Qualification Specification:

OCN NI Level 2 Diploma in Wet Trades

- **Qualification No: 610/2945/2**

Version: 2.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format and scope	v2.0 – May 2025

2. Contents

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

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

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

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

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Diploma in Wet Trades.**

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

The qualification specification will detail the following aspects of the **OCN NI Level 2 Diploma in Wet Trades.**

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These includes guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification, and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualification.

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

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

4.1 Additional Support

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

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Specimen Assessment Material**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

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

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level OCN NI Level 2 Diploma in Wet Trades
Qualification Number: 610/2945/2

Operational start date: 15 July 2023
Operational end date: 14 July 2028
Certification end date: 14 July 2030

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

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

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

5.2 Sector Subject Area

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

5.2 Building and construction

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

COSVR76 Apply solid plaster to complex internal surfaces (ukstandards.org.uk)
COSVR69 Lay sand and cement screeds (ukstandards.org.uk)
COSVR68 Install direct bond dry lining systems (ukstandards.org.uk)
COSVR66 Produce internal solid plastering finishes (ukstandards.org.uk)
COSVR65 Apply finishing plaster to prepared surfaces (ukstandards.org.uk)
COSVR61 Prepare and mix plastering materials
COSVR42 Erect masonry cladding - National Occupational Standards (ukstandards.org.uk)
COSVR41 Set out to form masonry structures - National Occupational Standards (ukstandards.org.uk)
COSVR40 Erect standard masonry structures
COSVR39 Joint and point walls
COSVR36 Prepare, mix and distribute mortars
COSVR528 Remove and renew floor screeds
COSVR550 Select, prepare and apply finishing to structures
COSVR605 Set out complex tiling
COSVR626 Prepare and apply tiling materials

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The purpose of the OCN NI Level 2 Diploma in Wet Trades is to develop a broad base of skills and practical techniques within a range of wet trades.

Qualification's Objectives

The objectives of the OCN NI Level 2 Diploma in Wet Trades will enable learners to gain skills and knowledge relating to the following:

- principles of building construction, information and communication
- masonry cladding
- building solid walling, isolated and attached piers
- preparing and setting out masonry structures
- construct cavity walling forming masonry structures
- apply plastering materials to interiors
- fix dry lining and plasterboards to interiors
- laying sand and cement screeds
- applying plastering materials to external backgrounds
- preparing backgrounds
- wall and floor tiling

5.5 Target Learners

The OCN NI Level 2 Diploma in Wet Trades is targeted at learners who wish to gain employment within the brickwork, plastering, wall and floor tiling industry.

5.6 Entry Requirements

Learners must be at least 16 years of age.

5.7 Progression

The OCN NI Level 2 Diploma in Wet Trades will enable learners to progress to higher level qualifications including relevant Level 3 Further Education, Level 3 Apprenticeships or into employment.

5.8 Delivery Language

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

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

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

6.2 Qualification Approval

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

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

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

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurer

*Note: An individual cannot serve as an Internal Quality Assurer for their own assessments.

6.4 Tutor Requirements

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

- **Occupational Competency:** Tutors should demonstrate a clear understanding of building and construction including up-to-date knowledge. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant, hands-on experience working in the building and construction industry.

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

6.5 Assessor Requirements

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

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

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.

- **Relevant Industry Experience:** A minimum of three years of practical experience in the building and construction industry is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

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

6.6 Internal Quality Assurance Requirements

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

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

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

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Diploma in Wet Trades is a unitised qualification on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency.

7.2 Qualification Level

In the context of the OCN NI Level 2 Diploma in Wet Trades it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 2 which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

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

Guided Learning Hours (GLH)

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

OCN NI Level 2 Diploma in Wet Trades	
Total Qualification Time (TQT):	540 hours
Total Credits Required:	54 credits
Guided Learning Hours (GLH):	465 hours

7.4 How to Achieve the Qualification

To achieve the OCN NI Level 2 Diploma in Wet Trades learners must successfully complete both mandatory units – 14 credits, **plus all four units from one of the pathways, ie Brickwork, Plastering or Wall and Floor Tiling, for a minimum of 54 credits.**

8. Assessment Structure

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

8.1 Assessment Guidance: Portfolio

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

When learners are creating their portfolio they should refer to the assessment criteria to understand the evidence required.

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

8.2 Understanding the Units

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

Explanation

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Diploma in Wet Trades
Total Qualification Time (TQT) for this qualification: 540 hours
Guided Learning Hours (GLH) for this qualification: 465 hours

To achieve the OCN NI Level 2 Diploma in Wet Trades learners must successfully complete both mandatory units – 14 credits, **plus all four units from one of the pathways, ie Brickwork, Plastering or Wall and Floor Tiling, for a minimum of 54 credits.**

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory units					
L/650/7708	CBG297	Health and Safety in the Wet Trades Industry	7	60	Two
M/650/7709	CBG299	Understand Building Construction Materials and Methods	7	60	Two
Brickwork units					
Y/650/7710	CBG300	Set Out and Build Masonry Cladding	7	60	Two
A/650/7711	CBG301	Constructing Solid Walling, Isolated and Attached Piers	15	120	Two
D/650/7712	CBG302	Preparing and Setting Out Masonry Structures	7	60	Two
F/650/7713	CBG303	Constructing Cavity Walling	13	105	Two
Plastering units					
H/650/7714	CBG304	Apply Plastering Materials to Interior Surfaces	10	85	Two
J/650/7715	CBG305	Fix Dry Lining and Plasterboard to Interior Surfaces	8	70	Two
K/650/7716	CBG306	Laying Sand and Cement Floor Screeds	8	70	Two
L/650/7717	CBG307	Apply Plastering Materials to Exterior Surfaces	15	120	Two

Wall and Floor Tiling units					
M/650/7718	CBG308	Preparing Backgrounds for Wall and Floor Tiling	13	110	Two
R/650/7719	CBG309	Tiling Wall Surfaces	8	70	Two
A/650/7720	CBG310	Tiling Floor Surfaces	11	95	Two
K/650/7716	CBG306	Laying Sand and Cement Floor Screeds*	8	70	Two

10. Unit Content

Title	Health and Safety in the Wet Trades Industry
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG297
Unit Reference No	L/650/7708
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand relevant health and safety legislation requirements within the wet trades industry.	

Learning Outcomes	Assessment Criteria
1. Be aware of Health and Safety legislation in the wet trades industry.	1.1. Describe health and safety legislation relevant in the wet trades industry including: a) employer and employee responsibilities under the Health and Safety at Work (NI) Order 1978 b) roles and responsibilities of the Health and Safety Executive in Northern Ireland. c) Control of Substances Hazardous to Health Regulations (COSHH) d) Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) e) Working at Height regulations f) Personal Protective Equipment regulations (PPE) g) correct methods of disposing waste and/or consumable items
2. Be able to identify hazards and controls in a wet trades environment.	2.1. Identify common hazards and controls relating to working in a wet trade environment including: a) work activities b) chemical substances c) asbestos d) equipment with moving parts e) electrically powered equipment 2.2. Describe what is meant by risk assessment and method statements and the purpose of each. 2.3. Carry out a risk assessment for a given situation. 2.4. Identify different signs, safety and warning notices used in wet trade environments. 2.5. Describe how changing work practices may increase the risk of hazards and how these maybe be managed.
3. Understand the reporting procedure for accidents and emergencies at work.	3.1. Outline using examples, types of wet trade industry accidents that need to be reported under RIDDOR. 3.2. Describe the actions to be taken and the records that must be completed by employer following different types of accidents at work.
4. Be able to use access equipment and work safely at heights.	4.1. Identify different types of access equipment when working at heights.

	4.2. Identify possible risks when working at heights. 4.3. Demonstrate safe working practices when using access equipment when working at heights.
5. Be able to use PPE appropriately within the wet trades industry.	5.1. Demonstrate the appropriate use of PPE for different wet trade jobs including checking for wear and damage and appropriate storage.
6. Be aware of fire risks and associated prevention strategies in the wet trades industry.	6.1. Identify possible causes of fire in the wet trades industry and associated fire prevention strategies. 6.2. Illustrate the actions to be taken should a fire break out. 6.3. Identify the main types of fire extinguishers and their uses.

Assessment Guidance
NOS: COSVR41 Set out to form standard masonry structures

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

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

Learning Outcome	Unit: Health and Safety in the Wet Trades Industry
1. Be aware of Health and Safety legislation in the wet trades industry.	**Scope** **Teaching will cover:** ❖ Legislation ❖ Acts of Parliament ❖ Regulations ❖ Approved Code Of Practice ❖ British Standards & CE/European standards and approval • Health and Safety at Work Order 1978 (NI) in regard to the responsibilities of employers, employees and self-employed • Construction (Design and Management) regulations (N.I) and how these apply to duty holders • Health and Safety Executive NI – role / enforcement / responsibilities and possible outcomes of inspection including: o Warning a duty holder o Improvement notice o Prohibition notice o Caution or Prosecution • COSHH regulations and how they should be implemented in relation to the o wet trades industry • Control of Asbestos regulation (N.I) and how they should be implemented in relation to the plumbing industry • Types of asbestos including: o Chrysotile o Amosite o Crocidolite • RIDDOR regulations (NI) • Accident reporting procedures • Working at Heights regulations (NI) including: o Type of equipment used to permit working at heights in the industry with reference to appropriate suitability, safety checks and an overview of assembly procedures (this list is not exhaustive but is minimum): Step ladders, Ladders, Roof ladders, crawling boards, mobile platforms (MEWPS), fixed & mobile scaffolds with edge boards and stabilisers where appropriate o Prevention measures / safety checks to reduce accidents resulting from falls from heights • Personal Protective Equipment regulations (NI) including: o Responsibilities of employer and employee in relation to PPE o Suitability of PPE in relation to activity o PPE provision its maintenance and reporting of defects • Manual Handling regulations, Confined space regulation, First aid at work regulations, Building Regulations approved documents relevant to the Wet trades industry • Legal and organisational documentation requirements
2. Be able to identify hazards and controls in a wet trades environment.	**Scope** **Teaching will cover:** • Potential hazards that may be encountered in the workplace and possible precautions including: o Slips & Trips / Falls o Electricity o Infection whilst working on sanitation o Eye injuries o Noise

	○ Respiratory (RPE) • Precautions required when working with: ○ Solvents & Cleaning agents ○ Sealants • Site safety signs • Hazards associated with fuel powered tools and equipment including: safe fuel handling, storage, transportation, equipment operation and location of use • Heat producing equipment including: safe assembly, storage, transportation, use and disposal • Safe electrical isolation • Hazards associated with electrical powered tools and equipment including: safe voltage / identification and PAT testing • Safe lifting techniques • Toolbox talks • Risk assessment - the five steps used to produce a risk assessment and when the law requires a risk assessment • Relationship between a Method statement and risk assessment • Wet trade tools their safe use and storage **How to carry out a risk assessment for a given scenario:** • The precautions to take when working with: ○ Solvents and cleaning agents ○ Wet trade materials ○ Sealants ○ Electrical power tool operation
3. Understand the reporting procedure for accidents and emergencies at work.	**Scope** **Teaching will cover:** • RIDDOR including the use of the HSENI RIDDOR booklet (NI) • HSENI online RIDDOR reporting tool • Who completes the Accident report forms • The completion of a F2508 form for a typical accident
4. Be able to use access equipment and work safely at heights.	**Scope** **Teaching will cover:** • Classifications of ladders including manufactured standards • Possible risks when working at heights • Correct selection process of access equipment, its safe use and storage
5. Be able to use PPE appropriately within the wet trades industry.	**Scope** **Teaching will cover:** • Safe use of PPE including: ○ Hard hat ○ Eye protection ○ Gloves ○ Ear defenders • PPE maintenance checks and storage

	• As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE.
6. Be aware of fire risks and associated prevention strategies in the wet trades industry.	**Scope** **Teaching will cover:** • Sources of ignition encountered when carrying out tasks in the area of wet trades • Role of the responsible person and the elements within a fire risk assessment • Fire safety procedures • The type of fire extinguishers and their appropriate use

Title	Understand Building Construction Materials and Methods
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG299
Unit Reference No	M/650/7709
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand and interpret sources of building information and material including the construction of foundations, walls, roofs and floors.	

