Unit 116: Wall and floor tiling

# Sample scheme of work

This sample scheme of work covers both classroom and workshop-based learning for Unit 116. It is based on 3–6 hours per session for **Theory** sessions and approximately 12 hours per session for **Practical** learning outcomes. It is an example only of a possible scheme of work and is based on practical within an FE centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners’ needs.

**You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.**

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

* health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
* Essential Skills (Application of Number, Communication, Digital Literacy and Employability)
* extension tasks and differentiation, inclusion, entitlement and equality issues
* spiritual, moral, social and cultural issues
* environmental education and related European issues
* British and Welsh Values
* use of information learning technology (ILT).

Unit 116: Wall and floor tiling

# Sample scheme of work

**Course/qualification:** Foundation in Construction and Building Services Engineering **Tutor’s name:** Enter the tutor’s name here

**Number of sessions**:52 **Delivery hours**: approx. 142 hours **Venue**:Enter the venue here **Group**: Enter the group here

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| --- |
| **Learning outcomes**   1. Know the underlying principles that guide the work of a wall and floor tiler 2. Know the requirements in preparing for wall and floor tiling application 3. Planning the completion of wall and floor tiling tasks 4. Carrying out wall and floor tiling tasks 5. Understand performance criteria for the completion and evaluation of wall and floor tiling tasks |

