Unit 235: Roof slating and tiling core knowledge

# Delivery guide

Unit information

This unit covers the overarching knowledge required for this pathway.

The content contained within this unit has been presented in a generic way as it is consistent through many of the skills units in this qualification. The content should be taught, and will be assessed both generically and in relation to the following skills units (where appropriate):

* Install underlay, battens, and roofing components
* Install single-lap roof tiles to a variable gauge
* Install plain tile roof coverings
* Install pre-formed weather flashings to roofs
* Install regular sized natural roof slate to standard roof details
* Strip and reclaim roof coverings

Learners may be introduced to this unit by asking themselves questions such as:

* Why are site inductions important?
* What’s the difference between a job card and a time sheet?
* Who are Cadw and what do they do?

Learning outcomes

1. How to interpret and maintain information
2. Understand safe work practices
3. How to minimise the risk of damage
4. Understand working to deadlines

Suggested resources

British Standards

* BS 5534:2014+A2:2018 *Slating and tiling for pitched roofs and vertical cladding – Code of Practice.*
* BS 8000-6:2013 *Workmanship on building sites – Code of Practice for slating and tiling of roofs and claddings.*
* BS 8000-0:2014 *Workmanship on construction sites.*

Weblinks

* [Roof Tile Association Roof Tile Association](https://rooftileassociation.co.uk/) | Home
* [National Federation of Roofing Contractors (NFRC) | Technical Bulletins](https://www.nfrc.co.uk/knowledge-hub/NFRC-publications)
* [LSTA | Rolled Lead Sheet – The Complete Manual](https://leadsheet.co.uk/service/rolled-lead-sheet-the-complete-manual/)

Textbooks

* Health and Safety Executive (5th edition) HSG33 *Health and safety in roof work* (2020) Norwich: The Stationery Office.

ISBN 978-0-71766-722-2

* Building Regulations Conservation of Fuel and Power: *Approved Document L1B: conservation of fuel and power in existing dwellings*, 2010 edition. Newcastle Upon Tyne: RIBA Bookshops.

ISBN 978-1-85946-744-2

* Building Regulations Conservation of Fuel and Power: *Approved Document L2B: conservation of fuel and power in existing buildings other than dwellings*, 2010 edition. Newcastle Upon Tyne: RIBA Bookshops. ISBN 978-1-85946-746-6