Learning Outcomes	Assessment Criteria
1. Know how to interpret different sources of building information.	1.1. Interpret information sources used in construction including: a) manufacturer's technical information b) construction drawings 1.2. Interpret scale, symbols and hatchings on a working drawing including: a) brickwork b) blockwork c) concrete d) hardcore e) damp proof course (DPC) f) damp proof membrane (DPM) g) tiled floor or wall surface 1.3. Describe the purpose of benchmarks used in construction including site datums, temporary and ordnance benchmarks.
2. Know the typical types of materials used in the wet trades industry.	2.1. Describe the use of at least three of the following thermally insulated materials: a) polyisocyanurate (PIR) b) fibreglass c) mineral wool d) expanded polystyrene e) multi-foil insulation 2.2. Describe the following methods for making buildings water efficient: a) efficient sanitaryware b) water harvesting 2.3. Describe at least four of the following methods for creating more energy efficient buildings: a) low energy lighting b) automatic movement sensors c) solar panels d) wind turbines e) heat sources f) biomass heating 2.4. Describe the use of at least three of the following environmental-friendly building materials: a) locally sourced b) managed timber (FSC) c) sheep wool d) lime e) recycled materials 2.5. Describe procedures for waste management including: a) segregation and recycling of waste b) safe disposal of hazardous materials c) local exhaust ventilation (LEV)

3. Understand the construction of foundations.	3.1. Describe factors to be considered for different buildings when selecting foundations including ground conditions, subsoil, and strength 3.2. Describe the following materials and mix-ratios used in concrete foundations: a) course/fine aggregate b) cement c) steel reinforcement d) frost proofing e) accelerators f) retardants 3.3. Describe the following methods used to set out foundations: a) 3:4:5 method b) diagonals c) profiles d) builders square e) Describe factors to consider when excavating foundations. 3.4. Describe the following methods of transferring datums: a) optical/laser b) straight edge c) spirit level
4. Understand the construction of internal and external walls.	4.1. Describe the following wall components: a) DPC b) lintels c) wall ties d) airbrick and liner e) cavity closures f) stud partition g) plasterboard h) plaster 4.2. Identify the purpose of the following additives used in mortar: a) retardant b) accelerant c) frost inhibitor d) cement dyes e) plasticiser 4.3. Identify the purpose of the following types of bonding: a) stretcher b) English c) Flemish
5. Understand the construction of floors and roofs.	5.1. Describe the following floor components: a) hardcore b) blinding sand c) damp-proof membrane d) pre-cast floor panels e) screed f) wall plates g) joists and joist hangers h) floor covering 5.2. Describe the following roof types: a) gable-ended b) hipped c) lean-to 5.3. Describe the following roof components: a) truss rafters b) ridge

	c) batten/lathes d) purlins e) fascia f) soffit g) barges h) valleys i) wall-plates j) flashings k) felt l) slate/tile m) joists n) insulation o) wall-plate straps

Assessment Guidance
NOS: COSVR41 Set out to form standard masonry structures

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

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

Learning Outcome	Unit: Understand Building Construction Materials and Methods

1. Know how to interpret different sources of building information.	**Scope**
	
	Teaching will cover:
	• How to use a range of sources of information (including Construction Employers Federation (CEF), CITB Northern Ireland across the construction industry highlighting the following:
	  ○ manufacturer's technical information
	  ○ construction drawings
	• How to read scales and symbols used on working drawings to BS1192 and ISO19650 to inform the construction process. Symbols covered should include brickwork, blockwork, concrete, hardcore, damp proof course, damp proof membrane, tiled floor or wall surface
	• The purpose of ordnance benchmarks, site datums and temporary benchmarks to include where and why they would be used

2. Know the typical types of materials used in the wet trades industry.	**Scope**
	
	Teaching will cover:
	• The use of the following thermal insulated materials used in the construction Industry:
	  ○ Polyisocyanurate
	  ○ Fibreglass
	  ○ Mineral wool
	  ○ Expanded polystyrene
	  ○ Multi-foil insulation
	• The efficient use of building water and efficient sanitary products. To include rainwater harvesting systems and associated equipment
	• What is meant by energy efficient buildings and each of the following methods to create more energy efficient buildings. Include examples of where they would be used and how efficient they would be compared to traditional energy sources:
	  ○ Low energy lighting
	  ○ Automatic movement sensors
	  ○ Solar panels
	  ○ Wind turbines
	  ○ Heat sources
	  ○ Biomass heating
	  ○ Regulation, installation practices and techniques relating to thermally efficient/construction methods
	• What is meant by environmentally friendly building materials and the use of the following environmentally friendly building materials:
	  ○ Locally sourced materials
	  ○ Managed timber (fsc)
	  ○ Sheep's wool
	  ○ Lime
	  ○ Recycled materials
	• The procedures for waste management including segregation and recycling of waste, safe disposal of hazardous materials and local exhaust ventilation (LEV)

3. Understand the construction of foundations.	**Scope** **Teaching will cover:** • The factors to be considered for different buildings when selecting foundations including ground conditions, subsoil and strength, different ranges of foundations should include Strip, Deep Strip, Raft and Pile system, previous site use and climate

	• The safe use of materials and mix-ratios in concrete foundations and their applications to include: o Course and fine aggregate o Cement o Steel reinforcement o Frost proofing o Accelerators o Retardants • The different steps and applications used to set out foundations for each of the following: o 3:4:5 method o Diagonals o Profiles o Builders square • The factors to be considered when excavating foundations. Areas covered should include: o Proximity to other structures o Noise o Ground conditions o Proximity to members of the public o Tools and plant available o Access and egress to foundations • The different methods used to transfer datums to include: o Optical o Laser o Straight edge o Spirit level
4. Understand the construction of internal and external walls.	**Scope** **Teaching will cover:** • The following wall components and examples of where they would be used: o DPC o Lintels o Wall ties o Airbrick o Cavity closures o Stud partitions o Plasterboard o Plaster • The purpose of the following additives used in mortar and may be useful to include examples of where they would be used: o Retardant o Accelerant o Frost inhibitor o Cement dyes o Plasticiser • The purpose and basic layout of the following bonds used in brickwork and it may be useful to include examples of where they would be used: o Stretcher bond o English bond o Flemish bond

5. Understand the construction of floors and roofs.	**Scope**
	
	Teaching will cover:
	• The use of the following floor components, their characteristics and examples of where they would be used:
	  ○ Hardcore
	  ○ Blinding sand
	  ○ Damp-proof membrane
	  ○ Pre-cast concrete floor panels
	  ○ Floor screed
	  ○ Wall plates
	  ○ Joists and joist hangers
	  ○ Floor covering
	• Different roof types, their characteristics and examples of where and why they would be used:
	  ○ Gable-ended
	  ○ Hipped
	  ○ Lean-to
	• The following roof components, their purpose and location in a domestic timber roof in accordance with Northern Ireland Building Regulations
	  ○ Truss rafters
	  ○ Ridge boards
	  ○ Lathes
	  ○ Purlins steel and timber
	  ○ Fascia
	  ○ Soffit
	  ○ Barges
	  ○ Valleys
	  ○ Wall-plates
	  ○ Flashings
	  ○ Felt
	  ○ Slates and tiles
	  ○ Joists
	  ○ Insulation
	  ○ Wall-plate straps

Title	Set Out and Build Masonry Cladding
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG300
Unit Reference No	Y/650/7710
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand how to set out and build masonry cladding.	

Learning Outcomes	Assessment Criteria
1. Be able to interpret information, plan and select resources for safe construction of masonry cladding.	1.1. Interpret drawings to confirm dimensions for construction of timber frame cladding and check specification and schedules for conformity. 1.2. Outline why it is necessary to check alignment of a timber frame structure, before commencing any brick block or stonework. 1.3. Describe the reasons for maintaining consistency of mortar during mixing operations including how it may be achieved. 1.4. Outline the reasons for using dry bonding bricks on timber frame cladding. 1.5. Describe the use of air brick and weep vents in timber frame cladding. 1.6. Illustrate appropriate methods for positioning and securing wall ties during cladding operations. 1.7. Describe the importance of correctly spacing of wall ties, and the need to slop wall ties on external walls. 1.8. Identify two locations on timber frame building where a DPC tray is used and why. 1.9. Describe three different types of joint finish suitable for brick masonry cladding.
2. Be able to set out and build masonry cladding to a timber frame structure.	2.1. Complete a method statement for a given cladding job. 2.2. Select and use appropriate personal protective equipment (PPE). 2.3. Select and position resources ready for use. 2.4. Mix mortar to a workable consistency. 2.5. Demonstrate how to measure, set out, square and build cladding components to a given timber frame structure. 2.6. Demonstrate how to position and secure horizontal DPC. 2.7. Demonstrate how to position and secure weep holes, vents, as per drawing detail. 2.8. Maintain gauge on cladding work at return corners. 2.9. Demonstrate how to position and secure wall ties correctly, in line with Building Control Regulations. 2.10. Maintain plumb on cladding return corners and openings referring to drawing detail. 2.11. Demonstrate how to accurately cut cladding components where necessary. 2.12. Maintain cladding alignment.

3. Be able to set out and form openings in masonry cladding.	3.1. Demonstrate how to measure, set out and form an opening in masonry cladding referring to drawing detail. 3.2. Demonstrate how to measure, mark, cut and position a DPC tray at window opening referring to drawing detail. 3.3. Demonstrate how to correctly position a precast windowsill, checking for level and equal projection. 3.4. Demonstrate how to measure, mark, cut and position a vertical DPC at window reveals. 3.5. Demonstrate how to position, secure and level steel lintel over window opening. 3.6. Construct soldier courses over window opening. 3.7. Maintain plumb, level and alignment, with weep vents, evenly place over window opening referring to drawing detail. 3.8. Form half round joint finishes. 3.9. Maintain clean, tidy work areas, in keeping with safe work practices. 3.10. Demonstrate how to safely clean and dismantle walling components in line with sustainable construction methods and return to storage areas.