**Theory sessions: The tutor has the discretion to allow learners to work individually, in pairs or in groups**

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  3 hours | 1. **Know the underlying principles that guide the work of a wall and floor tiler**   1.1 The role of a wall and floor tiler  . | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the role of a wall and floor tiler and their main responsibilities * the identification of the various skills required of a wall and floor tiler * the identification of the different methods of disposing waste or surplus tiling materials safely, in line with current legislation. * Assess learning by formative questions throughout the session * Monitor learning outcomes by using Worksheet 4 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: The types of backgrounds used for fixing wall and floor tiles   Resources:   * **PowerPoint 1: Skills/role required within the wall and floor tiling industry and methods of disposing of waste** * **Worksheet 1: Role of the wall and floor tiler** * **Worksheet 2: Skills required when fixing wall and floor tiles** * **Worksheet 3: Disposal of tiling materials and safe working practices** * **Worksheet 4: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets  1–4**  Question and answer feedback to monitor understanding |
| 2  3 hours | 1. **Know the underlying principles that guide the work of a wall and floor tiler**   1.2 The types of backgrounds used for fixing wall and floor tiles | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the identification of the different types of background surfaces, the application of different methods, systems and materials used to receive wall and floor tiles. * researching new and existing tiling areas, gypsum based, cement based, timber (flooring). * Assess learning by formative questions throughout the session * Monitor learning outcomes by using Worksheet 6 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: The types of materials used in wall and floor tiling   Resources:   * **PowerPoint 2: The types of backgrounds used for fixing wall and floor tiles** * **Worksheet 5: The types of backgrounds used for fixing wall and floor tiles** * **Worksheet 6: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 5 and 6**  Question and answer feedback to monitor understanding |
| 3  3 hours | 1. **Know the underlying principles that guide the work of a wall and floor tiler**   1.3 The types of materials used in wall and floor tiling | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through the types of materials used in wall and floor tiling. To include: * ceramic tiles, porcelain tiles, plastic trims, adhesives (ready mixed and powder), cementitious grout (ready mixed and powder), primers, bonding agents, levelling/ smoothing compounds, sealants and decoupling membranes. * Assess learning by formative questions throughout the session * Monitor learning outcomes by using Worksheet 8 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: The types of tools and equipment used in wall and floor tiling activities   Resources:   * **PowerPoint 3: The types of materials used in wall and floor tiling** * **Worksheet 7: Identify materials and components** * **Worksheet 8: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets** **7**  **and 8**  Question and answer feedback to monitor understanding |
| 4  3 hours | 1. **Know the underlying principles that guide the work of a wall and floor tiler**   1.4 The types of tools and equipment used in wall and floor tiling activities | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the identification of wall and floor tiling tools and equipment, to include:  1. **hand tools:** setting out tools, cutting tools, application tools 2. **power tools:** mixing tools, fixing tools 3. **ancillary equipment:** washing equipment, protective materials and equipment  * Assess learning by formative questions throughout the session. * Monitor learning outcomes by using Worksheet 12 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: The types of personal protective equipment and clothing (PPE/C) used in wall and floor tiling   Resources:   * **PowerPoint 4: Tools and equipment used in wall and floor tiling** * **Worksheet 9: Identifying tools** * **Worksheet 10: Identifying equipment** * **Worksheet 11: The types of ancillary equipment used in wall and floor tiling.** * **Worksheet 12: Session summary questions** * Website: The Tile Trade Association (TTA) <https://www.tiles.org.uk/> | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 9–12**  Question and answer feedback to monitor understanding |
| 5  3 hours | 1. **Know the underlying principles that guide the work of a wall and floor tiler**   1.5 The types of personal protective equipment and clothing (PPE/C) used in wall and floor tiling | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the relevant personal protective equipment and clothing (PPE/C) used in wall and floor tiling. * Assess learning by formative questions throughout the session. * Monitor learning outcomes by using Worksheet 14 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: Key legislation   Resources:   * **PowerPoint 5: Wall and floor tiling personal protective equipment and clothing** * **Worksheet 13: Identifying PPE/C** * **Worksheet 14: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 13 and 14**  Question and answer feedback to monitor understanding |
| 6  3 hours | 1. **Know the underlying principles that guide the work of a wall and floor tiler**   1.6 Key legislation | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the identification of the key legislation relating to the wall and floor tiling trade, to include: HASWA, RIDDOR, COSHH, PUWER and responsibilities in compliance * Assess learning by formative questions throughout the session * Monitor learning outcomes by using Worksheet 17 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: Preparing mixing and work areas for wall and floor tiling   Resources:   * **PowerPoint 6: Key health and safety legislation for wall and floor tiling** * **Worksheet 15: Identifying key health and safety legislation** * **Worksheet 16: Risk assessment and method statements (RAMS)** * Website: Health and Safety Executive (HSE) <https://www.hse.gov.uk/> * **Worksheet 17: Session summary questions** | Introduce subject  Classroom discussion  Subject interaction  Formative questioning  **Worksheets 15–17**  Question and answer feedback to monitor understanding |
| 7  3 hours | 1. **Know the requirements in preparing for wall and floor tiling application**   2.1 Preparing mixing and work areas for wall and floor tiling | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the preparation methods, tools and materials for appropriately setting up mixing and working areas, in readiness to mix adhesive and grout * the considerations required for: water, electricity, ventilation, waste area, setting up work area, hand tools, power tools and accessories, cleaning and protecting surrounding areas * Assess learning by formative questions throughout the session. * Monitor learning outcomes by using Worksheet 19 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: Preparing materials and resources for wall and floor tiling   Resources:   * **PowerPoint 7: Preparing mixing and work areas for wall and floor tiling** * **Worksheet 18: Preparing work areas for mixing** * **Worksheet 19: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 18 and 19**  Question and answer feedback to monitor understanding |
