

8042-25

City & Guilds Construction (Level 3) – Floorcovering

C00/5289/3

Qualification Handbook

Version 1.0 June 2026



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Version information

Version and publication date	Changes
V1.0 June 2026	Original document

Qualification purpose

Description	
Who is the qualification for?	The City & Guilds Construction (Level 3) – Floorcovering is designed to allow learners in work-based learning to develop and enhance their knowledge, skills and understanding of floorcovering and of how it is performed in Wales. It is aimed at learners who have either achieved the Foundation in Construction and Building Services Engineering (Level 2) or will be completing the Core in Construction and Building Services Engineering (Level 2) learning and assessments while in their apprenticeship. This qualification, along with employer confirmation, will enable learners to be proven as occupationally proficient. It is suitable for: • learners aged 16+ currently working in the construction sector • learners who have either passed the Foundation in Construction and Building Services Engineering qualification or will be completing their Foundation learning and assessments while in their apprenticeship.
What does the qualification cover?	The qualification will allow learners to plan and perform floorcovering projects, against nationally recognised occupational standards, before reviewing and evaluating the quality of the project outputs. Learners will develop the knowledge, skills and understanding of how to perform their roles as part of productive teams and in ways that promote economic, social and environmental sustainability. The qualification will be portable throughout the UK, and its aim is to develop learners' ability to meet the demands of the construction sector in Wales, including working with traditional, new and pre-1919 building stock and understanding new and emerging technologies.
What are the opportunities for progression?	On completion, the qualification will provide learners with the skills and knowledge required for the learner to be capable of working in floorcovering across the UK.
Who did we develop the qualification with?	The content has been developed by the Consortium ¹ in conjunction with stakeholders, tutors, centres and employers from across the sector.

¹ The consortium consists of City & Guilds Limited and EAL who worked jointly to develop and deliver all of the qualifications in the Construction and BSE suite

Qualification aims and objectives

The Construction (Level 3) - Floorcovering enables learners to develop their:

- ability to effectively plan work projects using the appropriate skills for floorcovering in a work environment
- ability to effectively review and evaluate the quality of their completed floorcovering work, in a work environment
- knowledge and understanding of the tools, techniques, materials and technologies used in the floorcovering trade
- employability skills and their ability to utilise them in a work environment
- understanding of social, economic and environmental sustainability as appropriate to construction and the built environment
- occupational knowledge and understanding of floorcovering
- occupational performance in floorcovering.

Qualification structure

Rules of combination

To achieve the **City & Guilds Construction (Level 3) – Floorcovering – Textile/Resilient route**, learners must undertake **all** thirteen mandatory units **and** three Textile/Resilient units.

To achieve the **City & Guilds Construction (Level 3) – Floorcovering – Wood/Timber route**, learners must undertake **all** thirteen mandatory units **and** one Wood/Timber unit.

Achieving a pass grade or higher in the four assessment methods, the Guided Learning Hours (GLH) for each route through the qualification are as follows:

Textile/Resilient: 762 GLH

Wood/Timber: 637 GLH

Unit number	Unit title	GLH
Mandatory units for both routes:		
301	Understanding construction practice in Wales	40
302	Working in the construction sector in Wales	40
303	Planning and evaluating work in the construction sector in Wales	35
304	Conform to general workplace health, safety and welfare	21
305	Conform to productive work practices	14
306	Move, handle or store resources	30
345 ²	Floorcovering core knowledge	50
346	Co-ordinate and organise work operations	25
347	Develop customer relationships	30
348	Assess and evaluate conditions for floorcoverings	20
349	Assess and prepare subfloor surfaces to receive floorcoverings	85
350	Set out for laying floorcoverings	55

² 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 units 346-355.

351	Prepare and fit underlays for floorcoverings	35
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Textile/Resilient route – Learners must also achieve **three** Textile/Resilient units:

352	Install textile floorcoverings	90
353	Install resilient floorcoverings	90
354	Join and repair textile floorcoverings	35
All forms of assessment		67
Total GLH (including core/mandatory units and assessment):		762

Wood/Timber route – Learners must also achieve **one** Wood/Timber unit:

355	Install timber-based floorcoverings	90
All forms of assessment		67
Total GLH (including core/mandatory units and assessment):		637

Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Guided Learning Hours (GLH) gives an indication to centres of the amount of supervised learning and assessment that is required to deliver a unit and can be used for planning purposes.

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both GLH (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities.

Credit is calculated using a formula that equates to the TQT value divided by 10.

The TQT for this qualification is specified below.

Qualification	TQT	Credits
City & Guilds Construction (Level 3) – Floorcovering	734	73

Centre requirements

This qualification will require centre and qualification approval. This will include both desk-based and face to face activity.

Centre approval is based upon an organisation's ability to meet the centre approval criteria. The approval requirements for this qualification can be found in our [Quality Assurance Standards](#) documents on the City & Guilds website.

Prospective centres will be advised to seek centre and qualification approval, as appropriate, prior to starting to deliver the qualification.

City & Guilds aims to provide the centre and qualification approval decision within 30 working days of the submission of the completed application, with four possible outcomes:

- centre approval and qualification approval granted
- centre approval and qualification approval granted subject to action plan
- centre approval and qualification approval withheld subject to action plan
- centre approval and qualification approval denied.

Centre and qualification approval are deemed to have been granted when City & Guilds confirms the status in writing to the centre, and not before.

Centres will be required to apply for approval for this qualification and to meet the specific centre requirements outlined in this document related to delivery staff and assessor competence. These requirements will be checked and monitored as part of the qualification approval process and on-going monitoring of this qualification.

Registration, results issuing and certification

Please consult the City & Guilds website for details on qualification registration and certification processes, timelines and procedures.

Quality assurance

Internal quality assurance

The focus of internal quality assurance for this qualification is:

- the quality assurance of assessment procedures, including standardisation of assessment practice across different assessors within the centre
- ensuring the approximate GLH figures for the Practical Project are consistently met, with significant or continued variance investigated
- internal standardisation of learner grades awarded for the Oral Questioning and Practical Project.

All centres approved to deliver this qualification must have robust internal quality assurance (IQA) processes in place. This will help ensure that internal quality assurance procedures:

- provide accuracy and consistency between assessors in the use and interpretation of the guidance in the qualification and/or assessment documentation
- maintain validity and reliability of assessment decisions and continue to meet approval criteria.

IQA evidence will be scrutinised as part of City & Guilds external quality assurance activities. Centres will be expected to retain evidence in-line with the requirements of [City & Guilds centre handbook](#) and should be retained for a minimum of three years.

Internal quality assurers

The centre must provide City & Guilds with the details of personnel who they plan to undertake IQA, so that they can be approved prior to them carrying out this role. Prior to the first assessments taking place, internal quality assurers (IQAs) must also complete City & Guilds training. This is to ensure the reliability of assessment at centres over time.

IQAs must:

- prepare for and participate in relevant City & Guilds meetings and events, such as induction, continuing professional development (CPD)/training and standardisation events, and ensure any personal action/improvement plans are achieved, within agreed timescales and to the required standards
- have a minimum level of occupational experience evidenced by having a construction-related qualification or proven sector competence/experience at least equivalent to the level of the qualification, to enable them to conduct their role as an IQA. This evidence is quality assured by City & Guilds
- be working towards (registered before carrying out any quality assurance activity), or have achieved the following units:
 - Understanding the Principles and Practices of Internally Assuring the Quality of Assessment*

- Internally Assure the Quality of Assessment*
- * Legacy Qualifications (D32/D33/D34, A1 and V1) will be accepted
- be able to demonstrate evidence of being up to date with the relevant trade/industry. This can be evidenced for example by either accessing trade publications, undertaking courses of learning, attending networking events relevant to this qualification and/or attending industry events.

The IQA has a pivotal role in ensuring that centre-graded assessments are standardised. They should work with assessors to ensure that the correct procedures are always being followed and ensure that assessment decisions taken by different assessors are consistent, fair and reliable. Key activities will include:

- meeting with assessors (individually and collectively) throughout the qualification to discuss quality assurance and standardisation issues and provide support and guidance where needed
- observing assessors and giving them feedback to help improve their assessment technique
- sampling evidence across different cohorts to ensure that appropriate standards have been met
- arranging cross-grading of assessments to compare results and agree benchmarks in line with City & Guilds training.

City & Guilds will provide guidance to centre IQAs throughout the change management process.

External quality assurance

The Oral Questioning is internally assessed and externally verified.

The Practical Project is internally assessed and externally verified.

The Professional Discussion is externally assessed and externally verified.

Our team of technically competent external quality assurers (EQAs) will externally verify centre assessment decisions and internal quality assurance processes to ensure the validity and reliability of results. Our EQAs follow robust verification processes. They monitor centres' assessment systems, practices and outcomes in line with regulatory requirements. Their sampling strategies are based on 'CAMERA' (ensuring a representative sample of candidates/learners, assessors, methods of assessment, evidence, records, assessment sites).

City & Guilds will:

- carry out necessary quality assurance of this assessment which can include direct observation, assessment sampling and feedback from learners
- have a robust appeals procedure in place for learners.

External quality assurers

EQAs are inducted, trained and standardised to ensure a consistent approach. They are regularly updated on changes to qualifications and subject to ongoing monitoring and sampling of their work. Thorough vetting ensures required knowledge, including attainment

of EQA Training Assessment and Quality Assurance (TAQA) qualifications. All Building Services Engineering (BSE) and Construction EQAs will be briefed on the sector review including the new qualification suite.

EQAs must:

- be accountable to City & Guilds
- have achieved or be working towards the TAQA award, have achieved V2 or D35 and possess CPD evidence of practicing to the TAQA Standards
- understand the assessment process and apply the grading process consistently
- have no conflict of interest with the assessment centre, in order to maintain objectivity
- have requisite relevant technical/occupational understanding in the qualification(s)/unit(s) being externally quality assured
- be able to provide centres with advice and guidance on assessment and IQA procedures.

City & Guilds will:

- carry out necessary quality assurance of the assessment process which can include direct observation, assessment sampling and feedback from learners
- have a robust appeals procedure in place for learners.

Roles, responsibilities and quality assurance

Internal assessor profile

The centre must provide City & Guilds with the details of personnel who they plan to undertake assessment, so that they can be approved prior to them carrying out this role. Prior to the first assessments taking place, assessors must also complete City & Guilds training. This is to ensure the reliability of assessment at centres over time.