Assessment Guidance
NOS: COSVR42 Erect masonry cladding

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

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

Learning Outcome	Unit: Set Out and Build Masonry Cladding

1. Be able to interpret information, plan and select resources for safe construction of masonry cladding.	**Scope**
	
	Teaching will cover:
	• The Construction drawings used for timber frame cladding to include:
	  ○ How to confirm dimensions on drawings
	  ○ Check specifications for products listed on the drawings
	  ○ How and why should material schedules be checked for conformity
	• Why it is necessary to check alignment of a timber framed structure before commencing any brick, block or stonework cladding. This should include examples what alignment checks should be made and how this task would be completed.
	• How and why should the same consistency be maintained when mixing mortar
	• How and why should bricks be dry bonded on timber frame cladding. This should include examples of where drying bonding of bricks should be used.
	• The use of air bricks and weep holes in timber framed cladding. This should include examples of where and why they would be used in line with NHBC standards and Building Regulations.
	• The appropriate methods to correctly position and secure wall ties during cladding operations:
	  ○ Reference should be made to the appropriate Building Regulations, to ensure that the learner fully understands the importance of wall ties and their position and purpose within the structure
	• How, why and where a DPC tray should be used in a timber framed cladding building. This should also include the different types of proprietary DPC trays and the advantages and disadvantages of each.
	• Different types of joint finish suitable for brick cladding. This should include examples of where and why each joint type should be used.

2. Be able to set out and build masonry cladding to a timber frame structure.	**Scope**
	
	Teaching will cover:
	• What is a Method statement?
	  ○ The production of a typical Method statement for building masonry cladding to a timber framed structure
	• The selection of the correct PPE for the building of masonry cladding to a timber framed structure. The areas covered should also include:
	  ○ Different types of PPE
	  ○ The correct use of PPE
	  ○ The maintenance of PPE
	  ○ As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE.
	• The correct selection and the safe positioning of resources required to complete the building masonry cladding to a timber framed structure
	• The mixing of mortar to the correct workable consistency. The areas covered should include:
	  ○ Materials used
	  ○ Weather conditions
	  ○ Size of the project
	  ○ The number of bricklayers mortar is being prepared for

	• The methods used to measure, set out, square and build masonry cladding to a timber framed structure. The factors considered should include: o The scale of the project o The weather conditions o The use of Digital and Laser equipment along with traditional measuring equipment • The positioning and securing of horizontal DPC. The areas cover should include: o The types of DPC commercially available o The purpose of horizontal DPC o How to prevent cold bridges at horizontal openings • The positioning and purpose of weep holes in a masonry cladded structure • The correct method to maintain gauge on cladding at return corners • The correct positioning, selection and securing of wall ties in line with the Building Regulations for Northern Ireland. The areas covered should include: o The different types of wall ties available o The factors to be considered when selecting wall ties • How to maintain plumb on cladding return corners and openings. The teaching should cover the different types of equipment available to include Digital, Laser and traditional spirit levels. • How to accurately and safely cut cladding components: o How to maintain cladding alignment using a range of equipment including Laser and traditional methods of plumb lines and sprit levels. Examples of advantages and disadvantages of different types of equipment used, for alignment and plumbing of building masonry cladding to a timber framed structure. o Areas covered should also include: ▪ Safety factors to be considered when using Laser equipment. ▪ Care and maintenance of all measuring, setting out and levelling equipment.
3. Be able to set out and form openings in masonry cladding.	**Scope** **Teaching will cover:** • How to measure, set out and form openings in masonry cladding as detailed in a construction drawing. • How to measure, mark out cut and position a DPC tray at a window opening as detailed in a construction drawing. The areas cover should include: o The types of DPC trays commercially available o The purpose of a DPC tray at a window o How to prevent cold bridges at window openings • How to correctly position a precast windowsill in masonry cladded timber frame building, areas covered should include: o The safe manual handling of a precast windowsill o The positioning of all associated DPC and Insulation to form the window opening as specified in the construction drawing o How to check the windowsill for level and positioning as specified in the construction drawing • How to correctly position, secure and level steel lintels over window openings in a timber framed masonry cladding building, areas covered should include: o The safe manual handling of lintels o The positioning of all associated DPC and Insulation to form the window opening as specified in the construction drawing

	○ How to check the lintels for level and positioning as specified in the construction drawing ○ Different types of lintels - steel, precast concrete and pre stressed concrete. Discuss the advantages and disadvantages of each type • How to build Soldier courses over window openings including why and where you would use this type of building technique. Explore different methods of masonry cladding over windows in a timber framed structure. • What is a half round joint finish in a masonry building? List the advantages and disadvantages of this type of finish. • The importance of maintaining a clean and tidy work area in keeping with safe work practices. Areas covered should include: ○ Disposal and segregation of waste in an environmentally friendly way ○ The safe cleaning and dismantling of components in line with sustainable construction methods

Title	Constructing Solid Walling, Isolated and Attached Piers
Level	Two
Credit Value	15
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBG301
Unit Reference No	A/650/7711
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand how to construct solid walling.	

Learning Outcomes	Assessment Criteria
1. Be able to interpret information, plan and select resources for the safe construction of solid walling.	1.1. Interpret drawings to confirm dimensions for construction of half brick and one walling, incorporating attached, isolated and isolated piers checking specifications and schedules for conformity. 1.2. Describe the use of the following contract documents: a) location drawings b) block plan c) site plan d) ground floor plan e) section drawing 1.3. Outline the purpose of a project specification for wall construction. 1.4. Complete a risk assessment of own work area. 1.5. Complete a method statement relating to stretcher bond and solid wall construction. 1.6. Select and use mandatory and appropriate personal protective equipment (PPE) during wall construction. 1.7. Select resources required to carry out half brick and one brick walls, incorporating isolated and attached piers. 1.8. Carry out calculations to determine quantities of resources required for half brick and solid walls, incorporating isolated and attached piers. 1.9. Prepare the work area, with correct resources to carry out work safely. 1.10. Prepare and mix mortar to a workable consistency. 1.11. Outline the importance of correctly gauging and mixing mortar.
2. Be able to set out and build a half brick and one brick walling incorporating isolated and attached piers.	2.1. Demonstrate how to set out, measure, mark wall positions for half brick walls and solid walls. incorporating isolated and attached piers. 2.2. Demonstrate how to select and position resources ready for use including appropriate materials, tools and equipment. 2.3. Prepare and safely cut components by hand. 2.4. Construct half brick, one-brick walls, built in English bond, Flemish bond and garden wall bonds to form straight lengths, returns and junctions.

	2.5. Describe the different types of brick work bonds used in half brick and one brick walling. 2.6. Apply decorative features to piers and solid walls. 2.7. Demonstrate safe working practices during wall construction. 2.8. Describe methods used to form a weathering on solid walls, including attached and detached piers. 2.9. Protect work under construction and after completion from damage. 2.10. Carry out accuracy checks on building work to ensure that that it meets industrial standards. 2.11. Report problems associated with the work to authorised personnel. 2.12. Carry out building work including any remedial tasks within a given timescale.
3. Be able to construct isolated and attached piers.	3.1. Set out isolated and attached piers including position of ranging lines onto profiles and mark walling positions. 3.2. Describe methods used to accurately set out and build a brick pier. 3.3. Select and position bricks, blocks, components ready for use. 3.4. Construct isolated hollow and solid piers up to 600 mm square in line with Building Control Regulations requirements.

Assessment Guidance
NOS:
COSVR40 Erect standard masonry structures
COSVR36 Prepare, mix and distribute mortars

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

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

Learning Outcome	Unit: Constructing Solid Walling, Isolated and Attached Piers
1. Be able to interpret information, plan and select resources for the safe construction of solid walling.	**Scope** **Teaching will cover:** • The construction drawings used to detail the building of a half brick and one brick wall with attached and isolated piers. Areas to be covered include: o How to confirm dimensions on drawings o Check specifications for products listed on the drawings o How and why material schedules should be checked for conformity o The different types of materials commercially available for the construction of walling and the advantages and disadvantages of each • The use of the following documents, examples of where they would be used and their main purpose: o Location drawings o Block plans o Site plans o Ground floor plans o Sectional drawings o Specifications for solid walls with attached and isolated piers • What is a risk assessment and its main purpose. Areas included should be: o Who completes a risk assessment o Who should have access to a risk assessment o Completion of a typical risk assessment for use when constructing a solid brick wall with attached and isolated piers • What is a Method statement and its main purpose for stretcher bond and solid wall construction. Areas included should be: o Who completes a method statement o Who should have access to a method statement o Completion of a typical method statement for use when constructing a solid wall with attached and isolated piers • The selection of the correct PPE to use when constructing a solid brick wall with attached and isolated piers. The areas covered should also include: o Different types of PPE o The correct use of PPE o The maintenance of PPE o As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE • The correct selection and the safe positioning of resources required to build a solid brick wall with attached and isolated piers. • How to calculate the quantities of resources required to construct a one brick and half brick wall with attached and isolated piers. The teaching should also include: o Calculation of materials required for a one brick wall that slopes on the top at 30 degrees on the front elevation. o The most environmentally friendly materials to use o The selection of resources that will allow the project to be completed in a safe and efficient manner with the minimum PPE used. • The mixing of mortar to the correct workable consistency. The areas covered should include: o Materials used o Weather conditions o Size of the project o The number of bricklayers mortar is being prepared for

2. Be able to set out and build a half brick and one brick walling incorporating isolated and attached piers.	**Scope** **Teaching will cover:** • The methods used to measure, set out and square the building of a half brick and one brick wall with attached and isolated piers. The factors considered should include: o The scale of the project o The weather conditions o The use of Digital and Laser equipment along with traditional measuring equipment. • The correct selection and the safe positioning of resources required to build a solid brick wall with attached and isolated piers • How to accurately and safely cut brick to required sizes by hand. Areas covered should include: o The safest place to cut bricks by hand o The tools used o The PPE required • How to construct a half brick and one brick wall in English Bond, Flemish Bond and Garden wall Bonds to form straight lengths, returns and junctions. The teaching should include the advantages and disadvantages of each type of bonds and examples of where and why each type would be used. • The different types of bond used in half brick and one brick walls. The teaching should include the advantages and disadvantages of each type of bond and examples of where and why each type would be used. • The type of decorative features that could be added to brick piers and solid walls. The teaching should cover different types of decorative features that could be included in the design of brick solid walls and piers. • The safe working practices that should be adhered to while building a brick wall. The factors that should be considered are: o The size and location of the project o The weather conditions o The number of workers on the site o The proximity of the building work to moving vehicles or plant • The importance of weathering a brick wall and piers. The teaching should discuss the different types of weathering and how, why and where each type would be used. • How to protect brick walls and piers during construction and after completion from damage in line with industry guidance and regulations. • How to carry out accuracy checks on building work to ensure that it meets industrial standards. The different types of checks should be covered and the tolerances permitted. • Who should problems associated with the building work be reported to, how is best reported and who should report it • How to estimate the time it takes to complete a given project. The teaching should look at the constraints that should be considered when estimating time to complete a project. Areas considered should include: o Weather conditions o Availability of resources including plant, equipment and labour o Size of the project o Proximity of the project to other workers and members of the public o Proximity of the project to moving vehicles or plant

3. Be able to construct isolated and attached piers.	**Scope** **Teaching will cover:** • How to set out isolated and attached brick piers. Explain what profile boards are used for, who positions them and how will they help in the construction of brick piers. • The most suitable way to set out and build a brick pier • The best and safest way to position materials ready for use • Develop methods to construct a solid and hollow brick pier at least 600mm x 600mm square. What building regulations and controls apply to the construction of a brick pier in Northern Ireland.