| 8–10  3 x 2 hours | 1. **Know the requirements in preparing for wall and floor tiling application**   2.2 Preparing materials and resources for wall and floor tiling | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the characteristics of materials resources, including: ceramic tiles, porcelain tiles, plastic trims, adhesives (ready mixed and powder), cementitious grout (ready mixed and powder), primers, bonding agents, levelling/smoothing compounds, sealants and decoupling membranes * Assess learning by formative questions throughout the session. * Monitor learning outcomes by using Worksheet 21 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: Preparing tools and equipment used for wall and floor tiling   Resources:   * **PowerPoint 8: Characteristics of materials and resources for wall and floor tiling** * **Worksheet 20: Features of tiling materials and resources** * **Worksheet 21: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 20 and 21**  Question and answer feedback to monitor understanding |
| 11  3 hours | 1. **Know the requirements in preparing for wall and floor tiling application**   2.3 Preparing tools and equipment used for wall and floor tiling | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through the range of tools and equipment when preparing to undertake wall and floor tiling activities, including: * hand tools: setting out tools, cutting tools, application tools * power tools: mixing tools, fixing tools * ancillary equipment: washing equipment, protective materials and equipment * Refer back to PowerPoint 4 for full list of tools in AC 1.4 * Assess learning by formative questions throughout the session * Monitor learning outcomes by using Worksheet 23 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: Preparing backgrounds used for fixing for wall and floor tiles   Resources:   * **PowerPoint 9: Tools and equipment used in wall and floor tiling** * **Worksheet 22: Identify a range of tools used in wall and floor tiling** * **Worksheet 23: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 22 and 23**  Question and answer feedback to monitor understanding |
| 12–13  2 x 2 hours | 1. **Know the requirements in preparing for wall and floor tiling application**   2.4 Preparing backgrounds used for fixing wall and floor tiles | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * preparing backgrounds used for fixing wall and floor tiles, to include: * new and existing areas, gypsum based, cement based, timber (flooring) * theimportance of compatibility between background and applied materials. They will be able to identify surface characteristics i.e. dryness, flatness, rigidity, true and square, plumb, level and soundness * Assess learning by formative questions throughout the session. * Monitor learning outcomes by using **Worksheet 28** * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Materials used to protect surrounding areas**   Resources:   * **PowerPoint 10: Preparing backgrounds** * **Worksheet 24: New and existing surfaces** * **Worksheet 25: Gypsum based** * **Worksheet 26: Cement based** * **Worksheet 27: Timber based** * **Worksheet 28: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 24–28**  Question and answer feedback to monitor understanding |
| 14  3 hours | 1. **Know the requirements in preparing for wall and floor tiling application**   2.5 Materials used to protect surrounding areas | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * The different materials used to protect surrounding areas. Protective materials to include low tack masking tape, cotton and polythene dust sheets, tarpaulin, corrugated plastic and protective boards * Assess learning by formative questions throughout the session * Monitor learning outcomes by using Worksheet 30 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: Planning the sequence of work   Resources:   * **PowerPoint 11: Protection of areas prior to wall and floor tiling** * **Worksheet 29: Materials used for protection prior to fixing wall and floor tiles.** * **Worksheet 30: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 29 and 30**  Question and answer feedback to monitor understanding |
| 15–16  2 x 3 hours | 1. **Planning the completion of wall and floor tiling tasks**   3.1 Planning the sequence of work | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the types of technical information to plan and set out the sequence of work effectively in relation to the task, including timescales, drawings, specifications, manufacturers’ information, technical product data, material schedule, resources, instructions, problem solving, teamwork and risk assessment/method statements (RAMS) * Assess learning by formative questions throughout the session * Monitor learning outcomes by using Worksheet 35 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: Calculating quantities   Resources:   * **PowerPoint 12: Planning the sequence of work** * **Worksheet 31: Planning – order of work** * **Worksheet 32: Planning documentation** * **Worksheet 33: Construction drawings** * **Worksheet 34: Specifications** * **Worksheet 35: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 31–35**  Question and answer feedback to monitor understanding |
| 17–18  2 x 2 hours | 1. **Planning the completion of wall and floor tiling tasks**   3.2Calculating quantities | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, learners will be guided through: * calculating quantities of materials and allowances for waste * the identification and use of different methods of calculating areas and linear measurements. * Assess learning by formative questions throughout the session. * Monitor learning outcomes by using Worksheet 38 * Re-cap session, verbally ask further questions, if required * Inform learners of next session: Storing materials and components   Resources:   * **PowerPoint 13: Calculating for wall and floor tiling** * **Worksheet 36: Calculation of linear and perimeter** * **Worksheet 37: Calculation of area** * **Worksheet 38: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 36–38**  Question and answer feedback to monitor understanding |
| 19–21  3 x 2 hours | 1. **Planning the completion of wall and floor tiling tasks**   3.3 Storing materials and components | Activities:   * Introduce session and explain lesson aims to learners * Using the PowerPoint presentation, guide learners through: * the importance of correct storage of a range of wall and floor tiling and construction materials and components to avoid defects * Materials and components to include loose, bagged, boxed, sheet, length, rolled, containers and accessories, and stock rotation, shelf life, protection, limitation, ease of access, identification, transportation, types of materials * Assess learning by formative questions throughout the session. * Monitor learning outcomes by using **Worksheet 40** * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Carrying out wall and floor tiling tasks**   Resources:   * **PowerPoint 14: Storing materials and components** * **Worksheet 39: Storing materials and components.** * **Worksheet 40: Session summary questions** | Classroom discussion  Subject interaction  Formative questioning  **Worksheets 39 and 40**  Question and answer feedback to monitor understanding |