Assessors must be working towards (registered before carrying out any assessments) or have achieved the following units:

- Unit: Understanding the principles and practices of assessment*
- Unit: Assess occupational competence in the work environment*
- Unit: Assess vocational skills, knowledge and understanding*

and continue to practice to that standard.

* Legacy Qualifications (D32/D33/D34, A1 and V1) will be accepted.

Assessors must be occupationally competent. Evidence which supports this is by the assessor holding a relevant NVQ or equivalent* to the full occupational competence threshold of the trade and/or having registration with a relevant trade body or having appropriate recognition which clearly evidences the assessor as competent in the trade.

*Assessors who qualified before NVQs were developed should provide evidence of how they are occupationally competent (such as through a CV or CPD Log together with any relevant references).

Internal assessor requirements

Internal assessors must:

- carry out and document assessment in line with City & Guilds and regulatory arrangements including:
 - acting in a professional and courteous manner at all times when conducting the assessment
 - grading the assessments, in accordance with grading criteria
- maintain a knowledge of assessment policies and procedures
- maintain and document CPD (to be submitted on request)
- understand the sector, the qualification and the assessment requirements
- be occupationally competent
- produce clear, accurate and concise documentation and relevant records (written and electronic), and ensure they are controlled and administered in accordance with the awarding bodies procedures
- make robust assessment decisions
- handle relevant information in accordance with GDPR requirements
- prepare for and participate in relevant City & Guilds meetings and events – such as induction, CPD/training and standardisation events, and ensure any personal action/improvement plans are achieved, within agreed timescales and to required standards
- report to the IQA any suspicion of malpractice or maladministration, including academic misconduct
- declare any conflicts of interest (such as between the assessor and the learner)
- provide access to information and records when requested
- complete and submit all reports within specified timeframes.

Expert witness (to provide supporting evidence for the Practical Project)

Expert witnesses who work with the learner on a regular basis can be nominated and confirmed with the learning provider/centre to support evidence gathering whilst learners undertake the Practical Project. Expert witnesses do not make assessment decisions/judgements; their role is to provide information, context and an experienced perspective on the work completed by the learner as part of their specified project task(s).

To be confirmed as an expert witness employer representative(s) must:

- be occupationally competent – holding a relevant qualification, being able to demonstrate relevant experience in the industry/trade and/or being a member of/or recognition by a relevant trade body
- understand the sector, the qualification and the assessment requirements.

External assessor profile (for the Professional Discussion)

Assessors for the Professional Discussion assessment will be appointed by City & Guilds and will conduct the assessment on behalf of City & Guilds. They will be independent of the centre. Prior to the first assessments taking place assessors must also complete City & Guilds training.

Assessors must be working towards or have achieved a relevant recognised assessor qualification **and** continue to practice to that standard. Assessors who hold earlier qualifications (A1, D32 or D33) should have CPD evidence to the most current standards.

Assessors must be occupationally competent. Evidence which supports this is by the assessor holding a relevant NVQ* to the full occupational competence threshold of the trade and/or having registration with a relevant trade body or having appropriate recognition which clearly evidences the assessor as competent in their trade.

*Assessors who qualified before NVQs were developed should provide evidence of how they are occupationally competent (such as through a CV together with any relevant references).

Prior to the first assessments taking place, assessors must also complete City & Guilds training. This is to ensure the reliability of assessment over time.

External assessor requirements (for the Professional Discussion)

External assessors must:

- fully prepare the Professional Discussion utilising the project evidence
- carry out and document the Professional Discussion assessment in line with City & Guilds and regulatory arrangements including:
 - acting in a professional and courteous manner at all times when conducting the assessment on behalf of City & Guilds
 - arriving at the centre at least 45 minutes prior to the assessment and staying at the centre for the duration of the assessment (when conducting a face-to-face assessment)
 - marking the assessments, in accordance with grading criteria
- maintain a thorough knowledge of assessment policies and procedures
- maintain and document CPD (to be submitted on request)
- understand the sector, the apprenticeship and the assessment requirements
- be familiar with the latest technologies used within the industry
- be occupationally competent
- produce clear, accurate and concise documentation and relevant records (written and electronic), and ensure they are controlled and administered in accordance with City & Guilds procedures
- make robust assessment decisions
- handle relevant information in accordance with GDPR requirements
- prepare for and participate in relevant City & Guilds meetings and events – such as induction, CPD/training and standardisation events, and ensure any personal action/improvement plans are achieved, within agreed timescales and to required standards
- report to City & Guilds any suspicion of malpractice or maladministration, including academic misconduct
- declare any conflicts of interest (such as between the assessor and the apprentice)
- provide access to information and records when requested
- complete and submit all reports within specified timeframes.

They must be able to demonstrate evidence of being up to date with the relevant trade/industry. This can be evidenced for example by either accessing trade publications, undertaking courses of learning, attending networking events relevant to this qualification and/or attending industry events.

External associates/appointees

Associates/appointees are the terms adopted by City & Guilds to refer to individuals appointed by City & Guilds or EAL to undertake specific roles on their behalf, for example, EQAs and external assessors.

There are criteria set by City & Guilds to ensure that all associates/appointees have the right occupational knowledge, experience and skills to perform the specific role.

City & Guilds will ensure that all associates/appointees undertaking a quality assurance role in centre approval, qualification approval and assessment decisions are trained, appropriately qualified and occupationally competent. Training and attendance at standardisation events are mandatory.

All associates/appointees are performance managed by staff within City & Guilds. If concerns are identified with an individual, each City & Guilds partner will take corrective action which may include improvement actions and close monitoring or in some instances quality issues in performance may lead to the City & Guilds contract with the associate/appointee being terminated.

City & Guilds will ensure that sufficient bilingual associates/appointees are recruited to meet the needs of Welsh-medium centres and learners. The level of quality assurance activity will be consistent across provision in both English and Welsh mediums. Provision will be made for monitoring and standardisation to take place for both languages.

Welsh context

For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness of Welsh language and an understanding of Welsh culture, policy and context would be beneficial to support their roles.

Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge and competence in the occupational area is current and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Delivering the qualification

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. Centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

If taken as part of an apprenticeship, then specific requirements must be met as part of the apprenticeship framework.

Entries for the qualification can be made via Walled Garden; see the City & Guilds website for further details.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 years of age as this qualification is not approved for those under 16.

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any learning or assessment they have already completed which is relevant to the qualification (eg a relevant trade from the Progression in Construction (Level 2))
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment Pack	https://www.skillsforwales.wales/qualifications
Oral Questioning Pack	https://www.skillsforwales.wales/qualifications
Sample on-screen test: 8042-401 (English language) 8042-451 (Welsh language)	E-volve platform, bookable via Walled Garden

Internal quality assurance

Centres must have a written internal quality assurance strategy.

This will help ensure that internal quality assurance procedures:

- provide accuracy and consistency between assessors in the use and interpretation of the guidance in the qualification and/or assessment documentation
- are efficient and cost effective.

Moderation of internal assessment arrangements

External quality assurance processes are in place for checking the validity and reliability of assessment decisions made by centre staff, as appropriate to this qualification.

The Oral Questioning and Practical Project will be internally assessed and subject to risk-based monitoring and sampling by external quality assurers to ensure the consistency and validity of centre assessment decisions. Quality assurance activities will be undertaken by appropriately qualified and trained assessment associates. In all instances of sampling for quality assurance purposes, formal written feedback will be provided by City & Guilds.

Significant non-compliance or areas of concern identified during external monitoring will be subject to investigation by City & Guilds. As a result of this activity appropriate improvement actions and/or sanctions may be put in place. In some instances, investigations may result in de-registration for the centre(s) in question.

Internal appeal

Centres must have an internal process in place for learners to appeal the grading or marking of internal assessments. The internal process must include learners being informed of the results the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Malpractice

Please refer to the City & Guilds guidance notes [*Managing cases of suspected malpractice in examinations and assessments*](#). This document sets out the procedures to be followed in identifying and reporting malpractice by learners and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of learner and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of learner malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others, copying from another learner (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from assessment) will be applied.

Access arrangements

Access arrangements are adjustments that allow individuals with additional needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that learners will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments* and *Access arrangements – when and how applications need to be made to City & Guilds* for more information. Both are available on the [City & Guilds website](#)

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of assessment.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the examinations officer at the centre. For more information, please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the [City & Guilds website](#)

Summary of assessment

The **City & Guilds Construction (Level 3) – Floorcovering** is assessed using four assessment methods:

Assessment component	Assessment type	Approach to assessment	Weighting (Contribution to overall qualification grade)
8042-701	On-screen assessment	Externally-set, externally-marked	0%
8042-705	Oral Questioning – Textile/Resilient	Externally-set, internally-assessed, externally verified	0%
8042-706	Oral Questioning – Wood/Timber		
8042-707	Practical Project – Textile/Resilient	Internally-set, internally-marked, externally verified	75%
8042-708	Practical Project – Wood/Timber		
8042-709	Professional Discussion	Externally-set, externally-marked, externally verified	25%

The On-screen and Oral Questioning assessments are graded pass/fail and the Practical Project and Professional Discussion are graded pass/merit/distinction.

An assessment pack detailing the requirements of the assessment can be downloaded from the [Skills for Wales website](#).

How each assessment covers the qualification content can be found in the assessment specifications within the Assessment Pack.

Qualification grading

This qualification is graded **pass, merit, distinction**. If a learner fails any one of the four assessments for their route, they will not achieve the qualification.

Details of how these grades can be achieved can be found in the Assessment Pack.

Assessment timings and phasing

The following must be applied to the assessment of this qualification:

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- all units for the learner's specialism must be undertaken, and related requirements must be completed and assessed within the learner's period of registration.

Assessments can be taken on-demand, centres must ensure that learners have undertaken all required learning and are adequately prepared to undertake each assessment.

The Employer Confirmation must have been completed prior to commencement of the Professional Discussion.

Learners must have completed and passed the Oral Questioning and Practical Project assessments prior to undertaking the Professional Discussion assessment.

The Oral Questioning can take place before, alongside or after the Practical Project.

Result release

On-screen assessment

The On-screen test is auto-marked and results will be received by the centre the same day the assessment is completed. A result release process will be followed by City & Guilds when new assessment versions are released.

Oral Questioning

Oral Questioning is internally assessed and externally verified. A provisional grade is awarded following internal assessment guidance provided in the Oral Questioning Assessor Pack and then submitted to City & Guilds via Walled Garden.

