Unit 204: Bricklaying core knowledge

# Delivery guide

Unit information

This unit covers the overarching knowledge required for this pathway.

On completion of this unit, learners will:

* understand how to interpret and maintain information
* understand safe work practices
* understand how to minimise the risk of damage
* understand working to deadlines

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 the context of the following skills units (where appropriate):

* Set out to form masonry structures
* Erect masonry structures.

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

Suggested resources

Textbook

Jones, M. (2019) *The City & Guilds Textbook: Bricklaying for the Level 2 Technical Certificate & Level 3 Advanced Technical Diploma (7905), Level 2 & 3 Diploma (6705) and Level 2 Apprenticeship (9077).* London: Hodder Education.   
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| **Learning outcomes** | **Criteria** | **Delivery guidance** |
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| 1. Understand 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 understand the everyday procedures for reporting. * Learners to understand the roles and responsibilities of members of the construction team. * Learners to use verbal communication with other members of the construction team. * Learners to know the chain of command within the organisation, who to report problems and accidents to, and how. * Learners to understand the importance of documentation. * Learners to be familiar with toolbox talks and why they are used for specific site safety issues and incidents. * Learners to understand the benefits of a site induction and the reasons why induction is an important part of the safety process. |
| * 1. The types of information, their source and how they are interpreted | Drawings   * Learners tounderstand scale, types of drawings (isometric, oblique, plans, sections, area plans, block plans, detail drawings), typical scales for various types of drawings and what they are used to interpret. * Learners to know to prioritise written dimensions over scale. * Learners to understand how to store and maintain documentation such as drawings.   Specifications   * Learners to know why specifications are used and the types of information that can be found in a specification.   Bills of Quantities (BOQ)   * Learners to know the typical content and layout use of BOQ to determine quantities.   Risk assessments   * Learners to know the five steps to risk assessment.   Method statements   * Learners to know the typical content of method statements and how they are used in the workplace to control the way that work is carried out.   Schedules   * Learners to know the types of materials that are included in schedules. * Learners to know the features and uses of drawings, plans and specifications.   Site notices and safety signs   * Learners to know the types and categories of signs. * Learners to understand the signs for prohibition, warning, mandatory information and to know the colour and layout of signs.   Manufacturers’ information   * Learners to know the Control of Substances Hazardous to Health Regulations (COSHH) data sheets instructions for use of materials, storage, safe use, etc.   Oral and written instructions   * Learners to know how to use job sheets, time sheets, etc.   Building Regulations   * Learners to know inspection procedures. |
| * 1. The organisational procedures to solve problems with the information and why it is important they are followed | * Learners to understand: * the types of problems that arise from inaccurate information e.g. wrong measurements, accumulative errors * the types of problems that arise from mistakes in scaling and the importance of written dimensions over scale * the importance of verbal communication and the risks of mishearing instructions * the hazards that can occur if information is misunderstood * the problems arising from using the wrong resources and not adhering to specifications * the consequences of adverse weather conditions and their effect on work and materials * changing circumstances in the workplace. |
|  | * 1. The importance of maintaining documentation | * Learners to understand: * how to use site documentation * the types of documentation, including time sheets, job cards, worksheets, schedules, accident report forms, COSHH data sheets, delivery notes * the reasons for using the documentation and the importance of the systems used. |
| 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 be aware of the types of legislation that are used in construction and the penalties and consequences of non-compliance, including: Health and Safety at Work Act (HASAWA), Working at Height Regulations (WAH), Provision and Use of Work Equipment Regulations (PUWER), COSHH, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Construction (Design and Management) Regulations (CDM), Lifting Operations and Lifting Equipment Regulations (LOLER), Manual Handling Regulations, Noise at Work Regulations. * Learners to understand the Planning regulations and procedures for application. * Learners to understand the Building regulations and how buildings are inspected at various stages during construction by Building Control Officers (BCOs). * Learners to understand the inspection stages. * Learners to know about commencement, excavation, damp-proof course (DPC), damp-proof membrane (DPM) and oversite structures. |