**Practical sessions: learners are advised to work individually on practical tasks**

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 22–25  4 x 2 hours | 1. **Carrying out wall and floor tiling tasks**   4.1 Usingtools, equipment and materials  4.2Preparing backgrounds  4.3 Setting out for wall and floor tiling  4.5 Applying adhesives  4.7Maintain safe working area   1. **Understand performance criteria for the completion and evaluation of wall and floor tiling tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Practical activities: Applying adhesive   * Introduce session and explain session aims to learners: * the importance of applying adhesive correctly * Using given instructions, select the appropriate tools, equipment and materials * Check surface backgrounds are flat, level, rigid, plumb and clean * Workshop demonstration by deliverer * Establish setting out points, do basic calculations and check dimensions using different tools and equipment * Apply serrating techniques, using various sized trowels * Use appropriate PPE and maintain a clean, safe working area * Monitor learning outcomes by observation and questioning * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Wall tiling panel**   Resources:   * **Worksheet 41: Applying adhesive, including learner self-evaluation** | Workshop discussion  Subject interaction  Formative questioning  **Worksheet 41**  Monitor and discuss individual learner progress and achievable aims  Assess techniques and skills being used and developed.  Check ongoing work for correct application and thickness of adhesive  Provide verbal and written feedback  Peer or learner evaluation of completed task |
| 26–29  4 x 3 hours | 1. **Carrying out wall and floor tiling tasks**   4.1 Usingtools, equipment and materials  4.2Preparing backgrounds  4.3 Setting out for wall and floor tiling  4.4 Fixing a range of wall and floor tiles  4.5 Applying adhesives  4.6 Finishing to quality standards  4.7Maintain safe working area   1. **Understand performance criteria for the completion and evaluation of wall and floor tiling tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Practical activities: Wall tiling panel   * Introduce session and explain session aims to learners: * applying wall tiles correctly * Using given instructions, select the appropriate tools, equipment and materials * Check surface backgrounds are flat, level, rigid, plumb and clean * Workshop demonstration by tutor * Establish setting out points, do basic calculations and check dimensions using different tools and equipment * Apply serrating techniques **(Worksheet 41)** * Apply wall tiles to given prepared surface * Produce finished task to given standards * Use appropriate PPE and maintain a clean, safe working area * Monitor learning outcomes by observation and questioning * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Wall tiling panel with cut tiles**   Resources:   * **Worksheet 41: Applying adhesive, including learner self-evaluation** * **Worksheet 42: Wall tiling panel, including learner self-evaluation** | Workshop discussion  Subject interaction  Formative questioning  **Worksheets 41 and 42**  Monitor and discuss individual learner progress and achievable aims  Assess techniques and skills being used and developed.  Check ongoing work for correct application and thickness of adhesive  Provide verbal and written feedback  Peer or learner evaluation of completed task |
| 30–33  4 x 3 hours | 1. **Carrying out wall and floor tiling tasks**   4.1 Usingtools, equipment and materials  4.2Preparing backgrounds  4.3 Setting out for wall and floor tiling  4.4 Fixing a range of wall and floor tiles  4.5 Applying adhesives  4.6 Finishing to quality standards  4.7Maintain safe working area   1. **Understand performance criteria for the completion and evaluation of wall and floor tiling tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Practical activities: Wall tiling panel with cut tiles   * Introduce session and explain session aims to learners: * applying full and cut wall tiles * Using given instructions, select the appropriate tools, equipment and materials * Check surface backgrounds are flat, level, rigid, plumb and clean * Workshop demonstration by tutor * Establish setting out points, do basic calculations and check dimensions using different tools and equipment * Apply serrating techniques **(Worksheet 41)** * Apply wall tiles to given prepared surface * Cut and fix tiles in accordance with drawing * Produce finished task to given standards * Use appropriate PPE and maintain a clean, safe working area * Monitor learning outcomes by observation and questioning * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Hand cutting tiles**   Resources:   * **Worksheet 41: Applying adhesive, including learner self-evaluation** * **Worksheet 43: Wall tiling panel with cut tiles, including learner self-evaluation** | Workshop discussion  Subject interaction  Formative questioning  **Worksheets 41 and 43**  Monitor and discuss individual learner progress and achievable aims  Assess techniques and skills being used and developed  Check ongoing work for correct application and thickness of adhesive  Provide verbal and written feedback  Peer or learner evaluation of completed task |