Notification of this provisional grade will be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to both internal and external quality assurance.

Practical Project

Practical Projects are internally marked and externally verified. Provisional marks awarded following internal assessment are translated into grades using the marking and grading tables provided in the Assessment Pack, provisional grades are then submitted to City & Guilds via Walled Garden.

Notification of this provisional grade will be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to both internal and external quality assurance.

Professional Discussion

The Professional Discussion is externally marked and externally verified. The marking and grading tables provided in the Assessment Pack will be used by the external assessor to mark and allocate a grade. The final grade for this assessment will be released by City & Guilds within 30 working days of the Professional Discussion taking place.

Overall qualification results

Provisional grades for the Oral Questioning and Practical Project must be provided to learners within one week of completion of each assessment. Guidance should be given

around the provisional nature of these results, with recognition that they will undergo internal and external quality assurance activities, and final qualification grading by City & Guilds.

Final qualification grades will be notified to centres following completion of external quality assurance activities. This notification will be within eight weeks of centre submission of learner results for the Oral Questioning and Practical Project (following successful completion of the On-screen assessment and Professional Discussion).

The final grades for the Practical Project and Professional Discussion will be aggregated based on the assessment weighting, in line with grade aggregation guidance provided within the Assessment Pack, and an overall qualification grade awarded and issued by City & Guilds.

Resubmission/Resit of assessment

If the learner fails to successfully achieve the On-screen assessment, Practical Project or Professional Discussion, they are permitted to resit/resubmit.

Guidance on the resit/resubmission procedures for each assessment, as well as guidance on the Oral Questioning achievement, can be found in the Assessment Pack and Oral Questioning Assessor Pack for this qualification, which can be downloaded from the City & Guilds website.

If a learner is required to resit or resubmit any of the assessments, appropriate feedback and support must be provided to enable the learner to do so within an appropriate timeframe.

If a learner does not meet the required marking or grading criteria, the centre should work with the learner to address failed criteria and opportunities for improvement to support them in preparing to reach the standard required.

If learners are unhappy with their assessment outcomes, they should be informed of their right to appeal.

Centres must record any actions taken and/or any additional support given to the learner. There will be no limit on the number of resits or resubmissions which can take place.

For further information on the approach to resubmitting/resitting any specific assessments, please see information within the Assessment Pack.

Assessment specifications

On-screen assessment

The test specification for the On-screen assessment can be found in the Assessment Pack.

Oral Questioning assessment

The specification for the Oral Questioning assessment can be found in the Assessment Pack and Oral Questioning Assessor Pack.

Practical Project

Please refer to the Practical Project section of the Assessment Pack.

Professional Discussion

The Professional Discussion will be conducted by the external assessor. The centre will be required to agree a date for the discussion with City & Guilds and to ensure that a suitable assessment environment is provided for this discussion. The Employer Confirmation must be completed before the point of booking the discussion with City & Guilds.

The unit content covered by the Professional Discussion is outlined in the table below.

Learner reflection on the practical project: It will utilise the project evidence to augment the professional discussion. What the learner did, and why they did it.	
Reflection on knowledge and understanding of and skills of:	Unit ref
1.1 Organise the resources required 1.2 Set success criteria for the task(s) 1.3 Carry out effective planning 1.4 Rationalise why the proposed approach is the most appropriate 1.5 Recognise cost and waste implications of the work 1.6 Manage risks associated with completing the task and recognise the steps to be taken to stop risks becoming problems 1.7 Identify the handover requirements of work 2.1 Review the appropriateness of success criteria set 2.2 Evaluate the resource selection and usage 2.3 Evaluate the finished output 2.4 Evaluate own performance 2.5 Review the achievement of timescales 2.6 Evaluate the handover	303 – LO1, LO2
2.1 How to develop and maintain productive working relationships 2.2 How to communicate effectively with clients, employers, colleagues and with other stakeholders throughout built environment projects	302 – LO2

4.1 Pre-1919 construction methods	301 – LO4
4.2 Post-1919 and modern construction techniques	
4.3 21st-century construction techniques and technologies for chosen trade	

Content key

The information below aims to provide an overview of how unit content is structured and how the areas of content relate to each other as well as qualification delivery and assessment.

Learning outcomes

Learning outcomes group together chunks of related practical skills and/or knowledge and are presented as the result of the learning process (ie what learners must understand or be able to do following teaching and learning). All learning outcomes are supported by a number of assessment criteria. In the below, for example, this learning outcome is about the different trade bodies and organisations in the construction sector.

Learning outcome:

1. Know the trade bodies and organisations within the construction sector

Criteria

Assessment criteria break down the learning outcome into smaller areas to be covered. These criteria are what will be assessed in connection with the learning outcome. In the below, for example, assessment criteria 1.5 is about the CITB's role in the construction sector, which has been written and will be assessed against the learning outcome.

Criteria

1.5 CITB and its role within the construction sector

Range

Range contains information about the breadth required for a specific assessment criterion, for example, training, registration etc. The range is not an exhaustive list, there may be other examples that could fit within that topic area, however, those that are listed in the range are key for the delivery of the unit content – **all elements listed in the range must be covered as part of the delivery of the unit.**

Range: Training and CPD; registration

Depth of content

Depth of content outlines the depth of coverage that needs to be covered. This allows the teaching to be focused at the right level in order for the learner to be ready for assessment. For example, 'learners should recognise the reasons' highlights that learners need to have some understanding of the 'how' or 'why' in relation to the range.

Delivery outcomes (depth of content)

1.5 Learners will know the role of the Construction Industry Training Board (CITB) in its support and funding for training and ongoing CPD. They will understand the requirements for company registration and network of training groups and CITB advisors across the country.

Note: Where the Delivery outcome (depth of content) section contains **n/a** or does not exist, this is due to the self-explanatory nature of the related practical skills criteria and/or that delivery requirements are specific to individual learner settings.

Unit content

Unit 301: Understanding construction practice in Wales

GLH: 40

What is this unit about?

The purpose of this unit is for learners to explore and understand the wide and changing scope of the construction sector in Wales from pre-1919 practices to future development. It will provide an overview and set the scene for working in the construction sector in Wales.

It is recommended that this unit is delivered prior to the 302 Working in the construction sector in Wales unit.

On completion of this unit, learners will:

- know the trade bodies and organisations within the construction sector
- understand connected practice in the construction industry
- know the changes in construction pressures and materials over time
- know the changes in construction methods over time
- understand the relationship between trades and the environment.

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

- Why should I join a union?
- What do the different coloured CSCS cards mean?
- How is the Well-being of Future Generations (Wales) Act 2015 relevant to construction?
- What does circular economy mean?
- What is BREEAM?

Learning outcome

1. Know the trade bodies and organisations within the construction sector

Criteria

- 1.1 The trade bodies and organisations within the construction sector
- 1.2 The role of trade bodies and organisations within the construction sector
- 1.3 The competence card schemes within the construction sector and the types of cards available
- 1.4 Professional registration as a construction professional
- 1.5 CITB and its role within the construction sector
Range: training and CPD; registration

2. Understand connected practice in the construction industry

Criteria

- 2.1 Interdependencies between trades
Range: relationships between individual trades and other trades in different scenarios from new build to repairing traditional structures

3. Know the changes in construction pressures and materials over time

Criteria

- 3.1 Pre-1919 construction
Range: pressures (geographical influences, local need); materials (regionally available)
- 3.2 Post-1919 to modern construction
Range: pressures (supply chain, industry demand, population); materials (standardisation, innovation)
- 3.3 21st-century construction
Range: pressures (climate change, carbon footprint, resource availability); materials (lime, natural building materials, engineered materials)

4. Know the changes in construction methods over time

Criteria

4.1 Pre-1919 construction methods

Range: materials; tools and techniques used pre-1919

4.2 Post-1919 and modern construction techniques

Range: evolution of modern construction methods and techniques shaped by changes in materials, tools and techniques

4.3 21st-century construction techniques and technologies for chosen trade

Range: off-site manufacturing; prefabricated construction components; 3D printing of construction components; circular economy, sustainable design and retrofit; insulation; ventilation; new and emerging technologies

5. Understand the relationship between trades and the environment

Criteria

5.1 Industry regulation and sustainability

5.2 Ecological considerations and principles

5.3 Sustainable approaches

Range: heat recovery and ventilation; rainwater harvesting; fuel cells; solar panels; heat and cooling pumps; zero carbon buildings

5.4 Waste disposal in construction

Range: waste reduction; waste disposal; recycling principles in the learner's trade area

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will have an awareness of the full range of trade organisations within the construction sector, including the trade organisation umbrella, Build UK, and the larger mainstream federations such as the FMB (Federation of Master Builders) and NFB (National Federation of Builders).

1.2 Learners will understand the role that trade organisations have within the construction sector. This should include the strengthening, uniting and advocacy role of Build UK; the assurances that company membership of FMB or NFB offers customers, as well as the business support and quality control that they offer to members; and a 'voice', training and technical support that niche associations offer specialist contractors.

Learners will have an awareness of unions and their services/benefits.

- 1.3** Learners will know the card schemes for construction trades including the mandatory CSCS card. Learners will know the role of card issuers, and registration requirements and industry recognised qualifications. Learners will know the role of competent person schemes and the opportunity to become members of bodies such as FMB or NFB.

Learners will know the role of card issuers and registration requirements, and the need for industry recognised qualifications.

- 1.4** Learners will know the benefits of professional registration with the relevant professional construction institution such as higher earning potential, improved career prospects and employability, enhanced status leading to higher self-esteem, international recognition of competence and commitment, evidence of expertise, greater influence within own organisation and industry, and recognition as a counter signatory.
- 1.5** Learners will know the role of the Construction Industry Training Board (CITB) in its support and funding for training and ongoing CPD. Learners will understand the requirements for company registration and network of training groups and CITB advisors across the country.

Outcome 2

- 2.1** Learners will appreciate the relationships between their chosen trade and other trades in different contexts from new build to repairing traditional structures.

Learners will understand how individual trades work with each other and interact. Learners will understand, for example, first and second fix, and the types of problems that can arise and how to mitigate them.

Interdependencies can be linked to safe working practices, planning, type of premises/context, and good working relations and communication. Learners will understand how different trades interact across different scenarios and how these interactions and roles have changed over time.