| * 1. How emergencies should be responded to and who should respond | * Learners to understand how to respond to typical emergency situations involving spillages, injuries and on-site emergencies. * Learners to know types of fire extinguisher and their uses and the classes of fire. * 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 know of the fire officers, evacuation procedures and the locations of fire muster points. * Learners to know the procedures for dealing with spillages. * Learners to understand how to make an area safe with barriers. |
| * 1. The organisational security procedures for tools, equipment and personal belongings | * Learners to know how to look after tools and equipment and prevent theft. * Learners to understand the storage requirements for various types of materials according to the level of protection needed and the likelihood of theft, or danger to personnel or the public. * Learners to understand how to use hoardings, fences, barriers, security systems, closed-circuit television (CCTV) surveillance, security guards. * Learners to know the importance of storage of materials and tools when working in a range of environments, including in a domestic dwelling or a large construction site. * Learners to know the procedures for site entry, including card systems, signing in and out, clock-in systems. |
| * 1. What the accident reporting procedures are and who is responsible for making the report | * Learners to know who is responsible for accident reporting and filling in forms. * Learners to know the procedures for accident reporting. * Learners to know the role of the first aider and the need for training in first aid. * Learners to know how to report to the Health and Safety Executive (HSE) and the requirements of RIDDOR. * Learners to understand the need for and use of welfare facilities. * Learners to understand the need to report and record near misses and the reasons why they are reported. * Learners to know the actions to be taken to prevent reoccurrence. |
| * 1. Why, when and how health and safety control equipment should be used | * Learners to understand the types of personal protective equipment (PPE) that are used in construction. * Learners to know how to select and use the correct types of PPE for the task, e.g. using chemicals, acids. * Learners to know how to maintain and use PPE, including glasses/goggles (high-impact), ear defenders, safety boots, gloves, hard hats, high visibility (Hi-Viz) jackets, dust masks, safety harnesses, fall arrest equipment, bags, mats, netting, guard rail, intermediate rails, brick guards. * Learners to understand the training required to use some types of equipment, including abrasive wheels, nail guns, air guns, etc. * Learners to have knowledge of safe disposal of used and out-of-date equipment such as helmets and harnesses. |
|  | * 1. How to comply with environmentally responsible work practices to meet current legislation and official guidance | * Learners to understand: * the importance of safe and environmentally friendly methods of disposal of waste materials * the use of segregated skips * site waste management plans (SWMP), including recycling methods and reuse of materials * the environmental impact of burning waste and burying waste * the safe disposal of dangerous materials (asbestos, paint, acid, plasterboard). |
| 1. Understand how to minimise the risk of damage | * 1. How to protect work from damage and the purpose of protection | * Learners to understand the reasons for protecting work and materials from weather, damage, other trade activities, dust, heat, cold, etc. * Learners to know which materials are suitable to be used for protection e.g. hessian sheeting, plastic sheeting. * Learners to understand the importance of carrying out work in suitable weather conditions. * Learners to know how to use dust sheets and dust extraction to prevent damage. * Learners to know how to apply protection to frames and timber treads/thresholds, etc. |
| * 1. Learners will know how to correctly store materials before, during and after the work | * Learners to know: * how to store materials to ensure that they are adequately protected from weather, damage, theft, etc. during the working day and when the workplace is closed * how to protect materials from damage by other trades’ activity, the types of protective sheeting to use and their suitability for use. |
| * 1. Why disposal of waste should be carried out safely and how it is achieved | * Learners to know: * the correct methods of disposal of waste materials * the reasons for safe disposal * about segregation of waste, designated skips, recycling, statutory requirements * the official guidance regarding environmental responsibilities, dangerous materials, asbestos, chemicals, etc. * the correct methods of recording disposal. |
| 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 gain an understanding of the methods used on-site to allocate materials and labour to ensure that work is completed within the required timescale. * Learners to know things that can affect the progress of the work, such as poor weather conditions, material shortages, availability of labour. * Learners to know the effect of damage to materials on progress of work through poor storage, handling, theft of materials. * Learners to understand retention fees and penalty clauses. * Learners to understand the effects of delays on other trades. |