Title	Preparing and Setting Out Masonry Structures
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG302
Unit Reference No	D/650/7712
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand how to prepare and set out masonry structures.	

Learning Outcomes	Assessment Criteria
1. Be able to interpret information, plan and select resources for setting out masonry structures.	1.1. Interpret drawing detail including, scale, drawing number, written dimensions and north point. 1.2. Describe the purpose of the building line when setting out masonry structures. 1.3. Identify and select setting out resources including optical equipment. 1.4. Outline the reason for checking the north point. 1.5. Outline the purpose of a risk assessment. 1.6. Carry out a risk assessment. 1.7. Complete a method statement to safely carry out work on masonry structures. 1.8. Describe hazards associated with measuring and setting out masonry structures. 1.9. Describe the purpose of the British Standards Institution (BSI) kitemark on Personal Protective Equipment (PPE) and importance of checking equipment condition and expiry dates.
2. Be able to set out masonry structures.	2.1. Identify the building line and describe its purpose. 2.2. Interpret written dimensions for the setting out of masonry structures. 2.3. Use appropriate PPE when setting out of masonry structures. 2.4. Construct corner profiles. 2.5. Measure and mark out masonry structures. 2.6. Identify and mark wall positions on to corner profiles. 2.7. Measure and square diagonal lengths. 2.8. Carry out accuracy checks on building work to ensure that it meets industrial standards. 2.9. Transfer datum heights to corner positions. 2.10. Demonstrate how to safely clean and dismantle ranging lines and corner profiles and return to storage areas.,
3. Understand how to set out masonry structures.	3.1. Calculate diagonal lengths using Pythagoras theorem. 3.2. Describe the purpose of Datum heights when setting out masonry structures. 3.3. Describe methods of transferring wall positions from ranging lines to foundation concrete, to construct masonry blockwork. 3.4. Outline the reasons for repositioning corner profiles on completion of marking out wall positions. 3.5. Outline the use of corner and intermediate profiles. 3.6. Describe methods of maintaining level, when placing foundation concrete.

	3.7. Describe why it is important to check written dimensions when measuring and setting external and internal walls. 3.8. Describe different hazards associated with setting out masonry structures on brownfield sites. 3.9. Describe the reason for placing foundation concrete as part sub structure work.

Assessment Guidance
NOS: COSVR41 Set out to form masonry structures

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

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

Learning Outcome	Unit: Preparing and Setting Out Masonry Structures
1. Be able to interpret information, plan and select resources for setting out masonry structures.	**Scope** **Teaching will cover:** • The interpretation of construction drawings used in the preparation and setting out of masonry structures. Areas to be covered include: o Methods to confirm dimensions on drawings o Check specifications for products listed on the drawings o The purpose of north point on a drawing and how is it established on site o The equipment used to include optical, laser, tapes and spirit levels • What is a risk assessment and its main purpose. Areas included should be: o Who completes a risk assessment o Who should have access to a risk assessment o Completion of a typical risk assessment for use when preparing and setting out masonry structures • What is a method statement and its main purpose. Areas included should be: o Who completes a method statement o Who should have access to a method statement o Completion of a typical method statement for use when preparing and setting out masonry structures • The selection of the correct PPE to use when preparing and setting out masonry structures. The areas covered should also include: o Different types of PPE o The correct use of PPE o The maintenance of PPE o The purpose of the British and European standards on all PPE o The expiry date on PPE o As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE
2. Be able to set out masonry structures.	**Scope** **Teaching will cover:** • The setting out of masonry structures. The areas covered should include the following along with examples of where and why the items listed should be used: o The building line o Corner profile boards o Temporary and ordnance bench marks o Laser, optical and spirit levels • The checks that should be completed when setting out masonry structures. The teaching should cover the following areas: o How to measure and square diagonals o Transfer of details from the profile boards o The industrial standards for building masonry o The correct PPE required • The importance of cleaning and dismantling ranging lines and profiles and returning them to a safe storage area
3. Understand how to set out masonry structures.	**Scope** **Teaching will cover:** • The calculations required to set out a masonry structure including the use of Pythagoras theorem. The teaching will explore the

	different methods used to set out right angles on site. Areas covered should include: o The use of tapes, optical and digital measuring equipment o The use of laser equipment • The purpose of datum levels and the importance of linking them to Ordnance and Temporary benchmarks. • The main purpose of all the profile boards and how the details from the profile board are transferred to the wall position. The teaching should also explain when and why the details are transferred from all the profiles to the masonry blockwork. • Importance of checking written dimensions when measuring and setting internal walls. • Hazards associated with setting out masonry structures on brownfield sites. • Reasons for placing foundation concrete as part sub-structure work.

Title	Constructing Cavity Walling
Level	Two
Credit Value	13
Guided Learning Hours (GLH)	105
OCN NI Unit Code	CBG303
Unit Reference No	F/650/7713
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to construct cavity walling to a given specification in line with industry standards.	

Learning Outcomes	Assessment Criteria
1. Know how to prepare and construct cavity walls, form openings with returns.	1.1. Outline the potential hazards associated with constructing cavity walling forming masonry structures. 1.2. Describe different types of drawings and conventions commonly used when constructing cavity walling. 1.3. Describe suitable methods of interpreting measurements from drawings. 1.4. Describe the relevant safety standards and safety procedures that must be complied with when constructing cavity walls. 1.5. Outline the personal protective equipment (PPE) requirements for constructing cavity walling and forming masonry structures. 1.6. Describe the different components required to construct various forms of cavity walling. 1.7. Describe suitable bonds including the use of broken bonds to meet a given specification. 1.8. Describe the methods used to maintain industrial standards constructing cavity walling to meet a given specification. 1.9. Describe safe working practices when constructing cavity walling at height. 1.10. Outline the recommended height for the construction of cavity walling to meet a given specification.
2. Be able to prepare for constructing cavity walling forming masonry structures.	2.1. Interpret information from drawings to confirm the location, shape and size of the structure to be constructed, checking the specification for conformity. 2.2. Select and use PPE when constructing cavity walling and forming masonry structures. 2.3. Calculate quantities of resources required to construct at least three different forms of cavity walling. 2.4. Identify the appropriate tools, equipment and resources required for constructing cavity walling. 2.5. Complete a method statement for a given cavity wall job. 2.6. Carry out a risk assessment for building cavity walling forming masonry structures. 2.7. Describe and use suitable methods to prepare and cut components by hand or mechanical means. 2.8. Describe and use suitable methods to protect the work and its surrounding area from damage to meet a given specification.

3. Know how to construct cavity walling.	3.1. Describe methods for the provision of damp-proof barriers and install damp-proof barriers to meet a given specification. 3.2. Construct cavity walling to meet a given specification including: a) form straight lengths and returns b) cut to rake 3.3. Describe methods used for the provision of insulation requirements for cavity walling and install insulation to meet a given specification. 3.4. Describe suitable methods of providing decorative features to cavity walling and apply decorative features to meet a given specification. 3.5. Describe the purpose and positioning of vertical movement joints and pointing in cavity walling and complete joints and pointing to meet a given specification. 3.6. Carry out accuracy checks on cavity walling to ensure that it meets industrial standards.
4. Know how to form openings in cavity walling.	4.1. Describe the methods for forming openings in cavity walling to meet a given specification. 4.2. Describe the methods for bridging openings with steel and concrete lintels. 4.3. Describe methods of providing brick and proprietary sills. 4.4. Describe the types, uses and limitations of jointing and pointing. 4.5. Describe why it is important to regularly check that work conforms to meet the needs of a given specification.

Assessment Guidance
NOS:
COSVR39 Joint and point walls

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

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

Learning Outcome	Unit: Constructing Cavity Walling
1. Know how to prepare and construct cavity walls, form openings with returns.	**Scope** **Teaching will cover:** • The potential hazards associated with constructing cavity walling forming masonry structures. Areas to be considered should be: o size and height of the structure o weather conditions o location of the structure, including the proximity to people, plant, equipment and moving vehicles o recommended height for a cavity wall, while also adhering to the specification • The different types of drawings and conventions commonly used when constructing cavity walling, including how measurements and other details are taken from the drawings including 2D and 3D site plans. Advantages and disadvantages of different types of drawings should be explored. • The relevant safety standards and safety procedures that must be complied with when constructing cavity walls, including the completion of risk assessments and the minimum required PPE and working at height regulations. • The different components required to construct various forms of cavity walling. The teaching should cover the advantages and disadvantages of using different components to construct a cavity wall. Reference to manufacturer's data sheets should be used to examine the following: o Environmentally friendly materials o Locally available materials o Aesthetically pleasing o Most economically viable o Energy efficient • The different bonds suitable for cavity wall construction and the advantages and disadvantages of each. Particular attention should be paid to the specification listed in the contract portfolio. • How to maintain industrial standards while also adhering to the specification
2. Be able to prepare for constructing cavity walling forming masonry structures.	**Scope** **Teaching will cover:** • The interpretation of construction drawings used in the preparation and setting out of cavity walling. Areas to be covered include: o How to confirm dimensions on drawings o Check specifications for products listed on the drawings o The purpose of north point on a drawing and how is it established on site o The equipment used to include optical, laser, tapes and spirit levels • The selection of the correct PPE to use when constructing a cavity wall. The areas covered should also include: o Different types of PPE o The correct use of PPE o The maintenance of PPE o As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE • How to calculate the quantities of resources required to construct a cavity wall. The teaching should also include: o The calculation of materials for different types of cavity wall

	○ Calculation of materials required for a cavity wall with a 30-degree slope on the front elevation. ○ The most environmentally friendly materials to use ○ The selection of resources that will allow the project to be completed in a safe and efficient manner with the minimum PPE used. • What is a method statement and its main purpose. Areas included should be: ○ Who completes a method statement ○ Who should have access to a method statement ○ Completion of a typical method statement for use when building a cavity wall structure • The most efficient, appropriate and safest tools, equipment and resources required for constructing cavity walling • What is a risk assessment and its main purpose. Areas included should be: ○ Who completes a risk assessment ○ Who should have access to a risk assessment ○ Completion of a typical risk assessment for use when building a cavity wall in masonry • Use of suitable methods to prepare and cut components by hand or mechanical means • How to protect brick walls and the surrounding areas during construction and after completion from damage
3. Know how to construct cavity walling.	**Scope** **Teaching will cover:** • The methods for the provision of damp-proof barriers and how to install damp-proof barriers to meet a given specification. The teaching will also cover different types of damp-proof barriers and the advantages and disadvantages of each. • How to construct cavity walling to meet a given specification including straight lengths and returns and cut to rakes. • The different methods of insulating a cavity wall to meet a given specification. The teaching will also cover different types of insulation and the advantages and disadvantages of each. • The type of decorative features that could be added to cavity walls. The teaching should cover different types of decorative features that could be included in the design of a cavity wall to meet a given specification. • The purpose and positioning of vertical movement joints and pointing in cavity walling and complete joints and pointing to meet a given specification. • How to carry out accuracy checks on cavity walling to ensure that it meets industrial standards. The different types of check should be covered by the teacher and the tolerances permitted.
4. Know how to form openings in cavity walling.	**Scope** **Teaching will cover:** • The methods for forming openings in cavity walling to meet a given specification. Areas covered should also include: ○ How to bridge openings using brick, steel, concrete lintels and proprietary sills • The teaching should look at the advantages and disadvantages of each type of material used to bridge openings in cavity walls. Areas to be discussed should include: ○ The most environmentally friendly materials to use ○ The resources that will allow the project to be completed in a safe and efficient manner with the minimum PPE used.