Outcome 3

- 3.1** Pressures: Local need (type and use of structures, needs of industry, cultural needs), geographical influences – local availability of resources, local climate (weather considerations), locally influenced methods and styles, local distinctiveness.

Materials: Learners will know the basic qualities and uses of mortars, aggregates, binders, internal and external functional and decorative finishes, stone, slate, timber and earth. Learners will know the permeable nature of lime and earth mortars.

Specific to this time period, learners will develop an understanding of the transportation and supply chain of materials, the benefits of using materials available within the region local to work sites, and the barriers/problems associated with using materials not local to work sites.

- 3.2** Pressures: Learners will know the developments in transport influenced the supply chain since the Industrial Revolution.

An awareness of the sources of building materials, comparing materials found locally and those imported to a region.

Learners will know that for traditional buildings, the choice of materials also often reflected the status of the building. For example, higher value materials were often brought in for churches, particularly for the windows and other decorative design features.

Materials: Learners will know basic qualities of concrete slabs, brick and block, steel, glass, plastics, composite materials, standardisation of materials, and damp-proof membranes. The role that materials such as cement, glass and steel have played in the industry and on their own trade, and the effect that material innovations have had on the scale and speed of construction including cost-effectiveness and durability. Learners will understand why damp-proof membranes (DPC, DPM) are included in post-1919 builds.

- 3.3 Pressures:** Learners will know the increasing pressures of climate change and the carbon footprint of the construction industry. An understanding of the importance of energy efficiency and embodied energy in meeting the zero-carbon target is required. Learners will understand the importance of the Well-being of Future Generations (Wales) Act 2015 for the construction industry.

Materials: Learners will need to know the qualities and uses of lime (limecrete, lime renders and mortars and plasters), natural building materials and engineered materials (timbers, acetylated wood, (re)engineered bricks and blocks, crushed concrete and glass aggregate, aerated bricks and blocks).

Learners will recognise the need for sustainability of traditional and vernacular buildings, sustainable building materials, embodied energy, material selection and quality, energy efficiency, waste management and recycled materials. Sustainability also includes the re-use of buildings, rather than their demolition and the construction of new ones, as well as improving the thermal performance of existing modern and traditional buildings.

Learners will appreciate off-site manufacturing, modular buildings, prefabricated construction components, digital construction technologies.

Learners will be aware of traditional methods of building, surveying and design, as well as modern construction applications including digital design software, smart-enabled tools, technologies and apps, drones, robotics, BIM, CAD, 3D modelling and simulation.

Learners will have knowledge of 2D and 3D related software. Learners will be able to identify smart enabled tools and the benefits of using them in construction compared to traditional/existing methods.

Learners will be able to recognise where and how technologies, apps, drones and robotics can be used in construction and the built environment, and the benefits and barriers of using them.

Learners will have a basic knowledge of the concepts of 3D printing including its uses, benefits and limitations in relation to planning, designing, modelling and constructing.

Outcome 4

- 4.1** Learners will know the typical methods of construction for pre-1919 buildings, this should include the materials, tools and techniques relevant to their chosen trade.

Learners will know that fitting flooring in pre-1919 buildings requires specific considerations due to the common construction methods and materials used at the time, including solid or suspended timber floors and irregular subfloor levels. Learners will know the implications of fitting floorcoverings in buildings with historic or listed status in relation to Cadw.

Learners will know that there was a limited range of textile and impervious flooring available in different forms, including woven carpets, broadloom carpets, hand-knotted oriental rugs, ingrain carpets, oilcloth, floorcloths, linoleum, parquet.

4.2 Learners will know the typical methods of construction for post-1919 buildings, this should include the materials, tools and techniques relevant to their chosen trade.

Learners will know the fitting of textile and impervious flooring in post-1919 buildings presented fewer complications than older properties due to the use of more standardised construction methods.

Learners will know how modern developments within floorcovering manufacturing led to the availability of a broader range of carpet and vinyl flooring materials (polypropylene, nylon, polyester based), moving away from natural materials (such as wool or wood), to the use of synthetic materials (such as thermo-plastic tiles, cushion flooring, linoleum). Learners will know that a wider range of patterns, designs and widths including printed wood pattern and the tools used to fit flooring materials became available, including:

- textile fitting tools: hammer and tacks, tack strip, stretching tools, shears/carpet knife, measuring tools
- impervious fitting tools: knives, shears, ruler and chalk, roller/mallet, paste brush/glue applicator, seam roller.

4.3 Learners will know emerging methods of construction for 21st-century buildings, this should include the materials, tools and techniques relevant to their chosen trade. Learners will know the new/emerging technologies in their trade. Learners will know how to access information on new developments in their trade – such as through professional institutions, industry bodies and trade associations, articles, trade press, formal CPD, manufacturers' information etc.

Learners will be aware of modern construction, surveying and design applications including BIM, CAD, 3D modelling, simulation and drones, as well as traditional methods of building survey and design relevant to their chosen trade.

Learners will have an understanding of modular building design and construction methods for their chosen trade.

Learners will know what is meant by the following terms and what they mean in relation to their trade: circular economy, sustainable design and retrofit, insulation, moisture management, ventilation.

Learners will know that carpet and vinyl fitting has become more efficient, precise and cleaner due to improved materials, advanced adhesives and methods of installing, and modern tools designed for safety, speed and professional results, including:

- textile materials:
 - broadloom carpet
 - carpet tiles/modular carpet
 - eco-friendly carpets
 - low-volatile organic compounds (VOC) and anti-microbial carpets
- fitting tools

- impervious materials:
 - luxury vinyl tile (LVT)/plank (LVP)
 - sheet vinyl
 - stone plastic composites (SPC) core flooring
 - wood plastic composites (WPC)
 - self-adhesive vinyl tiles
 - epoxy-resin screed
- timber-based materials:
 - laminates
 - engineered boards
- tools for:
 - preparing
 - testing
 - cutting
 - fitting
 - joining
 - fixing
 - finishing.

Outcome 5

5.1 Learners will know the features of the Environment (Wales) Act 2016, Environmental Protection Act, PAS 2030 and PAS 2035, The Hazardous Waste Regulations, Pollution Prevention and Control Act, Control of Pollution Act. The learner will know the value of thermal imaging in energy-efficient construction practice and understand BREEAM and Passivhaus codes of good practice.

Learners will know the essentials of responsible retrofit of the full range of building stock including traditional and modern.

Learners will know the Conservation of Habitats and Species Regulations 2010 and the penalties for breaking the law (eg disturbing a bat roost or a newt colony).

Learners will know how the design of construction projects can help with energy efficiency and the link to include smart homes and smart technologies, such as sensors and controls.

5.2 Learners will have an awareness of ecological considerations and principles and be able to relate this to construction and the built environment. Learners will have a basic appreciation of endangered habitats, areas of flood plains, biodiversity offsetting and primary protected species, and of current legislation relating to wildlife and habitats.

5.3 Learners will be able to identify the sustainable considerations used in construction and the built environment and recognise the scope of their use to maintain a healthy building. Learners will also be able to identify the ways in which buildings can off-set their carbon footprint.

5.4 Learners will know how the use of different materials can reduce environmental impact in their trade area, and the principles of the '3 Rs' of waste management (reduce, reuse and recycle).

Learners will know the importance of accurately ordering materials in order to reduce site waste and save money on over-ordering and waste disposal costs, storing materials in an appropriate manner and the controlling of inventory and appropriate sorting of waste on site.

Learners will be aware of good practice guidance including WRAP for industry waste management. Learners will understand the nature of recyclable and biodegradable materials and the impact that it has on landfill and cost to the environment and the type of materials that are commonly recycled on-site.

Learners will know how scrap materials can hold value (including copper), understanding that it is a finite resource and know the public register of scrap metal dealers in Wales.

Learners will know how to dispose of hazardous waste including cement-bonded and fibrous asbestos waste collection. The use of licensed waste carriers, brokers and dealers. The consequences to self, others and the environment of not following best practice, and relating statutory requirements in relation to waste disposal.

Learners will know the key features of regulations including the Environmental Protection Act, The Hazardous Waste Regulations, Pollution Prevention and Control Act, Control of Pollution Act, The Waste Electrical and Electronic Equipment Regulations.

Unit 302: Working in the construction sector in Wales

GLH: 40

What is this unit about?

This unit provides the learner with a holistic understanding of the built environment in Wales, how it has changed and the need for a safe built environment and delivering safe projects/work.

Learners will also appreciate the importance of planning and reviewing work, and how to carry out effective planning and evaluation. Learners will understand the importance of working and communicating effectively with others.

On completion of this unit, learners will:

- understand the built environment in Wales
- understand how to work effectively with others.

It is recommended that prior to undertaking this unit learners should have been taught Unit 301 Understanding construction practice in Wales.

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

- What are PESTLES?
- How will the CDM regulation affect my working practices?
- How can we develop and maintain a high-performance team?
- How do you get a good reputation as a tradesperson?

Learning outcome

1. Understand the built environment in Wales

Criteria

1.1 Building stock in Wales

Range: forms; purposes; changing materials; periods of building stock in Wales

1.2 Factors influencing change in the built environment in Wales

Range: political; environmental; social; technological; legal and economic

1.3 Safety of the built environment

2. Understand how to work effectively with others

Criteria

2.1 How to develop and maintain productive working relationships

2.2 How to communicate effectively with clients, employers, colleagues and with other stakeholders throughout built environment projects

Delivery outcomes (depth of content)

Outcome 1

In this learning outcome the learner will gain a holistic understanding of the construction sector. This outcome builds upon Unit 301 Understanding construction practice in Wales.

1.1 For the following domestic structures, the learner will be able to identify retrofit, refurbishment and development projects which bring the buildings up to current regulatory standards. Learners will know the following:

Houses: attached and detached.

Pre-1919:

- solid stone
- solid brick
- traditional timber frame.

Cavity wall:

- brick and block
- Modern timber frame – timber with block outer.

Prefabrication and mass housing booms:

- post-WWII war housing
- off-site modern prefabrication
- flats – high rise apartments.

Learners will understand the reasons behind prefabrication – largely economies of scale and ability and need to provide better quality housing within a short timeframe.

Learners will understand the need for energy efficient housing:

- retrofit
- natural materials
- BREEAM and Passivhaus
- the need for compliance with Building Regulations.