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
| --- | --- | --- |
| 1. How to interpret and maintain information | * 1. The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented | * Learners to demonstrate knowledge and understanding of drawings, specifications, Manufacturers’ Technical Information (MTI), job cards and other working instructions from the employer to interpret the work requirements and any possible issues. * Learners to understand: * site inductions and why they are important to the safety process * how to use organisational procedures, including calls, emails, texts, to communicate with their employer when reporting on progress, delays, material shortages and other issues * the importance of establishing a first point of contact and chain of command on-site, at employers’ offices, with materials suppliers and/or manufacturers to communicate problems and incidents * that they can provide information of the above by showing photographs, forms, phone calls, text messages, emails and other forms of electronic communication to persons of authority. |
| * 1. The types of information, their source and how they are interpreted | * Learners to understand Risk Assessment Method Statements (RAMS) and use them to ensure work is carried out safely and in the correct sequence, both prior to and during work sessions. * Learners to demonstrate knowledge and understanding of working instructions from the employer to ensure that any technical or high-level information is presented in an appropriate format to the operative and referred to before and during work sessions. * Learners to demonstrate knowledge and understanding of manufacturers’ fixing instructions which relate to roof pitch, laps, types of fixings and installation guides, such as dry verge/hip/valley systems to be referred to before and during work sessions and discussed with the operative’s supervisor where necessary. * Learners to understand that drawings from architects/designers are to be checked at site meetings where detailing or sequencing needs are to be discussed with the site agent and other trades. * Learners to understand that delivery notes are to be checked by the operative for quantities, type and damages and signed for by the operative or their supervisor when materials are sent to site. * Learners to understand that all forms of information provided are to be checked for clarity, with any inaccuracies, missing information, potential issues reported by the operative to the correct person in the chain of command as soon as possible. |
| * 1. The organisational procedures to solve problems with the information and why it is important they are followed | * Learners to understand that systems of reporting at workplaces and at employers’ offices may include face-to-face communications, electronic communications and written documentation. * Learners to know who the first point of contact is. * Learners to follow procedures to ensure that all problems are resolved and recorded by the appropriate persons. |
| * 1. The importance of maintaining documentation | * Learners to understand that job cards are to be handed in with time sheets and may contain location, fixing specification, names of operatives and any other special instructions. * Learners to know that worksheets covering specific parts of the contract are to be maintained for reference purposes. * Learners to understand that material/resources lists are to be maintained to ensure correct quantities are selected/checked and any shortfalls are noted. * Learners to understand that sheets are to be maintained to ensure work progress is documented, attendance on-site is confirmed and operatives can be paid for the work they have carried out. * Learners to know that references should be in writing if contracts need to be amended. * Learners to understand that maintained documentation should identify the parties involved and include dates and relevant details. |
| 1. Understand safe work practices | * 1. The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied | * Learners to demonstrate knowledge and understanding of: * Building Regulations * Working at Height Regulations (WAH) * Health and Safety at Work Act (HASAWA) * Provision and Use of Work Equipment Regulations (PUWER) * Lifting Operations and Lifting Equipment Regulations (LOLER) * Construction (Design and Management) Regulations (CDM) * Control of Substances Hazardous to Health Regulations (COSHH) * Personal Protective Equipment Regulations (PPE) * Manual Handling Regulations * Noise at Work Regulations. * Learners’ level of understanding of the above should relate directly to the work carried out by the operative who should know what each regulation covers and that it will be conveyed to them via working instructions, toolbox talks, RAMS, safety inductions. |
| * 1. How emergencies should be responded to and who should respond | * Learners to know the location of muster points and first aid points when on-site. * Learners to demonstrate knowledge and understanding of types of fire extinguishers and their suitability. * Learners to understand what is meant by the fire triangle (fuel, oxygen and heat) in relation to what all fires need to start. * Learners to understand how to follow signs, how to cordon off areas and the evacuation procedures in the event of an emergency on-site. * Learners to know how to raise the alarm in relation to fires, spillages, injuries and emergencies. * Learners to know how to report to a nominated person on-site or directly to emergency services if necessary. |
| * 1. The organisational security procedures for tools, equipment and personal belongings | * Learners to know how tools and equipment should be secured when not in use. * Learners to understand that no tools and equipment should be left in or on vehicles overnight. * Learners to understand that personal belongings are to be hidden from sight when working. * Learners to understand that non-essential personal belongings are not to be taken to work. |
| * 1. What the accident reporting procedures are and who is responsible for making the report | * Learners to understand the process for recording and reporting accidents or injuries. * Learners to know how to identify and report to the first aider on-site. * Learners to know how to report to the nominated person if not the first aider (e.g., their supervisor when working on a domestic property). * Learners to know how to record all relevant details in the accident book (to include date and time of the accident, who was injured, the nature of the injuries and the cause of the accident/how it happened). * Learners to understand that it is the responsibility of the person who has had/seen the accident (or near miss) to complete the accident book. * Learners to understand the Health and Safety Executive’s (HSE) recommendation that at least one person is to be first aid trained in a company with 5–50 operatives and another first aider for every 50 workers after that. * Learners to understand what Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) stands for and how that relates to them with regards to reportable accidents at work (including deaths, potentially dangerous near misses, major injuries, serious burns including scalding, anything which requires admittance to hospital for more than 24 hours, accidents which result in over seven days off work) and to know that it is the employer’s responsibility to report to the HSE. |
| * 1. Why, when and how health and safety control equipment should be used | * Learners to check PPE is appropriate for the work, in good condition and used correctly, including hard hats, boots, ear defenders, gloves, high visibility (Hi-Viz) clothing and dust masks. * Learners to understand that scaffolding, other access platforms and fall arrest/prevention equipment is to be used in line with working instructions. |
| * 1. How to comply with environmentally responsible work practices to meet current legislation and official guidance | * Learners to understand the roles and responsibilities of all parties within the site waste management plan (SWMP) e.g., client, operatives, principal contractor, subcontractor. * Learners to ensure waste is minimised and disposed of in the correct manner in accordance with working instructions. * Learners to know to report any leaks or spillages of potentially hazardous materials to the nominated person on-site. |
| 1. Understand how to minimise the risk of damage | * 1. How to protect work from damage and the purpose of protection | * Learners to know how to install tarpaulins or temporary battening over membrane to ensure existing properties are kept watertight overnight. * Learners to know to avoid excessive loading of materials on the roof where high winds are expected and to secure all loose materials. * Learners to know how to plan work to ensure foot traffic on the roof covering is minimised. * Learners to understand that the purpose of protection is to minimise the risk of damage to materials, sub-structure, working area and to prevent personal injury. |
| * 1. Why disposal of waste should be carried out safely and how it is achieved | * Learners to understand: * that safe disposal of waste is important to ensure compliance with current regulations and to minimise the risk of injury and/or ill health * that waste is to be disposed of in line with COSHH regulations and/or RAMS/working instructions which may include chutes, skips and bags. |
| 1. Understand working to deadlines | * 1. How work is carried out to meet the programme in the scheduled time and the importance of deadlines | * Learners to understand: * that materials are to be installed to the contract documents/specification * that delays due to weather conditions, material and/or labour shortages, are to be reported as soon as possible and solutions sought * the importance of good time keeping and a good work ethic * that progress is monitored through site visits, time sheets and verbal communication between the operatives and their employers * the importance of deadlines for cash flow, potential effects on other stages of construction, handovers, reputation of company and other scheduled works. |