	• The types, uses and limitations of jointing and pointing • Why it is important to regularly check that work conforms to meet the needs of a given specification

Title	Apply Plastering Materials to Interior Surfaces
Level	Two
Credit Value	10
Guided Learning Hours (GLH)	85
OCN NI Unit Code	CBG304
Unit Reference No	H/650/7714
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand and develop skills and techniques associated with interior plastering.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare background surfaces to receive plasterwork.	1.1. Identify components and materials needed to prepare background surfaces. 1.2. Outline the importance of ensuring that all backgrounds are properly treated. 1.3. Prepare high and low suction backgrounds to receive plaster material. 1.4. Install expanded metal lath (EML) and demonstrate how it is fixed to cover wall plates and interior blockwork.
2. Understand the process of applying plaster materials to different interior surfaces.	2.1. Describe the importance of the appropriate storage of materials, their limitations and the effects of using out of date plaster. 2.2. Describe the methods used to test and control different background surfaces prior to applying plaster materials. 2.3. Describe the methods used to calculate quantities of materials used allowing for wastage. 2.4. Describe the benefits of ensuring backgrounds are compatible with different plastering materials. 2.5. Describe the methods used to apply one, two, three coat plastering work to interior backgrounds.
3. Be able to form external angles.	3.1. Identify components and materials needed to form external angles. 3.2. Select hand tools, power tools and equipment needed to form external angles. 3.3. Illustrate the operations for mixing plaster materials. 3.4. Describe methods of forming external angles with and without preformed beads and trims. 3.5. Form external angles to include: a) using preformed beads and trim b) without preform beads and trim
4. Be able to apply and finish one, two and three coat work to different background surfaces.	4.1. Select materials for use in interior work identifying defects with materials. 4.2. Select hand tools, power tools and access equipment needed for applying one, two and three coat plaster work. 4.3. Mix plastering materials to manufacturer's instructions. 4.4. Apply and finish one, two and three coat work to solid and applied backgrounds. 4.5. Dispose of all waste safely and in accordance with environmental requirements.

Assessment Guidance
NOS:
COSVR76 Apply solid plaster to complex internal surfaces
COSVR66 Produce internal solid plastering finishes
COSVR61 Prepare and mix plastering materials

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

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

Learning Outcome	Unit: Apply Plastering Materials to Interior Surfaces
1. Be able to prepare background surfaces to receive plasterwork.	**Scope** **Teaching will cover:** • The components and materials needed to prepare background surfaces. Areas also covered should include: o How and why backgrounds are treated prior to plastering o How to prepare high and low suction backgrounds to receive plaster o How to install expanded metal lath (EML) on a number of different backgrounds including wood, steel and concrete
2. Understand the process of applying plaster materials to different interior surfaces.	**Scope** **Teaching will cover:** • How plastering materials are stored properly, areas covered should include: o Methods of storage o The importance of rotation of stored materials o The effects of using out of date plaster • How to test and control different backgrounds surfaces prior to applying plaster materials. Areas also covered should include: o The benefits of ensuring backgrounds are compatible with different plastering materials • How to calculate quantities of materials used for a given plastering project. Allowing for wastage and any other factors that would affect the total quantities required. • The methods used to apply one, two, three coat plastering work to interior backgrounds, Areas covered should also include: o The effects of weather conditions, interior temperatures and interior moisture levels. o Limitations on surface areas plastered at one time
3. Be able to form external angles.	**Scope** **Teaching will cover:** • The components and materials needed to form external angles. Areas covered should include: o The power and hand tools required to form external corners o How to form external corners with and without using preformed beads and trims o The advantages and disadvantages of using preformed beads • How to mix plaster materials. Areas covered should include: o The correct system to mix plaster o Additives that may be added to plaster materials during mixing, including why and where additives would be used o The Health and Safety factors that should be considered during mixing of plasters
4. Be able to apply and finish one, two and three coat work to different background surfaces.	**Scope** **Teaching will cover:** • The correct materials, hand tools, power tools and access equipment needed for applying one, two and three coat plaster work. Factors that should also be covered are: o How to mix materials to manufacturers' instructions o The advantages and disadvantages different plastering materials, including why and where you would use each type of material

	○ How to dispose of all waste safely and in accordance with environmental requirements. • The relevant safety standards and safety procedures that must be complied with when mixing and applying plaster to interior surfaces. Including the completion of risk assessments and the minimum required PPE while working at cavity walls. • The selection of the correct PPE to used when mixing and applying plaster to interior surfaces. The areas covered should also include: ○ Different types of PPE ○ The correct use of PPE ○ The maintenance of PPE • As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE

Title	Fix Dry Lining and Plasterboard to Interior Surfaces
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	70
OCN NI Unit Code	CBG305
Unit Reference No	J/650/7715
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand how to develop skills and techniques associated with fixing drylining and plasterboard to interiors.	

Learning Outcomes	Assessment Criteria
1. Be able to interpret information relating to dry lining and plasterboard work including accident reporting procedures.	1.1. Interpret relevant information from: a) drawings b) specifications c) risk assessments d) method statements e) manufactures instructions 1.2. Describe the procedure for reporting and rectifying incorrect information and unsuitable resources. 1.3. Describe the security arrangements necessary to provide a secure workplace: a) during the working day b) on completion of the working day including storage of tools and equipment c) for unauthorised personnel 1.4. Describe accident reporting procedures and responsibilities.
2. Be able to prepare background surfaces and aid the protection of the surrounding area from damage when drylining and fixing plasterboard.	2.1. Outline the importance of ensuring all backgrounds are properly checked and treated in accordance with operational procedures. 2.2. Prepare and check all background surfaces for: a) plumb b) level c) alignment 2.3. Describe how to protect work and its surrounding area from damage and other trades. 2.4. Demonstrate how to minimise damage and maintain a clean work area when preparing background surface for drylining and fixing plasterboard. 2.5. Describe any potential hazards associated with the resources or the method of work.
3. Be able to fix drylining and plasterboard to interior surfaces and produce a finish to the required specification.	3.1. Describe the importance of the appropriate storage of materials, their limitations and defects. 3.2. Select resources for use in dry lining and fixing plasterboard, allowing for wastage and report all defects with materials. 3.3. Mix compounds and adhesives to manufacturer's instructions. 3.4. Select and use appropriate hand tools, power tools and access equipment needed for dry lining and fixing plasterboard. 3.5. Calculate quantities, length, area, and wastage for fixing plasterboard.

	3.6. Describe the methods used to apply dry lining and plasterboard to interior surfaces. 3.7. Demonstrate how to: a) install and mechanically fix plasterboard to timber and metal framing b) form openings with and without openings c) fit around services d) repair damage boarded areas 3.8. Demonstrate how to: a) form joints by hand or mechanically to straight joints, internal and external angles 3.9. Dispose of all waste safely and in accordance with the environmental requirements.

Assessment Guidance
NOS:
COSVR68 Install direct bond dry lining systems
COSVR65 Apply finishing plaster to prepared surfaces

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

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

Learning Outcome	Unit: Fix Dry Lining and Plasterboard to Interior Surfaces
1. Be able to interpret information relating to dry lining and plasterboard work including accident reporting procedures.	**Scope** **Teaching will cover:** • The construction drawings and specifications used, to detail the requirements for dry lining and plasterboard fixed to interior surfaces Areas to be covered include: o How to confirm dimensions on drawings. o Check specifications for products listed on the drawings. o How and why should material schedules be checked for conformity. o The different types of materials commercially available for dry lining and look at the advantages and disadvantages of each. o The procedure for reporting and rectifying incorrect information and unsuitable resources. • What is a risk assessment and its main purpose. Areas included should be: o Who completes a risk assessment o Who should have access to a risk assessment o Completion of a typical risk assessment for use when dry lining and fixing plasterboard to interior surfaces • What is a method statement and its main purpose. Areas included should be: o Who completes a method statement o Who should have access to a method statement o Completion of a typical method statement for use when dry lining and fixing plasterboard to interior surfaces • The selection of the correct PPE to use. when dry lining and fixing plasterboard to interior surfaces. The areas covered should also include: o Different types of PPE o The correct use of PPE o The maintenance of PPE o As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE. • The correct selection and the safe positioning of resources required when dry lining and fixing plasterboard to interior surfaces. • The security arrangements necessary to provide a secure workplace. Areas covered should include: o During the working day o On completion of the working day including storage of tools and equipment o Unauthorised personnel • Describe accident reporting procedures and responsibilities. Areas covered should include: o Who should complete and accident report form o When should an accident report form be completed o The completion of a sample F2508 accident report form for a typical accident that may occur during a dry lining project
2. Be able to prepare background surfaces and aid the protection of the surrounding area from damage when drylining and fixing plasterboard.	**Scope** **Teaching will cover:** • The importance of ensuring all backgrounds is properly checked and treated in accordance with operational procedures. Areas covered should include: o Types of backgrounds and their effects on fixing dry lining to them