BREEAM is the UK's most widely used means of reviewing and enhancing the environmental performance and minimising the environmental impacts of both new and existing buildings. Passivhaus buildings provide a high level of occupant comfort while using very little energy for heating and cooling. They are built with meticulous attention to detail and rigorous design and construction according to principles developed by the Passivhaus Institute in Germany and can be certified through an exacting quality assurance process.

The WELL Building Standard: WELL is a performance-based system for measuring, certifying and monitoring features of the built environment that impact human health and well-being, through air, water, nourishment, light, fitness, comfort and mind.

Learners will understand the requirements to meet energy saving targets.

Industrial units and factories:

- historic factories and warehouses
- 20th century
- modern industrial units including shopping centres.

Learners will know what reuse of buildings and building materials includes and know the types of buildings available for multiple/adaptable purposes.

Learners will understand the importance of energy efficiency and embodied energy in meeting the zero-carbon target required. Learners will understand the sustainability and carbon saving value of maintaining and repairing the current housing stock compared to replacing existing 20th-century buildings with new buildings.

Changing materials

Learners will understand the changes that occurred from the introduction of the standardisation of materials and what effect this has on the construction industry.

Learners will understand the role of standardisation in relation to safety in the industry as well. The availability of materials of a recognised quality and performance is important, particularly with the development and manufacture of new materials and their use in modern construction.

Learners will know the role that materials such as cement, glass and steel have played in the industry and on their own trade, and the effect that material innovations have had on the scale and speed of construction.

Learners will understand why damp-proof membranes (DPC, DPM) are included post-1919 build and are not suitable for solid walled structures.

1.2 Learners will understand PESTLE influences including:

- political: how government initiatives/changes in government affect the construction sector and the built environment, laws, taxes and how this affects demand
- environmental: targets to cut emissions, preserving the natural/built environment
- social: age of population/demographic, cultural requirements, population growth
- technological: new technologies and application of technology, changes in materials and innovations
- legal: new/changes to regulations etc, such as the Building Regulations, consent/planning permissions, safety of buildings and building services
- economic: affordability, unemployment/employment, the economy.

Learners will identify the key reasons for increases and decreases in housing demand over the last 100 years and the way that this has caused fluctuations in housebuilding.

- 1.3** Learners will know the advances in architectural design and material science, and their influence on modern construction, whilst also recognising the requirement for a focus on long-term user safety when adapting, creating and maintaining buildings; this will include building materials, products and services, the role of the CDM Regulations (The Construction (Design and Management) Regulations) and the foreseeable necessary information to be provided for future maintenance, repairs and cleaning of the building. Learners will understand quality assurance marking of products (such as the CE mark) and the applicability of the Construction Products Regulations. The Building Regulations guidance Approved Document 7: materials and workmanship, the BSI Kitemark, the Declaration of Conformity and trade-specific requirements for products such as BASEC Approved Cables.

Learners will know of other applicable guidance such as RSPA (Royal Society for the Prevention of Accidents) safer by design. Learners will recognise the Provision and Use of Work Equipment Regulations (PUWER) that work equipment, including installations, is so constructed, or adapted as to be suitable for the purpose for which it is provided. Relating requirements that apply such as lifting equipment must also meet the requirements of Lifting Operations and Lifting Equipment Regulations (LOLER), pressure equipment must meet the Pressure Systems Safety Regulations.

The implications of a lack of regard to safety of users can be discussed using examples such as asbestos and the Grenfell Tower disaster. Learners will have an awareness of the Welsh Government's plan to reform regulations and fire safety in high rise buildings, and the actions with regards to the 'Road Map to Safer Buildings in Wales'.

Learners will understand the considerations and implications of making changes to buildings and the responsibilities of the customer/client and the contractor and how this relates to the Building Regulations and relevant approved documents and technical guidance. Learners will know that there are different applicable requirements in Wales and England (eg the requirement for automatic fire suppression in Wales).

Learners will understand the need for relevant consent/permissions for work to be carried out (which could be required for minor work on a listed building in Wales), complying with Building Regulations (following approved documents) and utilisation

of appropriate materials. Learners will understand it is incumbent on the contractor to carry out safe work and deliver safe projects for the customer/client.

Learners will understand the consequences of not carrying out safe work/delivering unsafe projects/work.

Learners will understand the importance of using suitable materials, parts and products that are appropriate for the building task, and that maintain the safety of buildings for building users for the long term.

Learners will understand the importance of deferring to qualified colleagues, when and if necessary, to check or complete work to ensure that the safety of building/premises users is maintained.

Outcome 2

2.1 Learners will appreciate the range of communication techniques and mediums and their suitability, eg face-to-face, active/passive listening, written, oral and electronic. Learners will understand the importance of the needs of individuals by applying the principles of equality and diversity.

Learners will understand how to maintain and encourage both formal and informal good working relationships to promote goodwill and trust with the relevant people. This can involve keeping promises and undertakings, being honest and constructive, building relationships, co-operating and having appropriate and good dialogue.

Learners will recognise the stages of team development in Tuckman's team-development model as:

- forming
- storming
- norming
- performing.

Learners will understand how to discuss proposals with relevant people and discuss alternative suggestions – appreciating that they should encourage questions and requests for clarification and comments.

Learners will recognise the benefits of a high-performance team. Learners will understand how to resolve differences of opinion in ways which minimise offence and maintain the goodwill, trust and respect of others and why this is important.

2.2 Learners will understand how to confirm and communicate the requirements relating to the work. Learners will know how to confirm and communicate the work method to relevant people, eg colleagues, employers, customers, contractors, suppliers of products and services and those affected by the work/project, with the right level of detail and with an appropriate degree of urgency. These details can involve work progress, results, achievements, occupational problems, occupational opportunities, health and safety requirements and the co-ordination of work (eg with other trades/colleagues). Learners will recognise the benefits of good customer care to current and potential future customers (such as referrals, repeat business, good feedback, satisfied customers, more revenue opportunity).

Unit 303: Planning and evaluating work in the construction sector in Wales

GLH: 35

What is this unit about?

This unit provides the learner with the competencies of how to plan and evaluate work in their trade. Learners will be able to plan work to ensure that it is carried out safely and to any relevant industry standards, acceptance and success criteria that apply.

Learners will be able to organise resources and plan the use of these resources and their time. Learners will organise their own work activities, dealing with typical problems that arise in their work, and seeking advice from others if required. Learners will be able to communicate the work requirements to customers, colleagues and members of the public or other trades.

Learners will be able to evaluate their completed work and how effective they were in planning and performing stages; identifying strengths and weaknesses and using reflective practice to facilitate continual improvement.

On completion of this unit, learners will:

- plan the work required to complete the task(s)
- evaluate the work completed against the task brief and success criteria

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

- How do I ensure I don't have much waste when building a house?
- Where can I get up-to-date information on technical requirements and materials?
- What factors do I need to take into account when evaluating my performance?

Learning outcome

1. Plan the work required to complete the task(s)

Criteria

- 1.1 Organise the resources required
Range: tools; equipment; materials
- 1.2 Set success criteria for the task(s)
- 1.3 Carry out effective planning
Range: timescales; scheduling; quality; cost
- 1.4 Rationalise why the proposed approach is the most appropriate
- 1.5 Recognise cost and waste implications of the work
Range: financial; environmental
- 1.6 Manage risks associated with completing the task and recognise the steps to be taken to stop risks becoming problems
Range: nature of the task; other trades; resources; the work environment; timescales; contingent tasks; alterations; access; any other relevant external factors
- 1.7 Identify the handover requirements of work
Range: information; documentation; communication

2. Evaluate the work completed against the task brief and success criteria

Criteria

- 2.1 Review the appropriateness of success criteria set
- 2.2 Evaluate the resource selection and usage
Range: tools; plant; equipment; products; materials
- 2.3 Evaluate the finished output
Range: fit-for-purpose; safe; meets task brief/acceptance criteria; success criteria
- 2.4 Evaluate own performance
Range: methods; techniques; processes; effectiveness; strengths; weaknesses; lessons learnt; continual improvement
- 2.5 Review the achievement of timescales
- 2.6 Evaluate the handover

Delivery outcomes (depth of content)

Outcome 1

- 1.1** Learners will understand how to identify resources to produce a resource list, using estimation techniques as required, such as analytical (bottom up), comparative (top down/historic) and parametric. Learners will have an appreciation of the 'estimating funnel'. Learners will recognise types of resources as consumable (replenishable), such as materials and money, and re-useable, such as plant, equipment and people.

Learners will be able to organise the resources required to carry out the task(s). Learners will be able to recognise the need for, and plan the use of tools, plant, equipment, products and materials. Learners will understand how to seek clarification and advice where the resources required are not available, eg from the customer/customer's representative, manufacturer's technical information, trade literature or referring to the organisation's procedures.

- 1.2** Learners will be able to identify success criteria for the task, which should include smaller milestones which identify key activities, material usage and quality of finish etc, framed within the context of the overarching task requirements.

- 1.3** Learners will use effective planning methods to calculate time required to successfully complete tasks including a schedule of works, scheduling task activities to enable tasks to be completed to the standard required within the timescale set. Learners will identify different types of dependencies between tasks and factor this into their planned phasing of work.

Learners will be able to identify work methods that will make the best use of resources and meet project, statutory and contractual requirements, detailing these in a method statement.

Learners will understand the need to carefully consider the scope of the work to avoid underestimating what is required.

- 1.4** Learners will rationalise why the approach planned for tasks is the most appropriate and will allow them to achieve quality and timescale requirements.

- 1.5** Learners will be able to plan the use of methods of work to help achieve zero or low carbon outcomes and be considerate of resource usage and wastage – evidencing environmental and financial awareness. Learners will understand planning methods, and planning for efficiency, cost control/savings, limited wastage, timely delivery and a clear handover.

- 1.6** Learners will understand in the planning stage that problems can be anticipated and therefore can be more easily managed, for example, within a risk assessment (proactive instead of reactive). Learners will be able to carry out mitigation planning for potential problems/issues. Recognising problems can arise from the weather conditions, nature of the task, other trades, resource availability etc. Learners will be able to assess the effects resulting from alterations to the work programme and be able to manage risks (within their control) that would impact on completing the tasks.

- 1.7** Learners will be able to communicate progress to relevant stakeholders such as

employer/supervisor or the customer. Learners will know the measures to manage access to the site (Section 3 of Health and Safety at Work etc Act 1974 requires the conducting of business without putting members of the public at risk). This includes the public and other workers who may be affected by the work. Learners will be able to identify the relevant document (as appropriate) required for a handover and be able to plan the handover, using the appropriate information, documentation and communication (and demonstration) methods as relevant to the completed trade service provided.