| 34–37  4 x 3 hours | 1. **Carrying out wall and floor tiling tasks**   4.1 Usingtools, equipment and materials  4.2Preparing backgrounds  4.3 Setting out for wall and floor tiling  4.4 Fixing a range of wall and floor tiles  4.5 Applying adhesives  4.6 Finishing to quality standards  4.7Maintain safe working area   1. **Understand performance criteria for the completion and evaluation of wall and floor tiling tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Practical Activities: Hand cutting tiles   * Introduce session and explain session aims to learners: * cutting wall tiles to given dimensions * Using given instructions, select the appropriate tools, equipment and materials * Check surface backgrounds are flat, level, rigid, plumb and clean * Workshop demonstration by tutor * Establish setting out points, do basic calculations and check dimensions using different tools and equipment * Apply serrating techniques **(Worksheet 41)** * Apply wall tiles to given prepared surface * Cut and fix tiles in accordance with drawing * Produce finished task to given standards * Use appropriate PPE and maintain a clean, safe working area * Monitor learning outcomes by observation and questioning * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Applying trim**   Resources:   * **Worksheet 41: Applying adhesive, including learner self-evaluation** * **Worksheet 44: Wall tiling – hand cutting activity, including learner self-evaluation** | Workshop discussion  Subject interaction  Formative questioning  **Worksheets 41 and 44**  Monitor and discuss individual learner progress and achievable aims  Assess techniques and skills being used and developed  Check ongoing work for correct application and thickness of adhesive  Provide verbal and written feedback  Peer or learner evaluation of completed task |
| 38–41  4 x 3 hours | 1. **Carrying out wall and floor tiling tasks**   4.1 Usingtools, equipment and materials  4.2Preparing backgrounds  4.3 Setting out for wall and floor tiling  4.5 Applying adhesives  4.6 Finishing to quality standards  4.7Maintain safe working area   1. **Understand performance criteria for the completion and evaluation of wall and floor tiling tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Practical activities: Applying trim   * Introduce session and explain session aims to learners: * cutting and fixing trim to given dimensions * Using given instructions, select the appropriate tools, equipment and materials * Check surface backgrounds are flat, level, rigid, plumb and clean, or use centre pre-made trim resource * Workshop demonstration by deliverer * Establish setting out points, do basic calculations and check dimensions using different tools and equipment * Apply serrating techniques **(Worksheet 41),** if using a wall surface * Cut and fix trim in accordance with dimensions and guidance * Produce finished task to given standards * Use appropriate PPE and maintain a clean, safe working area * Monitor learning outcomes by observation and questioning * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Wall tiling a column with trim**   Resources:   * **Worksheet 41: Applying adhesive, including learner self-evaluation** * **Worksheet 45: Wall tiling – applying trim, including learner self-evaluation** | Workshop discussion  Subject interaction  Formative questioning  Worksheets 41 and 45  Monitor and discuss individual learner progress and achievable aims  Assess techniques and skills being used and developed  Check ongoing work for correct application and thickness of adhesive  Provide verbal and written feedback  Peer or learner evaluation of completed task |
| 42–45  4 x 3 hours | 1. **Carrying out wall and floor tiling tasks**   4.1 Usingtools, equipment and materials  4.2Preparing backgrounds  4.3 Setting out for wall and floor tiling  4.4 Fixing a range of wall and floor tiles  4.5 Applying adhesives  4.6 Finishing to quality standards  4.7Maintain safe working area   1. **Understand performance criteria for the completion and evaluation of wall and floor tiling tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Practical activities: Wall tiling – column with trim   * Introduce session and explain session aims to learners: * applying tiles and trim to given drawing * Using given instructions, select the appropriate tools, equipment and materials * Check surface backgrounds are flat, level, rigid, plumb and clean * Workshop demonstration by tutor * Establish setting out points, do basic calculations and check dimensions using different tools and equipment * Apply serrating techniques **(Worksheet 41)** * Apply wall tiles to given prepared surface * Cut and fix tiles in accordance with