	○ Identification of hazards that could be encountered when fixing plasterboard to surfaces. For example, location of services and other possible hazards ○ How to check background surfaces for plumb, level and alignment. The Teaching should also cover the importance of these checks to the finished project • How and why should you protect your work and its surrounding area from damage and other trades. Areas should also cover: ○ How and why should you maintain a clean work area when dry lining and fixing plasterboard to interior surfaces ○ The importance of identifying potential hazards associated with the resources and the method of work. The Teaching should also cover how the identified hazards can be reduced to an acceptable level of risk
3. Be able to fix drylining and plasterboard to interior surfaces and produce a finish to the required specification.	**Scope** **Teaching will cover:** ○ How materials used for dry lining are stored properly, areas covered should include: ○ Methods of storage ○ The importance of dry level storage areas ○ The importance of rotation of stored materials ○ The effects of using out of date materials • How to calculate quantities of materials used for a given dry lining and plaster boarding project. Allowing for wastage and any other factors that would affect the total quantities required. • The correct materials, hand tools, power tools and access equipment needed when dry lining and fixing of plasterboard to interior surfaces. Factors that should also be covered are: ○ How to mix materials to manufacturers' instructions ○ The advantages and disadvantages different materials, including why and where you would use each type of material ○ How to dispose of all waste safely and in accordance with environmental requirements. • The relevant safety standards and safety procedures that must be complied with when dry lining and fixing plasterboard to interior surfaces. Including the completion of risk assessments and the minimum required PPE while working at dry lining and fixing of plasterboard to interior surfaces. • How to complete the following tasks safely with the minimum risk to all operatives involved in the work and surrounding areas: ○ Installing and fixing plasterboard to timber and metal frames ○ Form openings around doors and windows ○ Fit around services including the importance of not making contact with any of the services ○ Repair damaged boarded areas and how can this damage be avoided ○ Forming joints by hand or mechanically in straight joints, internal and external corners

Title	Laying Sand and Cement Floor Screeds
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	70
OCN NI Unit Code	CBG306
Unit Reference No	K/650/7716
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand how to develop skills and techniques associated with laying sand and cement floor screeds.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare an area to receive sand and cement screeds.	1.1. Interpret information from drawings, specifications, and manufacturer's instructions in relation to laying sand and cement floor screeds. 1.2. Outline the importance of ensuring that all surfaces are properly checked and treated in accordance with operational procedures including: a) concrete b) insulation 1.3. Prepare and check all surfaces for: a) plumb b) level c) position of outlets and drains 1.4. Describe how to protect work and its surrounding area from damage and other trades. 1.5. Demonstrate how to minimise damage and maintain a clean work area when preparing to receive sand and cement screeds. 1.6. Describe any potential hazards associated with the resources or the method of work and how they may be addressed.
2. Be able to lay sand and cement screeds and produce finishes to the required specification.	2.1. Describe the importance of the appropriate storage of materials. 2.2. Describe the characteristics, qualities, uses, limitations, and defects of the following materials used in laying floor screed: a) sand b) cement c) ready mix screeds d) damp-proof membranes (DPM) e) reinforcement fibre/mesh f) expansion joints 2.3. Select resources for use in laying sand and cement screeds, allowing for wastage and report all defects with materials. 2.4. Mix sand and cement screed manufacturer's instructions. 2.5. Select and use appropriate hand tools, power tools, ancillary and levelling equipment to lay sand and cement screeds. 2.6. Calculate quantities, length, area, and wastage for laying sand and cement screeds. 2.7. Describe the methods used to lay sand and cement screeds in relation to measuring, marking out, cleaning, laying, compacting, and finishing. 2.8. Demonstrate how to: a) prepare floor surfaces

	b) lay and finish sand and cement screeds to levels and falls c) fall to drainage outlets and form skirtings d) remove defective areas and repair sand and cement screeds. e) install DPM f) prepare screed material g) accommodate movement h) lay bonded and floated screeds i) accommodate for insulation and underfloor heating j) reinforce screeds (fibre and mesh) 2.9. Dispose of all waste safely and in accordance with the environmental requirements.

Assessment Guidance
NOS:
COSVR528 Remove and renew floor screed
COSVR69 Lay sand and cement screeds

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

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

Learning Outcome	Unit: Laying Sand and Cement Floor Screeds
1. Be able to prepare an area to receive sand and cement screeds.	**Scope** **Teaching will cover:** • The construction drawings and specifications used, to detail the requirements when laying sand and cement floor screeds Areas to be covered include: o How to confirm dimensions on drawings. o Check specifications for products listed on the drawings. o How and why should material schedules be checked for conformity. o The different types of materials commercially available for dry lining and look at the advantages and disadvantages of each. o The procedure for reporting and rectifying incorrect information and unsuitable resources • What is a risk assessment and its main purpose. Areas included should be: o Who completes a risk assessment o Who should have access to a risk assessment o Completion of a typical risk assessment for use when laying sand and cement floor screeds • What is a method statement and its main purpose. Areas included should be: o Who completes a method statement o Who should have access to a method statement o Completion of a typical method statement for use when laying sand and cement floor screeds o The selection of the correct PPE to use. when laying sand and cement floor screeds • The areas covered should also include: o Different types of PPE o The correct use of PPE o The maintenance of PPE o As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE. o The correct selection and the safe positioning of resources when laying sand and cement floor screeds • The importance of ensuring all surfaces is properly checked and treated in accordance with operational procedures. Areas covered should include: o Types of surfaces and their effects on laying sand and cement floor screeds on them including Concrete and insulation o Identification of hazards that could be encountered when laying sand and cement floor screeds. For example, location of services and other possible hazards o How to check surfaces for plumb, level and positions of outlets and drains. The Teaching should also cover the importance of these checks to the finished project • How and why should you protect your work and its surrounding area from damage and other trades. Areas should also cover: o How and why should you maintain a clean work area when laying sand and cement floor screeds o The importance of identifying potential hazards associated with the resources and the method of work. The Teaching should also cover how the identified hazards can be reduced to an acceptable level of risk

2. Be able to lay sand and cement screeds and produce finishes to the required specification.	**Scope** **Teaching will cover:** • How materials used for laying floor screeds are stored properly, areas covered should include: o Methods of storage o The importance of dry storage areas o The importance of rotation of stored materials o The effects of using out of date materials • How to calculate quantities of materials used for a given sand and cement floor screed project. Allowing for wastage and any other factors that would affect the total quantities required. • The correct materials, hand tools and power tools used when laying a sand and cement floor screed. Factors that should also be covered are: o How to mix materials to manufacturers' instructions o The advantages and disadvantages different materials, including why and where you would use each type of material o How to dispose of all waste safely and in accordance with environmental requirements. • The use of Digital and Laser equipment along with traditional spirit levels equipment in preparing and laying sand and cement screeds. • The relevant safety standards and safety procedures that must be complied with when laying a sand and cement floor screed. Including the completion of risk assessments and the minimum required PPE while working on this type of project. • The description including the characteristics, qualities, uses, limitations, and defects of the following materials used in laying floor screeds: o Sand o Cement o Ready mix screeds o Damp-proof membranes (DPM) o Reinforcement fibre/mesh o Expansion joints • How to complete the following tasks safely with the minimum risk to all operatives involved in the work and surrounding areas: o Preparing of floor surfaces prior to laying the floor screed o laying and finishing sand and cement screeds to levels and falls o Falls to drainage outlets and forming skirtings. o Removing defective areas and repair sand and cement screeds. o Installing DPM and why is it used o Preparing screed material and the different types that are commercially available including liquid screeds and semi dry screeds o Accommodating movement in the floor screeds o laying bonded and floated screeds o Accommodations required for insulation and underfloor heating including the different types of insulation that can be encountered when flooring o Reinforce screeds. Where and why would you add fibre or mesh to the screed

Title	Apply Plastering Materials to Exterior Surfaces
Level	Two
Credit Value	15
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBG307
Unit Reference No	L/650/7717
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand and develop skills and techniques associated with exterior plastering.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare background surfaces to receive plasterwork.	1.1. Interpret information from drawings, specifications, and manufacturer's instructions in relation to exterior plastering. 1.2. Outline the importance of ensuring that all backgrounds are properly checked and treated in accordance with operational procedures including: a) brick b) block c) concrete d) stone masonry e) expanded metal lath (EML) 1.3. Prepare and check all background surfaces for: a) plumb b) level c) alignment 1.4. Describe how to protect the work and its surrounding area from damage and other trades. 1.5. Demonstrate how to minimise damage and maintain a clean work area when preparing background surfaces to receive plasterwork. 1.6. Describe any potential hazards associated with the resources or the method of work and how they may be addressed.
2. Be able to apply plaster materials to exterior surfaces and produce finishes to the required specification.	2.1. Describe the importance of the appropriate storage of materials, their qualities, limitations, defects. 2.2. Select resources for use in exterior plastering, allowing for wastage, report all defects with materials. 2.3. Mix exterior plaster to manufacturer's instructions. 2.4. Select and use appropriate hand tools, power tools and access equipment needed for exterior plastering. 2.5. Calculate quantities, length, area, and wastage for exterior solid plastering. 2.6. Describe the methods used to apply plaster to exterior surfaces. 2.7. Demonstrate how to use: a) priming agents b) base coats c) plain face render d) dry dash e) rough cast (wet dash) f) synthetic or non-synthetic renders

	2.8. Demonstrate how to apply solid render to bell-casts, internal and external angles, walls, reveals and soffits by means of hand or mechanical application. 2.9. Dispose of all waste safely and in accordance with the environmental requirements.

Assessment Guidance
NOS:
COSVR70 Apply projection plaster and render, and maintain equipment
COSVR550 Select, prepare and apply finishing to structures

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

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

Learning Outcome	Unit: Apply Plastering Materials to Exterior Surfaces
1. Be able to prepare background surfaces to receive plasterwork.	**Scope** **Teaching will cover:** • The construction drawings and specifications used, to detail the requirements when applying plaster to exterior surfaces Areas to be covered include: o How to confirm dimensions on drawings. o Check specifications for products listed on the drawings. o How and why should material schedules be checked for conformity. o The different types of materials commercially available for plastering to exterior surfaces and look at the advantages and disadvantages of each. o The procedure for reporting and rectifying incorrect information and unsuitable resources. • The completion of a typical risk assessment for use in plastering exterior surfaces. • The selection of the correct PPE to use when applying plaster to exterior surfaces. The areas covered should also include: o Different types of PPE o The correct use of PPE o The maintenance of PPE o As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE. • The correct selection and the safe positioning of resources when applying plaster to exterior surfaces. • The importance of ensuring all surfaces is properly checked and treated in accordance with operational procedures. Areas covered should include: o Types of exterior surfaces and their effects when applying plaster to them, in particular Stone, Brick, Block, Concrete and expanded wire lath • Identification of hazards that could be encountered when applying plaster to exterior surfaces. For example: o location of services and other possible hazards o Work at heights o Moving plant and equipment • How to check surfaces for plumb, level and positions of outlets and drains. The Teaching should also cover the importance of these checks to the finished project • How and why should you protect your work and its surrounding area from damage and other trades. Areas should also cover: • How and why should you maintain a clean work area when applying plaster to exterior surfaces. o The importance of identifying potential hazards associated with the resources and the method of work. The Teaching should also cover how the identified hazards can be reduced to an acceptable level of risk
2. Be able to apply plaster materials to exterior surfaces and produce finishes to the required specification.	**Scope** **Teaching will cover:** • How materials used for plastering are stored properly, areas covered should include: o Methods of storage o The importance of dry storage areas o The importance of rotation of stored materials o The effects of using out of date materials

	• How to calculate quantities of materials used for a given exterior wall plastering project. Allowing for wastage and any other factors that would affect the total quantities required.
	• The correct materials, hand tools and power tools when plastering exterior surfaces. Factors that should also be covered are:
	  ○ How to mix materials to manufacturers' instructions
	  ○ The advantages and disadvantages different materials, including why and where you would use each type of material
	  ○ How to dispose of all waste safely and in accordance with environmental requirements.
	• The relevant safety standards and safety procedures that must be complied with when plastering exterior walls. Including the completion of risk assessments and the minimum required PPE while working on this type of project.
	• How to apply plaster to exterior surface and how, why and where would you use the following:
	  ○ Priming agents
	  ○ Base coats
	  ○ Plain face render
	  ○ Dry dash
	  ○ Rough Cast (wet dash)
	  ○ Synthetic and non-synthetic renders
	• How, why and where would you complete the following tasks with solid render. The teaching should cover hand and mechanical applications:
	  ○ Bell casts
	  ○ Internal and external angles
	  ○ Reveals
	  ○ Soffits

Title	Preparing Backgrounds for Wall and Floor Tiling
Level	Two
Credit Value	13
Guided Learning Hours (GLH)	110
OCN NI Unit Code	CBG308
Unit Reference No	M/650/7718
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand how to develop skills and techniques when preparing backgrounds for wall and floor tiling.	