Outcome 2

- 2.1** Learners will be able to evaluate whether the success criteria supported successful and efficient achievement of the task, did they create any unnecessary hurdles/barriers? Learners will reflect on whether different/additional criteria may have helped.
- 2.2** Learners will be able to evaluate their resource selection and usage, the appropriateness of tool selection, the quantity of materials selected, efficiency of material selection and usage. Learners will be able to conduct an evaluation of impact to cost and the environment.
- 2.3** Learners will be able to evaluate the quality of their completed work to industry and safety standards, the degree to which it meets the task brief and employer/customer requirements.
- 2.4** Learners will be able to evaluate the overall fit and finish and reflect on what they could have done differently to improve their output. Learners will be able to evaluate their own strengths, weaknesses and areas for improvement. Learners will be able to communicate their lessons learnt as and when required.
- 2.5** Learners will evaluate reasons for any delays, how these could have been avoided and how they could be mitigated against in the future. Learners will recognise reasons for any time savings and consider how they could take lessons learnt into future planning.
- 2.6** Learners will evaluate the quality and clarity of the information provided in the handover, achievement of the purpose of the handover and success of communication method chosen.

Unit 304: Conform to general workplace health, safety and welfare

GLH: 21

What is this unit about?

This unit is about awareness of relevant current statutory requirements and official guidance to include responsibilities, to self and to others, relating to workplace health, safety and welfare. It also covers personal behaviour and security in the workplace in the context of your occupation and work environment.

On completion of this unit, learners will be able to:

- accept responsibility for, and comply with, organisational policies and procedures in order to contribute to health, safety and welfare
- comply with and support all organisational security arrangements and approved procedures.

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

- What regulations do I need to know about?
- What does a method statement tell me?
- Will I have to work with dangerous materials and substances?
- How can I identify asbestos?

Learning outcome

1. Understand workplace health, safety and welfare

Criteria

- 1.1 What and why health, safety and welfare legislation is relevant to the occupational area
- 1.2 What health, safety and welfare legislation notices and warning signs are relevant to the occupational area and associated equipment
- 1.3 How to comply with control measures identified by risk assessments and safe systems of work
- 1.4 Why, when and how health and safety control equipment should be used

2. Understand how to recognise hazards

Criteria

- 2.1 The hazards associated with the work environment
- 2.2 How changing circumstances can create hazards
- 2.3 The method of reporting hazards in the workplace

3. Understand organisational policies and procedures

Criteria

- 3.1 What the organisational policies and procedures are for health, safety and welfare
- 3.2 How to take active responsibility for health, safety and welfare
- 3.3 How individual actions and behaviour may affect others
- 3.4 What the types of fire extinguishers are and how and when they are used

4. Understand how to implement security arrangements

Criteria

- 4.1 How security arrangements are implemented in the workplace

Delivery outcomes (depth of content)

Outcome 1

- 1.1** Learners will know the statutory requirements and/or official guidance for health, safety and welfare for the occupation and the work area.
- 1.2** Learners will know the different notices and warning signs relevant to the occupational area.
- 1.3** Learners will know how to work safely and in line with control measures identified by risk assessments and safe systems of work.
- 1.4** Learners will know how to identify appropriate health and safety control equipment by the principles of protection for occupational use, types and purpose of each type, different work situations and the general work environment, to include:
 - collective protective measures
 - local exhaust ventilation (LEV)
 - personal protective equipment (PPE)
 - respiratory protective equipment (RPE).

Outcome 2

- 2.1** Learners will know to recognise hazards associated with the occupational area, to include hazards in relation to: resources, the workplace, the environment, substances, asbestos, silica, equipment, obstructions, storage, services and work activities.
- 2.2** Learners will know how to identify current common safety risks and current common health risks.
- 2.3** Learners will know the organisational recording procedures and statutory requirements for reporting hazards in the workplace.

Outcome 3

- 3.1** Learners will know how to work safely in accordance with organisational requirements, to include receiving or sourcing information, reporting, stopping work, evacuation, fire risks and safe exit procedures, consultation and feedback, induction, toolbox talk and signage.

Learners will know how to deal with accidents and emergencies associated with the type of work being undertaken and the work environment.
- 3.2** Learners will know how to take responsibility for health, safety and welfare, in line with their training and skills.
- 3.3** Learners will know how to recognise behaviour that affects health, safety and welfare and recognise when to stop work in the face of serious and imminent danger.

Learners will know how to contribute to discussions and provide valuable feedback. Learners will know how to report changed circumstances and incidents in the workplace whilst adhering to the environmental requirements of the workplace.
- 3.4** Learners will be able to identify the different fire extinguishers and their uses, to include water, CO₂, foam, powder and vaporising liquid.

Outcome 4

- 4.1** Learners will know the organisational procedures relating to the workplace, general public, site personnel and resources, and how they are implemented in the workplace.

Learning outcome

5. Accept responsibility for, and comply with, organisational policies and procedures in order to contribute to health, safety and welfare

Criteria

- 5.1** Show personal behaviour which demonstrates active responsibility for general workplace health, safety and welfare
- 5.2** Comply with organisational policies and procedures relating to the following:
- consideration of others
 - interpretation of given instructions to maintain safe systems of work
 - contributing to discussions (offer and provide feedback)
 - maintaining quality working practices
 - contributing to the maintenance of workplace welfare facilities
 - storage and use of equipment provided to keep people safe
 - disposal of waste and/or consumable items

6. Comply with and support all organisational security arrangements and approved procedures

Criteria

- 6.1** In accordance with organisational requirements with regard to:
- dealing with accidents and emergencies associated with the type of work being undertaken and the work environment
 - methods of receiving or sourcing information
 - reporting
 - stopping work
 - evacuation
 - fire risks and safe exit procedures
 - consultation and feedback

Unit 305: Conform to productive work practices

GLH: 14

What is this unit about?

This unit is about productive communication with line management, colleagues and customers as well as interpreting information, planning and carrying out productive work practices and working with others or as an individual, in the context of your occupation and work environment.

On completion of this unit, learners will be able to:

- communicate with others
- follow organisational procedures to plan the sequence of work in order to conform to productive work practices and maintain records
- maintain good work relationships

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

- What paperwork will I have to work with on-site?
- What does E&D actually mean?
- Will I still have to attend meetings and briefings after my induction?
- What are organisational procedures?

Learning outcome

1. Understand how to communicate with others

Criteria

1.1 How to use methods of communication with other workplace personnel and customers

1.2 How to communicate to ensure work is productive

2. Understand how to follow procedures

Criteria

2.1 How organisational procedures are applied to plan and carry out productive work

2.2 How to maintain documentation in accordance with organisational procedures

2.3 How to contribute to zero/low carbon outcomes in the built environment

3. Understand how to maintain good work relationships

Criteria

3.1 How to maintain good work relationships

3.2 How to apply the principles of equality and diversity

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know how to use different methods of communication where appropriate, to include listening, written, oral, visual and electronic.

1.2 Learners will know how to use different methods of communication to ensure information is clear and work is productive.

Outcome 2

2.1 Learners will know the appropriate use of resources for their own and other's work requirements. Learners will understand the allocation of appropriate work to employees and the organisation of work sequence.

2.2 Learners will know how to appropriately maintain documentation, to include job cards, worksheets, material/resources lists and time sheets.

- 2.3** Learners will also know how to contribute to the reduction of carbon emissions in the built environment.

Outcome 3

- 3.1** Learners will know how to build and maintain good relationships with others, to include: individuals, workplace groups (customer and operative, operative and line management, own occupation and allied occupations).
- 3.2** Learners will know how to show consideration for the needs of individuals by applying the principles of equality and diversity.

Learning outcome

4. Communicate with others

Criteria

- 4.1** Communicate with line management, colleagues or customers to ensure work is carried out productively
- 4.2** Respect the needs of others when communicating

5. Follow organisational procedures to plan the sequence of work in order to conform to productive work practices and maintain records

Criteria

- 5.1** Interpret procedures and use resources to plan the sequence of work, so that it is completed productively
- 5.2** Complete documentation as required by the organisation

6. Maintain good work relationships

Criteria

- 6.1** Work productively with line management, colleagues, customers or other people
- 6.2** Apply the principles of equality and diversity

Unit 306: Move, handle or store resources

GLH: 30

What is this unit about?

This unit is about interpreting information and adopting safe and healthy working practices including selecting aids or equipment to move, handle or store occupational resources. It also includes moving, handling and storing occupational resources to maintain useful condition, in the context of your occupation and work environment.

On completion of this unit, learners will be able to:

- understand how to interpret information
- understand safe work practices
- understand resource selection
- understand how to minimise the risk of damage
- understand working to deadlines
- comply with occupational resource information.

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

- How heavy an object will I be expected to carry?
- Am I responsible for site security?
- Will I learn how to use correct lifting techniques?
- What does FIFO mean?

Learning outcome

1. Understand how to interpret information

Criteria

- 1.1 The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented
- 1.2 The types of information, their source and how they are interpreted
- 1.3 The organisational procedures to solve problems with the information and why it is important they are followed
- 1.4 How to obtain information to use and store lifting aids and equipment

2. Understand safe work practices

Criteria

- 2.1 The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied
- 2.2 The types of fire extinguishers and how and when they are used
- 2.3 How emergencies should be responded to and who should respond
- 2.4 The organisational security procedures for tools, equipment and personal belongings
- 2.5 What the accident reporting procedures are and who is responsible for making the report
- 2.6 Why, when and how health and safety control equipment should be used

3. Understand resource selection

Criteria

- 3.1 The characteristics, quality, uses, sustainability, limitations and defects associated with the resources and how defects should be rectified
- 3.2 How the resources should be used and how any problems associated with the resources are reported
- 3.3 The organisational procedures to select resources, why they have been developed and how they are used

3.4 The hazards associated with the resources and methods of work and how they are overcome

4. Understand how to minimise the risk of damage

Criteria

4.1 How to protect work from damage and the purpose of protection

4.2 Why disposal of waste should be carried out safely and how it is achieved

5. Understand how to comply with occupational resource information

Criteria

5.1 How methods of work, to meet the specification, are carried out and problems reported

6. Understand how to work to deadlines

Criteria

6.1 What the programme is for, the work to be carried out in the estimated, allocated time and why deadlines should be kept

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the organisational procedures in place to report and resolve problems with inappropriate information and unsuitable resources. Learners will know how they are implemented in the organisation.