drawing * Cut and fix trim in accordance with dimensions and guidance * Applying silicone joints * Produce finished task to given standards * Use appropriate PPE and maintain a clean, safe working area * Monitor learning outcomes by observation and questioning * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Decoupling membrane**   Resources:   * **Worksheet 41: Applying adhesive, including learner self-evaluation** * **Worksheet 46: Wall tiling – column with trim, including learner self-evaluation** | Workshop discussion  Subject interaction  Formative questioning  **Worksheets 41 and 46**  Monitor and discuss individual learner progress and achievable aims  Assess techniques and skills being used and developed  Check ongoing work for correct application and thickness of adhesive  Provide verbal and written feedback  Peer or learner evaluation of completed task |
| 46–49  4 x 3 hours | 1. **Carrying out wall and floor tiling tasks**   4.1 Usingtools, equipment and materials  4.2Preparing backgrounds  4.3 Setting out for wall and floor tiling  4.4 Fixing a range of wall and floor tiles  4.5 Applying adhesives  4.6 Finishing to quality standards  4.7Maintain safe working area   1. **Understand performance criteria for the completion and evaluation of wall and floor tiling tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Practical Activities: Floor Tiling – decoupling membrane and panel   * Introduce session and explain session aims to learners: * Applying tiles and decoupling membrane to given drawing * Using given instructions, select the appropriate tools, equipment and materials * Check surface backgrounds are flat, level, rigid, plumb and clean * Workshop demonstration by deliverer * Establish setting out points, do basic calculations and check dimensions using different tools and equipment * Apply serrating techniques **(Worksheet 41)** * Secure decoupling membrane, as per instruction * Apply floor tiles to given prepared surface * Produce finished task to given standards * Use appropriate PPE and maintain a clean, safe working area * Monitor learning outcomes by observation and questioning * Re-cap session, verbally ask further questions, if required * Inform learners of next session: **Floor tiling panel with column**   Resources:   * **Worksheet 41: Applying adhesive, including learner self-evaluation** * **Worksheet 47: Floor tiling – decoupling membrane, including learner self-evaluation** * **Worksheet 48: Floor tiling panel, including learner self-evaluation** | Introduce subject  Workshop discussion  Subject interaction  Formative questioning  **Worksheets 41, 47 and 48**  Monitor and discuss individual learner progress and achievable aims  Assess techniques and skills being used and developed  Check ongoing work for correct application and thickness of adhesive  Provide verbal and written feedback  Peer or learner evaluation of completed task |
| 50–52  3 x 3 hours | 1. **Carrying out wall and floor tiling tasks**   4.1 Usingtools, equipment and materials  4.2Preparing backgrounds  4.3 Setting out for wall and floor tiling  4.4 Fixing a range of wall and floor tiles  4.5 Applying adhesives  4.6 Finishing to quality standards  4.7Maintain safe working area   1. **Understand performance criteria for the completion and evaluation of wall and floor tiling tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Practical activities: Floor tiling panel with column   * Introduce session and explain session aims to learners: * Cutting and applying floor tiles to given drawing * Using given instructions, select the appropriate tools, equipment and materials * Check surface backgrounds are flat, level, rigid, plumb and clean * Workshop demonstration by tutor * Establish setting out points, do basic calculations and check dimensions using different tools and equipment * Apply serrating techniques **(Worksheet 41)** * Secure decoupling membrane, as per instruction (**Worksheet 47**, if using) * Apply floor tiles to given prepared surface * Cut and fix tiles in accordance with drawing * Produce finished task to given standards * Use appropriate PPE and maintain a clean, safe working area * Monitor learning outcomes by observation and questioning * Re-cap session, verbally ask further questions, if required   Resources:   * **Worksheet 41: Applying adhesive, including learner self-evaluation** * **Worksheet 47: Floor tiling – decoupling membrane, including learner self-evaluation** * **Worksheet 49: Floor tiling panel – with column, including learner self-evaluation** * **Multiple choice questions** | Introduce subject  Workshop discussion  Subject interaction  Formative questioning  Worksheets 41, 47 and 49  Monitor and discuss individual learner progress and achievable aims  Assess techniques and skills being used and developed  Check ongoing work for correct application and thickness of adhesive  Provide verbal and written feedback  Multiple choice questions  Peer or learner evaluation of completed task |