Learning Outcomes	Assessment Criteria
1. Be able to interpret information, plan and select resources for preparing background surfaces for wall and floor tiling.	1.1. Identify different types of drawings for wall and floor tiling including common scales, symbols and hatchings. 1.2. Interpret information to plan and prepare background surfaces for wall and floor tiling including: a) applying measurements correctly b) calculating the area of surface to be prepared c) selecting appropriate tools, equipment and materials d) checking for defects and report as appropriate e) using manufacturer's information to prepare resources
2. Be able to prepare background surfaces and aid protection of the surrounding area from damage when tiling walls and floors.	2.1. Identify hazards using a risk assessment to ensure relevant protection equipment is used correctly, mitigating risk and reporting defects. 2.2. Select and use appropriate tools, equipment and materials when preparing background surfaces for tiling walls and floors. 2.3. Calculate quantities of materials required for the area selected for tiling. 2.4. Demonstrate how to minimise damage and maintain a clean work area when preparing background surfaces for tilling walls and floors including: a) removing loose and obstructive materials b) cleaning background surfaces c) using appropriate surface treatments d) creating keys on surface e) installing trims and beading 2.5. Dispose of all waste safely and in accordance with environmental requirements. 2.6. Demonstrate how to clean, inspect and store all tools, equipment and excess materials appropriately.

Assessment Guidance
NOS:
COSVR141 Prepare backgrounds for tiling

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

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

Learning Outcome	Unit: Preparing Backgrounds for Wall and Floor Tiling

1. Be able to interpret information, plan and select resources for preparing background surfaces for wall and floor tiling.	**Scope**
	
	Teaching will cover:
	• The construction drawings and specifications used, to detail the requirements when preparing backgrounds for wall and floor tiling. Areas to be covered include:
	  ○ How to confirm dimensions on drawings, including scales and common BS1192 symbols used on drawings
	  ○ Check specifications for products listed on the drawings
	  ○ How and why should material schedules be checked for conformity
	• The different types of materials commercially available for preparing backgrounds for wall and floor tiling and look at the advantages and disadvantages of each.
	• The procedure for reporting and rectifying incorrect information and unsuitable resources
	• The selection of the correct PPE to use when preparing backgrounds for wall and floor tiling. The areas covered should also include:
	  ○ Different types of PPE
	  ○ The correct use of PPE
	  ○ The maintenance of PPE
	  ○ As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE
	• The correct selection and the safe positioning of resources when preparing backgrounds for wall and floor tiling.
	• The importance of ensuring all surfaces is properly checked and treated in accordance with operational procedures.
	• How to calculate quantities of materials used when preparing backgrounds for wall and floor tiling project. Allowing for wastage and any other factors that would affect the total quantities required.

2. Be able to prepare background surfaces and aid protection of the surrounding area from damage when tiling walls and floors.	**Scope**
	
	Teaching will cover:
	• What is a risk assessment and its main purpose. Areas included should be:
	  ○ Who completes a risk assessment
	  ○ Who should have access to a risk assessment
	  ○ Completion of a typical risk assessment for use when preparing backgrounds for wall and floor tiling.
	  ○ How and why should you protect your work and its surrounding area from damage and other trades. Areas should also cover:
	  ○ How and why should you maintain a clean work area when preparing backgrounds for wall and floor tiling projects.
	  ○ Removing loose materials
	  ○ Cleaning background surfaces
	  ○ Using appropriate surface treatments
	  ○ Creating keys on surfaces
	  ○ Installing trims and beads
	  ○ The importance of identifying potential hazards associated with the resources and the method of work. The Teaching should also cover how the identified hazards can be reduced to an acceptable level of risk
	• The importance of cleaning and dismantling all tools and equipment, when preparing backgrounds for wall and floor tiling.

	• How to safely dispose of all waste in an environmentally friendly way. The teaching should also look at ways of reducing waste to a minimum.

Title	Tiling Wall Surfaces
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	70
OCN NI Unit Code	CBG309
Unit Reference No	R/650/7719
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand and develop skills and techniques associated with setting out and tiling walls.	

Learning Outcomes	Assessment Criteria
1. Be able to identify tools, equipment and materials required when setting out and tiling walls.	1.1. Identify different tile types and their suitability for use and limitations. 1.2. Select and check tools, equipment and materials required for setting out and tiling walls to ensure they are fit for purpose and free from defects and report any faults as required.
2. Be able to set out walls for tiling.	2.1. Demonstrate how to use the datum point to establish location and height of tiles taking account of falls, changes in height of adjoining floor and ceiling and other surface irregularities. 2.2. Apply different methods to set out walls in preparation for applying tiles in line with specification including: a) geometrical shapes and patterns b) around obstacles, openings and features c) internal and external corners d) allowing for the installation of trims and movement joints
3. Be able to tile walls.	3.1. Apply tiles to walls in line with specification on different substrates and background surfaces including: a) forming geometric shapes b) cutting, shaping and fixing tiles to and around obstacles, openings and features c) installing trims and movement joints d) grouting around fixed tiles e) applying appropriate protection to finished work 3.2. Demonstrate how to clean, inspect and store all tools, equipment and excess materials appropriately. 3.3. Demonstrate how to clean work area and dispose of all waste safely and in accordance with environmental requirements.

Assessment Guidance
NOS:
COSVR605 Set out complex tiling
COSVR626 Prepare and apply tiling materials

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

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

Learning Outcome	Unit: Tiling Wall Surfaces
1. Be able to identify tools, equipment and materials required when setting out and tiling walls.	**Scope** **Teaching will cover:** • The different tile types available and their suitability for different projects. The teaching should also cover where and why you would use each type. • The selection of the equipment and materials required for setting out and tiling walls. How to check that they are fit for purpose and free from defects. How and why should you report any faults in the equipment and materials. Areas covered should include the advantages and disadvantages of using the following equipment: o Chalk lines o Spirt levels o Laser and optical equipment • How to calculate quantities of materials used for a typical wall tiling project. Allowing for wastage and any other factors that would affect the total quantities required.
2. Be able to set out walls for tiling.	**Scope** **Teaching will cover:** • How to use the datum point to establish the location and height of tiles taking account of falls, changes in height of adjoining floor and ceiling and other surface irregularities. The teaching should also cover the following: o The different types of falls in tiles and their purpose. As a tiler who provides this information to you. o The falls that are acceptable in floors and ramps and that meet the building regulations in Northern Ireland • How to set out walls in preparation for applying tiles in line with specification including: o Geometrical shapes and patterns o Around obstacles, openings and features o Internal and external corners o Allowing for the installation of trims and movement joints
3. Be able to tile walls.	**Scope** **Teaching will cover:** • How to apply tiles to walls in line with specification on different substrates and background surfaces including: o Forming geometric shapes o Cutting, shaping and fixing tiles to and around obstacles, openings and features o Installing trims and movement joints o Grouting around fixed tiles o Applying appropriate protection to finished work • The procedure for reporting and rectifying incorrect information and unsuitable resources. • The selection of the correct PPE to use when tiling wall surfaces. The areas covered should also include: o Different types of PPE o The correct use of PPE o The maintenance of PPE o As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE. • The correct selection and the safe positioning of resources when tiling walls.

	• What is a risk assessment and its main purpose. Areas included should be:
	  ○ Who completes a risk assessment
	  ○ Who should have access to a risk assessment
	  ○ Completion of a typical risk assessment for use when wall tiling.
	• How and why should you protect your work and its surrounding area from damage and other trades. Areas should also cover:
	  ○ How and why should you maintain a clean work area when wall tiling.
	  ○ Removing loose materials
	  ○ Cleaning background surfaces
	  ○ Using appropriate surface treatments
	  ○ Creating keys on surfaces
	  ○ Installing trims and beads
	  ○ The importance of identifying potential hazards associated with the resources and the method of work. The Teaching should also cover how the identified hazards can be reduced to an acceptable level of risk
	• The importance of cleaning and dismantling all tools and equipment, when tiling walls.
	• How to safely dispose of all waste in an environmentally friendly way. The teaching should also look at ways of reducing waste to a minimum.
	• The importance of ensuring all surfaces is properly checked and treated in accordance with operational procedures.

Title	Tiling Floor Surfaces
Level	Two
Credit Value	11
Guided Learning Hours (GLH)	95
OCN NI Unit Code	CBG310
Unit Reference No	A/650/7720
Learn Direct Code	TG1
Unit purpose and aim(s): This unit will enable the learner to understand and develop skills and techniques associated with setting out and tiling floors.	

Learning Outcomes	Assessment Criteria
1. Be able to identify tools, equipment and materials required when setting out and tiling floors.	1.1. Identify different tile types and their suitability for use and limitations. 1.2. Select and check tools, equipment and materials required for setting out and tiling floors to ensure they are fit for purpose and free from defects and report any faults as required.
2. Be able to set out floors for tiling.	2.1. Demonstrate how to use the datum point to establish location and height of tiles taking into account changes in height of adjoining floors and other surface irregularities. 2.2. Apply different methods to set out floors in preparation for applying tiles in line with specification including: a) geometrical shapes and patterns b) around obstacles, openings and features c) internal and external corners d) falls and changes in level e) drainage points and gulley's f) allowing for the installation of trims and movement joints 2.3. Check under floor heating is turned off in accordance with recommendations, if appropriate.
3. Be able to tile floors.	3.1. Apply tiles to floors in line with specification on appropriate floor surface including: a) forming geometric shapes b) cutting, shaping and fixing tiles to and around obstacles, openings and features c) installing trims and movement joints d) grouting around fixed tiles e) applying appropriate protection to finished work 3.2. Demonstrate how to clean, inspect and store all tools, equipment and excess materials appropriately. 3.3. Demonstrate how to clean work area and dispose of all waste safely and in accordance with environmental requirements.