1.2 Learners will know the different types of information available and how they can be presented and interpreted. To include:

- technical – eg safety data sheets
- product – eg manufacturer's literature
- regulatory – eg health and safety (Risk Assessment Method Statements (RAMS))
- written documents – eg delivery notes, requisition forms
- methods of presentation – oral (eg verbal instructions), written (eg specification, job sheet), graphical presentation (eg work programme).

1.3 Learners will know the organisational procedures in place to solve problems with information and know the importance of following them correctly.

1.4 Learners will know how to find information to safely use and store lifting aids and equipment.

Outcome 2

2.1 Learners will understand their responsibilities regarding potential accidents and health hazards whilst working with the following; tools and equipment, materials and substances, movements and storage of materials and by manual handling and mechanical lifting.

Learners will know about the correct PPE and the importance of inductions and training. Learners will know how to interpret RAMS, COSHH reports and Health and Safety data sheets in relation to reporting of new hazards/near misses and applying appropriate techniques (in line with current relevant legislation):

- in the workplace – eg safe access, egress and walkways, plant movement, excavations, lone working
- in confined spaces – eg emergency plans, respiratory protective equipment (RPE), local exhaust ventilation (LEV)
- below ground level – eg safe exits, services, floods/ground water
- at height – eg fall protection, safety harnesses, correct access equipment.

2.2 Learners will know the different fire extinguishers available and their uses. Learners will know the following classifications:

- water – red/Class A, carbonaceous materials
- CO₂ – black/Class B&E, electrical and flammable liquids
- foam – cream/Class A&B, carbonaceous materials and flammable liquids
- powder – blue, all classes of fire.

Learners will know the moving weight of extinguishers and the handling/operating techniques for safety. Learners will know the location of extinguishers in relation to stored materials.

2.3 Learners will know their responsibility in response to situations in accordance with organisational authorisation and personal skills when involved with:

- fires – eg using fire extinguishers for different classes of fire, evacuation, prevention
- spillages – eg prevention, spill kits, signage, cordon off area
- injuries – eg first aider, first aid kit, accident reporting
- emergencies relating to occupational activities – eg prevention, emergency procedures, emergency services, reporting.

2.4 Learners will know the different security procedures to include:

- site – eg temporary fencing/hoarding, security guards, surveillance
- workplace – eg opening/locking up
- company – eg signing in, ID authorisation procedures
- operative – eg security of tools, materials, equipment and vehicles, personal belongings.

2.5 Learners will know the accident reporting procedures and know their own responsibility in relation to reporting. Learners will know who is responsible for making the report.

2.6 Learners will know how to identify appropriate health and safety control equipment by the principles of protection for occupational use, the types and purpose of each type, in relation to work situations and the general work environment to include:

- collective protective measures
- personal protective equipment (PPE)
- respiratory protective equipment (RPE)
- local exhaust ventilation (LEV).

Outcome 3

3.1 Learners will know how to identify types, quantity, quality, sizes and sustainability of standard and/or specialist resources. Learners will know the potential problems, faults or defects and how to deal with them.

3.2 Learners will know how to select resources for different jobs and for the prevention of hazards related to the work, to include:

- occupational resources – tools, materials and equipment related to work/trade
- lifting and handling aids – eg wheelbarrows, pallet truck, forklift, sack barrow
- containers – eg storage container, flammable container
- fixing, holding and securing systems – eg ropes and lashing, bracing, ratchet straps
- rotation of perishable stock, FIFO (first in first out).

Learners will know their own authority to rectify problems or how to report to the suitable supervisor and make an appropriate log of the problem. Learners will know the organisational reporting procedures including the correct person to inform and in the correct format to include written or verbal communication.

3.3 Learners will know the organisational procedures relating to selection of resources relevant to the task. Learners will know why the procedures are in place and how they are used.

3.4 Learners will know how to identify hazards from available information, to include:

- method of work – eg RAMS, toolbox talks, hazard reporting
- manufacturer's technical information – eg health and safety data sheets
- statutory regulations – eg COSHH, Manual Handling Operations, Work at Height Regulations (WAHR), Lifting Operations and Lifting Equipment Regulations (LOLER)
- official guidance – eg Health and Safety Executive (HSE).

Outcome 4

4.1 Learners will know how to protect work against damage from general workplace activities, other occupations and adverse weather conditions such as correct storage, scheduled delivery in line with work programme and the protection of surrounding area.

4.2 Learners will know why the disposal of waste should be carried out safely and responsibly following organisational procedures, manufacturer's information, statutory regulations and official guidance in line with environmental responsibilities.

Learners will know the different methods of disposal to include designated skips, recycling, segregation of waste, local waste collection point, biofuel.

Outcome 5

5.1 Learners will understand safe work practices and procedures to include:

- the method and area of work – correct lifting procedures for different materials (weight, quantity, shape), routes for safely moving materials, keeping exits clean and clear
- materials and equipment used for moving, handling and storing occupational resources – eg correct manual handling techniques, different lifting aids
- needs of other occupations associated with the resources, eg storage of resources with appreciation of other trades' work areas/needs.

Learners will know the organisational procedures for reporting circumstances which will affect the work programme including reporting to the supervisor/manager, eg unexpected delays, weather, problems with deliveries. Learners will know the problems that can affect the programme, to include:

- problems arising from inappropriate information – eg misheard instructions, misinterpretation of manufacturer's information, incorrect information
- problems arising from resources – eg unsuitable, damaged, incorrect, quantity
- problems of methods of work – eg incorrect storage, incorrect actions (eg incorrect moving and handling), incorrect use of equipment.

Outcome 6

6.1 Learners will be able to identify the types of programmes, to include:

- progress charts and timetabling – eg programmes of work, bar charts, Gantt charts.

Learners will understand the importance of working to deadlines and allocated times, and the effect this would have on other areas of the programme.

Learning outcome

- 7. Comply with the given occupational resource information to carry out the work efficiently to the required guidance**

Criteria

- 7.1** Work skills to move, position, store, secure and/or use lifting aids and kinetic lifting techniques
- 7.2** Move, handle or store occupational resources to meet product information and organisational requirements relating to at least three of the following: sheet material, loose material, bagged or wrapped material, fragile material, tools and equipment, components, liquids

Unit 345: Floorcovering core knowledge

GLH: 50

What is this unit about?

This unit covers the overarching knowledge required for this trade.

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):

- 346 Co-ordinate and organise work operations
- 347 Develop customer relationships
- 348 Assess and evaluate conditions for floorcoverings
- 349 Assess and prepare subfloor surfaces to receive floorcoverings
- 350 Set out for laying floorcoverings
- 351 Prepare and fit underlays for floorcoverings
- 352 Install textile floorcoverings
- 353 Install resilient floorcoverings
- 354 Join and repair textile floorcoverings
- 355 Install timber-based floorcoverings

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 outcome

1. Understand how to interpret and maintain information

Criteria

- 1.1 The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented
- 1.2 The types of information, their source and how they are interpreted
- 1.3 The organisational procedures to solve problems with the information and why it is important they are followed
- 1.4 The importance of maintaining documentation

2. Understand safe work practices

Criteria

- 2.1 The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied
- 2.2 How emergencies should be responded to and who should respond
- 2.3 The organisational security procedures for tools, equipment and personal belongings
- 2.4 What the accident reporting procedures are and who is responsible for making the report
- 2.5 Why, when and how health and safety control equipment should be used
- 2.6 How to comply with environmentally responsible work practices to meet current legislation and official guidance

3. Understand how to minimise the risk of damage

Criteria

- 3.1 How to protect work from damage and the purpose of protection
- 3.2 Why disposal of waste should be carried out safely and how it is achieved

4. Understand working to deadlines

Criteria

- 4.1** How work is carried out to meet the programme in the scheduled time and the importance of deadlines

Delivery outcomes (depth of content)

Outcome 1

- 1.1** Learners will know the types of organisational procedures and their features and uses, including how to verbally communicate problems, chain of command, toolbox talks, site induction. Learners will know the organisational procedures in place to report and resolve problems with inappropriate or incorrect information and unsuitable resources. Learners will know how they are implemented in the organisation.
- 1.2** Learners will know the features and uses of drawings and plans (floor plan), specifications, schedules, method statements, risk assessments, site notices and safety signs, manufacturers' information, oral and written instructions, and building regulations, and know how they are implemented. Learners will be aware of electronic information including manufacturer's guidance and job cards/sheets.
- 1.3** Learners will know the types of problems arising from inappropriate information – including misheard instructions, inaccurate information, misinterpretation of method statement, incorrect information given and how these can be prevented. They will understand the importance of following procedures for reporting problems with information, for example incorrect job card/sheet, incorrect materials and quantities.
- 1.4** Learners will know the importance of completing documentation accurately to include: job cards/sheets, material/resources lists, time sheets.

Outcome 2

- 2.1** Learners will know the principles of the following pieces of legislation, what each legislation is for, how it is used in industry and the results of non-compliance: Building regulations; Health and Safety at Work Act (HASAWA); PUWER; ACOPs; RIDDOR; CDM; COSHH; PPE; Manual Handling regulations; Noise at Work regulations; Control of Vibration at Work regulations. Learners will know how statutory regulations and ACOPs support industry best practice in relation to subfloor preparation, slip resistance and safety flooring.

Learners will know what each legislation is for, how it is used in industry and the consequences of non-compliance. Learners will understand the roles of local authority with regards to planning and Building Control and with heritage structures including consultation with Cadw.

- 2.2** Learners will know how to respond to situations in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and

emergencies, identification and reporting of suspected asbestos containing materials.

Learners will know the types of fire extinguishers and how and when they are used for different classes of fire. Learners will know their role and responsibility to evacuation, prevention (water, CO₂, foam, powder), the fire triangle and muster points.

Learners will know the types of spillages, how to prevent them and how to fix them. Learners will know the procedures for spill kits, signage and how to cordon off the area.

Learners will know the types of common injuries and responsibilities including first aider, first aid kit and accident reporting for emergencies relating to occupational activities, including prevention, emergency procedures, emergency services, reporting procedures, access and egress for emergency vehicles.

