	1.5 Describe the range of relevant digital services, tools and systems, and how they are used		

2. Comply with the relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices when applying coatings to produce standard textured finishes in the workplace.	2.1	Follow relevant legislation and official guidance to carry out the work and maintain safe and healthy work practices relating to the following: • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health, including mental health • specific risks associated with asbestos containing materials • specific risks associated with surface coatings containing lead
	2.2	Describe how relevant information, current legislation and official guidance are applied
	2.3	Identify fire extinguisher types and explain how and when they are used in relation to: • water • CO_2 • foam • powder
	2.4	Explain how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: • fires, spillages, injuries • emergencies relating to occupational activities • identification of and reporting of asbestos containing materials • identification of and reporting of lead containing materials
	2.5	Describe organisational security procedures for tools, equipment and personal belongings in relation to: • operative • site • workplace • vehicles • company • customer • the general public
	2.6	Explain how risks and hazards identified through the following information should be reported: • methods of work • risk assessment • personal assessment • manufacturers' technical information • statutory regulations • official guidance • Control of Substances Hazardous to Health (COSHH) •
	2.7	Explain accident reporting procedures and who is responsible for making the report

2. Cont..	2.8	Explain why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) • dust suppression
	2.9	Explain how to comply with environmentally responsible work practices to meet current legislation and official guidance
	2.10	Describe organisational procedures when dealing with potential accidents, health hazards and the environmental impact whilst working in the workplace: • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • moving and storing materials by manual handling and mechanical lifting • working in proximity to members of the public
3. Select the required quantity and quality of the resources for the methods of work when applying coatings to produce standard textured finishes in the workplace.	3.1	Calculate and select the required quantity and quality of resources for the methods of work for: • materials • tools and equipment
	3.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and explain how defects should be rectified
	3.3	Explain the organisational procedures to select resources, why they have been developed and how they are used
	3.4	Explain how resources and materials conform with the specification
	3.5	Explain why, where and how the resources should be used and how any problems associated with the resources are reported in relation to: • powder-based and ready-mixed texturing materials • primers and sealers • appropriate access equipment • protective sheeting and masking materials • waste containers • texturing tools and equipment • digital equipment including but not limited to laser levels
	3.6	Identify hazards associated with the resources and methods of work and how they are overcome
	3.7	Explain methods of calculating the quantity, length and wastage associated with the methods and procedures to install coving and decorative mouldings

4.	Comply with organisational procedures to minimise the risk of damage to the work and surrounding area when applying coatings to produce standard textured finishes in the workplace.	4.1	Follow organisational procedures to minimise the risk of damage to the work and surrounding area by: • protecting the work, surrounding areas and adjacent finishes or surfaces from damage • maintaining a clear and tidy work area • disposing of waste in accordance with current legislation
		4.2	Explain methods used to protect work and its surrounding areas and adjacent finishes or surfaces from damage and the purpose of protection from general workplace activities, other occupations, members of the public and adverse weather conditions
		4.3	Explain methods used to minimise the damage to existing building fabric
		4.4	Explain the safe disposal of waste requirements in accordance with the following: • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance
		4.5	Explain why it is important to maintain a safe, clear and tidy work area
5.	Complete the work within the allocated time when applying coatings to produce standard textured finishes in the workplace.	5.1	Complete the work within the estimated, allocated time, in accordance with organisational procedures, the programme of work and to meet the needs of other occupations and clients
		5.2	Describe the programme of work to be carried out, including the estimated and allocated time and justify why deadlines should be kept
		5.3	Describe the types of progress charts, timetables and estimated times and the organisational procedures for reporting circumstances which will affect the work programme
6.	Produce standard textured finishes to meet the specification in the workplace.	6.1	Produce standard textured finishes to the required specification using recognised textured coating techniques and manufacturers' instructions
7.	Work effectively with others and recognise specialist requirements in the workplace.	7.1	Explain the importance of teamwork and communication
		7.2	Explain the importance of mental health awareness and wellbeing
		7.3	Explain the importance of applying Fairness, Inclusion and Respect
		7.4	Describe the needs of other occupations associated with decorative finishing activities.
		7.5	Identify site access requirements
		7.6	Identify when specialist coatings, skills and knowledge are required and explain reporting requirements
		7.7	Explain the relevance of an assessment of historical significance
		7.8	Describe the requirements associated with: • structures of special interest • traditional construction • hard-to-treat buildings • structures of historical significance
		7.9	Explain how manufacturers' instructions are identified and followed