Assessment Guidance
NOS:
COSVR605 Set out complex tiling
COSVR626 Prepare and apply tiling materials

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

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

Learning Outcome	Unit: Tiling Floor Surfaces
1. Be able to identify tools, equipment and materials required when setting out and tiling floors.	**Scope** **Teaching will cover:** • The different floor tile types available and the suitability for different projects. The teaching should also cover where and why you would use each type. • The selection of the equipment and materials required for setting out and floor walls. How to check that they are fit for purpose and free from defects. How and why should you report any faults in the equipment and materials. Areas covered should include the advantages and disadvantages of using the following equipment: o Chalk lines o Spirt levels o Laser and optical equipment • How to calculate quantities of materials used for a typical floor tiling project. Allowing for wastage and any other factors that would affect the total quantities required.
2. Be able to set out floors for tiling.	**Scope** **Teaching will cover:** • How to use the datum point to establish location and height of tiles taking account of falls, changes in height of adjoining floor and ceiling and other surface irregularities. The teaching should also cover the following: o The different types of falls in tiles and their purpose. As a tiler who provides this information to you. o The falls that are acceptable in floors and ramps and that meet the building regulations in Northern Ireland • How to set out floors in preparation for applying tiles in line with specification including: o Geometrical shapes and patterns o Around obstacles, openings and features o Internal and external corners o Allowing for the installation of trims and movement joints o Falls and changes in levels • The importance of ensuring all surfaces is properly checked and treated in accordance with operational procedures. Areas covered should include: o Types of surfaces and their effects on laying floor tiles on them including concrete, sand and cement screeds, liquid screeds and liquid insulation. o Identification of hazards that could be encountered when laying floor tiles. For example, location of services including underfloor heating and other possible hazards o How to check surfaces for plumb, level and positions of outlets and drains. The Teaching should also cover the importance of these checks to the finished project
3. Be able to tile floors.	**Scope** **Teaching will cover:** • How to apply floor tiles in line with the specification on different substrates and background surfaces including: o Forming geometric shapes o Cutting, shaping and fixing tiles to and around obstacles, openings and features o Installing trims and movement joints

	○ Grouting around fixed tiles ○ Applying appropriate protection to finished work • The procedure for reporting and rectifying incorrect information and unsuitable resources. • The selection of the correct PPE to use when floor tiling. The areas covered should also include: ○ Different types of PPE ○ The correct use of PPE ○ The maintenance of PPE ○ As PPE is always a last resort, the teaching should look at alternative systems of work to avoid the need for PPE. • The correct selection and the safe positioning of resources when tiling walls. • What is a risk assessment and its main purpose. Areas included should be: ○ Who completes a risk assessment ○ Who should have access to a risk assessment ○ Completion of a typical risk assessment for use when floor tiling. • How and why should you protect your work and its surrounding area from damage and other trades. Areas should also cover: ○ How and why should you maintain a clean work area when floor tiling. ○ Removing loose materials ○ Cleaning background surfaces ○ Using appropriate surface treatments ○ Creating keys on surfaces ○ Installing trims and beads ○ The importance of identifying potential hazards associated with the resources and the method of work. The Teaching should also cover how the identified hazards can be reduced to an acceptable level of risk • The importance of cleaning and dismantling all tools and equipment, when tiling floors. • How to safely dispose of all waste in an environmentally friendly way. The teaching should also look at ways of reducing waste to a minimum. • The importance of ensuring all surfaces is properly checked and treated in accordance with operational procedures.

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

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

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

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

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

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

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

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

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

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

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

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

11.2 Internal Quality Assurance

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

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

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

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

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

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

11.3 Documentation

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

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

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

- A1 – Learner Assessment Record per Learner
- A2 – Assessment Decision Form per Learner
- learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

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

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

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

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

11.5 Standardisation

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

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

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

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

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

12. Administration

12.1 Registration

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

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

12.2 Certification

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

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

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

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

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

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

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

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

12.5 Retention of Evidence

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

OCN NI Level OCN NI Level 2 Diploma in Wet Trades
Qualification Number: 610/2945/2

Operational start date: 15 July 2023
Operational end date: 14 July 2028
Certification end date: 14 July 2030

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

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

Verb	Definition	Example
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Carry out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.
Calculate	To determine something using a mathematical method to find an answer or result.	The learner will be expected to have the knowledge and understanding to select the correct mathematical formula they should use to work out the answer needed for a specific task. Learners will need to use appropriate formulas and perform accurate computations to successfully meet the criteria asked of them.
Check	To inspect, verify, and confirm the accuracy, functionality, and suitability of information, items, or equipment to ensure the quality and reliability	The learner will be expected to thoroughly inspect and test information, items, or equipment, ensuring accuracy, functionality, and readiness, and document the process and results to meet required standards. This

Verb	Definition	Example
	of produced items or informed understanding.	involves cross-referencing with reliable sources, guidelines, or standards to confirm that they meet the required criteria and are fit for purpose.
Complete	To finish a task fully and accurately, producing items or achieving understanding as required by the task objectives.	The learner will be expected to comprehend the task's objectives and what is required to achieve them. This involves following steps accurately, managing time well, and ensuring the final product meets high standards and is completed on time. The learner pays close attention to details throughout the task. This involves being meticulous in performing each part of the task to ensure nothing is overlooked or done incorrectly. The learner produces high-quality items or achieves a thorough understanding as a result of completing the task. The learner
Construct	To build or create something by assembling different parts or elements and materials based on design specifications and methods.	The learner will be expected to bring together different elements in a logical and organised manner to create a complete and functional entity. This may involve following instructions or guidelines or creating a methodical process to create and successfully achieve the end-product. The learner should be able to apply their skills to plan and organise their approach, breaking down the task into manageable steps. They should have the technical skills necessary to carry out the construction, ensuring their construction is accurate, precise and adhering to all specifications and criteria.
Demonstrate	Undertake an activity with a system or process showing skills and knowledge in more than one area and/or context.	The learner will be expected to perform a task or activity that requires the application of skills and knowledge across multiple areas or contexts. This may involve executing a process, using tools or techniques, and showcasing competence through practical application. The learner will be expected to apply learned skills and knowledge effectively in practical situations, showcasing competence through hands-on application and demonstrating proficiency.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.

Verb	Definition	Example
Dispose	The removal, discarding, or eliminating of an item, substance, or material that is no longer required.	The learner will be expected to dispose of waste materials in a safe and sustainable manner to reduce its environmental impact. The consideration of several important steps and best practices should be adhered to including reduce, re-use and recycle. Safety to all is prioritized by following guidelines and correct procedures for the proper identification and proper handling of hazardous materials such as asbestos, lead, and chemicals.
Form	To shape and create items or equipment using appropriate techniques and tools to achieve specific outcomes or enhance understanding.	The learner will be expected to have a thorough understanding of the materials being used. This involves knowing the properties, characteristics, and behaviour of the materials during the forming process. The learner demonstrates proficiency in the techniques required for forming. This includes methods such as molding, shaping, bending, or assembling materials to create the desired item or equipment. The learner uses appropriate tools and equipment for the forming process. The learner performs the forming tasks with precision and accuracy. The learner adheres to safety protocols to prevent injuries and accidents. This includes wearing personal protective equipment (PPE), using tools safely, and maintaining a clean and organized workspace. The learner inspects the formed items to ensure they meet the required standards and specifications.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing

Verb	Definition	Example
		enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Install	To set up, configure, and establish an item, activity, or process to ensure it functions correctly and meets required standards.	The learner will be expected to comprehend the installation instructions and specifications. This involves reading and interpreting manuals, guidelines, or blueprints to understand the requirements and steps for installation. The learner prepares the environment and resources for installation. This includes gathering necessary tools and equipment, ensuring the workspace is ready, and verifying that all components are available. The learner performs the installation accurately and systematically. The learner verifies the installation to ensure it functions correctly and meets required standards. This involves testing the installation, checking for errors, and making any necessary adjustments. The learner documents the installation process and outcomes.
Interpret	To analyse, explain, and make sense of information to enhance understanding and inform decisions or actions.	The learner will be expected to comprehend the information being interpreted. This involves understanding the content, context, and relevance of the information. The learner analyzes the information to identify key points, patterns, and relationships. This involves breaking down complex information into manageable parts and examining it critically. The learner explains the information in a clear and coherent manner. This involves communicating the meaning, implications, and significance of the information to others. The learner places the

Verb	Definition	Example
		information within the appropriate context. This involves understanding how the information relates to broader concepts, situations, or fields of study. The learner applies the interpreted information to inform decisions, actions, or further understanding. This involves using the insights gained from interpretation to solve problems, make informed choices, or deepen knowledge.
Maintain	To keep information, items, or equipment in good condition, ensuring they remain functional, accurate, and up to date over time.	The learner will be expected to conduct routine checks and inspections to identify any signs of wear, damage, or inaccuracies. The learner takes preventive actions to avoid potential issues. This includes cleaning, calibrating, updating, or servicing the items, equipment or information as appropriate regularly to ensure they remain in optimal condition. The learner addresses any issues promptly by performing necessary repairs or updates. The learner keeps accurate records of maintenance activities. This includes documenting inspections, repairs, updates, and any changes made to the information, items, or equipment. The learner follows established guidelines, standards, or procedures for maintenance.
Mix	To combine two or more substances by blending the different materials together to form a desired consistency and composition.	The learner will be expected to demonstrate their ability to mix substances correctly. The end-product should be of high quality and suitable for its intended purpose. The learner should know the types of materials and their properties being mixed. The learner should be able to follow the step-by-step process of accurate weighing or measuring to ensure an even distribution of materials. Mixing should continue until the mixture is uniform in color and texture and has the right consistency. The learner should know how to use of safety equipment such as gloves, goggles, and dust masks to protect from dust and chemical exposure and that all materials should be handled carefully to avoid spills and accidents.
Outline	To give a general idea or overview without going into detail.	The learner will be expected to review a topic or concept and provide a

Verb	Definition	Example
		brief summary that highlights the main points or key elements, without delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely.
Prepare	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines	The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.
Protect	To implement strategies or measures to safeguard or preserve specific assets, data, or individuals.	The learner should be able to identify the specific items, materials, individuals, or information that require protection. The learner should apply appropriate health and safety methods or strategies to ensure protection by demonstrating practical skills in implementing protection methods correctly to protect against workplace hazards.
Report	To provide a comprehensive and structured account of research, observations, or findings.	The learner should have the ability to collect relevant data, observations, or findings related to the topic in question. The information should be organized logically, using the appropriate format, to ensure clarity and accuracy in communication of the facts.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner

Verb	Definition	Example
		ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.
Transfer (materials)	The relocation of something from one location to another.	The learner will be expected to understand how to transfer materials from a storage area to another location safely and efficiently. The learner should be aware of and comply with any regulations or guidelines governing the transfer of materials.
Use	Operate a system or process showing skills and knowledge in more than one area and/or context and generally carried out on at least three occasions.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.