8.	Use access equipment, tools and associated equipment in the workplace.	8.1	Describe safe working practices around plant and machinery.
		8.2	Describe how to inspect access equipment and follow safe working practices when using access equipment to carry out work at height.
		8.3	Describe the selection and use of hand tools and associated equipment
		8.4	Explain how and why tool and equipment maintenance is carried out on hand tools, power tools and equipment
9.	Prepare surfaces and apply textured finishes in the workplace	9.1	Explain how surfaces are prepared for texture coating applications
		9.2	Explain how recognised textured finishes are produced.
		9.3	Explain how texture coatings are prepared.
		9.4	Explain how texture coatings are applied to surfaces.
		9.5	Explain how work is carried out around electrical fittings and pipework.
		9.6	Identify how atmospheric conditions affect coatings and application processes.
		9.7	Identify the working life of prepared materials.

Unit Scope

This unit covers the preparation of surfaces and the application of coatings to produce standard textured finishes using brush and roller techniques. Learners will prepare and apply texture coatings, create recognised textured effects, select and use appropriate materials and equipment, and maintain safe, healthy and environmentally responsible working practices. The unit also covers work-area protection, communication, quality standards, and the application of textured finishes to meet workplace requirements.

Unit range

Information sources

The learner must interpret and work from the following:

- Drawings
- Specifications
- Schedules
- Work schedules
- Risk assessments
- Method statements
- Manufacturers' instructions
- Technical data sheets
- Safety data sheets
- Current legislation and regulations

Working environments

Evidence should be obtained from one or more of the following:

- Domestic environments
- Commercial environments
- Refurbishment projects
- Maintenance projects
- Occupied premises
- Unoccupied premises

Application areas

Learners must produce textured finishes to one or more of the following:

- Broad wall areas
- Ceilings
- Linear work
- Trim areas
- Feature surfaces

Practical activities

Learners must demonstrate the ability to carry out:

- Mixing
- Applying
- Laying-on
- Cutting-in
- Rolling
- Stippling
- Cleaning
- Maintaining equipment

Coating Materials
Learner must demonstrate use of the following:

- Powder-based texture coatings
- Ready-mixed texture coatings
- Primers
- Sealers
- Decorative coatings
- Protective coatings

Textured finish techniques
At least two of the following recognised finishes:

- Brush texture finishes
- Roller texture finishes
- Stippled finishes
- Border finishes
- Manufacturers' recognised textured effects

Tools and equipment
Learners must use and maintain:

- Texture brushes
- Texture rollers
- Stipplers
- Mixing equipment
- Hand tools
- Power tools
- Digital measuring equipment
- Laser levels
- Access equipment

Protection measures
Learners must demonstrate the ability to use:

- Protective sheeting
- Masking materials
- Waste containers
- Temporary coverings

Safe working practices
Learners must apply safe working practices relating to:

- Use of access equipment
- Manual handling
- Adhesive application
- Safe use of tools
- Work at height
- Protection of other occupations
- Environmental protection

Quality requirements
Finished textured coatings must demonstrate:

- Consistent texture
- Uniform appearance
- Even coverage
- Accurate border formation
- Clean edges and junctions
- Compliance with specification

Specialist and heritage requirements
Learners must recognise and report requirements relating to:

- Historic buildings
- Listed buildings
- Traditional construction
- Structures of special interest
- Hard-to-treat buildings
- Situations requiring specialist knowledge

Communication and coordination
Learners must work effectively with:

- Supervisors
- Colleagues
- Clients
- Other occupations

and demonstrate:

- Teamwork
- Communication
- Fairness, Inclusion and Respect
- Wellbeing awareness
- Appropriate reporting procedures