2.3 Learners will know the organisational security procedures for different situations, to include:

- site – including temporary fencing/hoarding, security guards, surveillance
- workplace – including opening up and locking up
- company – including signing in, ID authorisation procedures
- operative – including security of tools, materials, equipment and vehicles, personal belongings.

Learners will understand security procedures in a domestic dwelling compared to on-site.

2.4 Learners will know who is responsible for completing accident forms and be able to identify a first aider. Learners will also understand the law around the number of people needed to be trained appropriately for first aid. Learners will understand the roles and responsibilities in different sites including in a domestic dwelling, including how to take active responsibility for health, safety and welfare. Learners will understand how reporting to HSE works and RIDDOR for relevant incidents. Learners will know how to use reporting procedures and the methods of recording the reporting book for minor accidents and near misses (paper-based and electronic).

2.5 Learners will know the correct selection, usage and maintenance of PPE, RPE and LEV, including knowledge of high-impact glasses, goggles, hard hat, high-vis, ear defenders, safety boots, dust masks (including face fit tests) and appropriate gloves.

2.6 Learners will know how to comply with environmentally responsible work practices to meet current legislation and official guidance including: site waste management plan (SWMP); recycling; reuse; segregated waste.

Outcome 3

3.1 Learners will know how to protect work from damage on contract (commercial and public) buildings and in domestic dwellings, from general work activities, other

occupations, weather conditions, temporary cover, altering order of work to protect work better, care and attention to detail during installation, use of dust sheets and material protectors, physical barriers and signage.

Learners will know the correct storage of materials before, during and after the work.

- 3.2** Learners will know how to dispose of waste (safely and responsibly following organisational procedures, manufacturer's information, statutory regulations and official guidance in line with environmental responsibilities).

Learners will know the different methods of disposal to include designated skips, recycling, segregation of waste, local waste collection point, biofuel.

Outcome 4

- 4.1** Learners will know how work activities, materials, equipment and labour are allocated to meet the required timescale within the programme, and why the deadlines should be kept.

Learners will know the types of productivity targets and timescales, how times are estimated, circumstances which will affect the work programme including weather, availability of labour, knock-on effect of poor handling and storage causing damage to materials, availability of materials, penalty clause, retention fees, programme of work (both formal and informal), reputation and the implications on other trades.

Unit 346: Co-ordinate and organise work operations

GLH: 25

What is this unit about?

This unit is about interpreting and communicating information for floorcovering projects, selecting materials, components and equipment, and co-ordinating and organising floorcovering work operations. It covers the understanding, knowledge and skills required to co-ordinate and organise work operations and perform a supervisory role.

On completion of this unit, learners will:

- understand how to communicate work programmes to a range of stakeholders
- understand how to organise and co-ordinate the installation of floorcoverings
- co-ordinate and organise work operations.

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

- What information do I need to allocate work?
- How will I know how to keep track of materials?

Learning outcome

1. Understand how to communicate work programmes to a range of stakeholders

Criteria

1.1 Information required for co-ordinating and organising work operations

1.2 Project organisation and communication systems

2. Understand how to organise and co-ordinate the installation of floorcoverings

Criteria

2.1 Planning and monitoring the use of resources

2.2 Organising the work area

2.3 Recording unplanned circumstances affecting work operations

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will understand the key information required when co-ordinating floorcovering work including its scope, timescales (start, duration, finish), methods of work and hazards (RAMS), designated work area, and the range of affected stakeholders including supervisor, team members, other trades, customers.

Learners will know the importance of only providing information following organisational and contractual policies and within own limits of authority (including costing, supplier details).

Learners will know how to interpret information to allocate work including job cards/sheets, programmes of work and specifications.

Learners will understand the need for information to organise work operations around limited access, working hours to minimise disruption to private and commercial customer's needs (anti-social working hours), security clearance for restricted areas and use of permits to work.

1.2 Learners will understand different communication methods and their uses including advantages and disadvantages in relation to co-ordinating the work programme.

Methods:

- verbal (face-to-face (toolbox talks, briefings), telephone)
- written (instructions, job cards/sheets, RAMS, estimates, quotes)

- electronic (social media, emails, text messages, specialist/general apps)
- visual (plans, charts, drawings, signage)

Learners will understand how team briefings provide clear lines of communication between teams, minimise workflow disruptions and create inter-team cohesion.

Learners will know the reasons for breakdowns in communication with stakeholders and the techniques for resolving these within limits of own authority.

Reasons:

- lack of clarity or understanding (instructions, schedules, specification)
- lack of responsiveness to requests/queries
- installation (timeliness, quality)
- products (manufacturer faults, incorrect selection)
- retailer/supplier (delays, incorrect deliveries)
- estimates vs quotes.

Techniques:

- maintaining open dialogue
- being open, clear and transparent, use of plain language
- negotiation (win-win, win-lose, compromise).

Learners will understand the importance of good communication in relation to the lifecycle of the project.

Outcome 2

2.1 Learners will understand the considerations when planning, monitoring and allocating resources:

- tracking, location and the allocated use of materials
- resource lists
- use of designated suppliers
- ordering/requisition systems
- location and methods of storage for materials
- First In First Out (FIFO) of perishable/time-critical materials (including adhesives, smoothing compounds).

2.2 Learners will understand how to organise the work area to include:

- storage
- working area
- plant and equipment
- temporary services
- access
- security
- welfare facilities.

Learners will know how to maintain a clean and safe working environment, including protecting others from the work being carried out, use of designated skips and how

to work in a manner that ensures compliance with relevant statutory regulations and ACOPs.

Learners will know the importance of carrying out regular inspections to ensure compliance with organisational policies and ACOPs in relation to plant and equipment maintenance.

2.3 Learners will know how to record and communicate any unplanned circumstances (contract (commercial, public) and domestic), during work operations to affected stakeholders, to include:

- occupier's furnishings
- environmental and work conditions (site readiness)
- safe access to all properties and rooms
- trespass (unauthorised personnel accessing work area)
- neighbours (working hours, noise complaints).

Learning outcome

3. Co-ordinate and organise work operations

Criteria

3.1 Provide information as authorised, for the work to be carried out

3.2 Agree work programmes and methods of work with the workforce

3.3 Record and report the project organisation and communication systems which have been implemented

3.4 Record and report any breakdowns in communication and the actions taken to resolve them in accordance with organisational procedures

3.5 Organise and coordinate work with other occupations associated with the works within predetermined levels of authorisation

3.6 Ensure resources are organised and allocated

3.7 Manage designated work area, including resources, site tidiness and safe disposal of waste in accordance with current organisational and regulatory requirements within predetermined levels of authorisation

3.8 Identify, record and report any unplanned circumstances, relating to at least **five** of the following:

- occupiers
- environment
- vehicular access

- hazards
- trespass
- near neighbours
- public access
- workplace conditions
- health, safety and welfare
- statutory regulations and limitations
- codes of practice

3.9 Manage/supervise the designated work area for operational purposes for at least **five** of the following:

- safe storage
- temporary works
- environmental considerations
- plant and/or equipment
- temporary services
- access and egress
- security
- continuing use by occupiers
- welfare facilities

3.10 Arrange the safe storage and efficient use of materials and equipment to minimise handling, movement and wastage

Delivery outcomes (depth of content)

Outcome 3

3.1 Learners will be able to provide information to include:

- scope of work: full list of all tasks included in the contract
- when it will start: planned start date/time of day
- how long it will take: estimated duration of whole job and/or elements of the work that will affect the customer, ie floor preparation preventing use of area
- when it will finish: estimated complete date/time of whole job and/or elements of the job
- associated risks and hazards (RAMS) and the control measures that are in place.

3.2 n/a

3.3 Learners will be able to record and report communication methods used during work operations such as minutes of meetings, logged phone call communications between customer/contractor, contractor/suppliers.

3.4 n/a

3.5 Learners will be able to identify and agree order of work activities and support the organisation of the work.

3.6 Learners will be able to use work programming techniques (sequenced and consecutive tasks), such as critical path analyses (CPA).

3.7 –3.10

Learners will be able to manage their own work area by arranging the required resources. Learners will be able to maintain a clean and safe working environment, protecting others from the work being carried out, use of designated skips, and working in a manner that ensures compliance with relevant statutory regulations and ACOPs.

Unit 347: Develop customer relationships

GLH: 30

What is this unit about?

This unit is about building and maintaining effective customer relationships. It covers the understanding, knowledge and skills required to communicate with new and existing customers, identify customer needs and maintain ongoing relationships.

On completion of this unit, learners will:

- understand communication requirements for developing customer relationships
- understand customer needs and how to develop ongoing relationships
- communicate with customers
- meet customer expectations
- maintain customer relationships.

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

- Why is maintaining customer relationships important?
- How should I communicate with customers?
- How will I deal with customer complaints?

Learning outcome

1. Understand communication requirements for developing customer relationships

Criteria

1.1 Communication methods and uses

1.2 Customer conflict and conflict resolution techniques

2. Understand customer needs and how to develop ongoing relationships

Criteria

2.1 Techniques for identifying customer needs and building customer confidence

2.2 Customer retention methods and service expansion implications

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know different communication methods (verbal, written, electronic, visual) and understand their suitability for use throughout the installation process in relation to:

- establishing and maintaining customer contact (contract (commercial, public) and domestic)
- purpose and type of information (formal, informal, contractual, financial).

Learners will know the benefits of using social media with existing and potential customers.

Learners will understand the purpose of follow-up contact including arranging inspection, responding to customer feedback.

1.2 Learners will know the types of issues that cause customer conflict, how they can be prevented and the techniques for resolving these within own authority.

Issues relating to:

- installation (timeliness, quality)
- products (manufacturer faults, incorrect selection)
- retailer/supplier (delays, incorrect deliveries)
- communication (unclear, untimely information)
- personal behaviour (language, dress code, attitude, lack of professionalism).

Techniques:

- maintaining open dialogue
- being transparent and honest
- negotiation (win-win, win-lose, compromise).

Learners will know the organisational procedures for reporting customer complaints and the hierarchy of authority.

Outcome 2

2.1 Learners will know methods for identifying customer needs including pre-installation surveys, questionnaires, face-to-face discussions and their benefits.

Learners will understand the techniques for building customer confidence including:

- showing respect
- setting, managing and meeting expectations
- adapting to customer needs
- completing work to agreed timelines
- reliability (working to schedule and maintaining quality standards)
- meeting codes of practice set out in British standards in floorcoverings (BS 5325, BS 8201, BS 8203)
- accountability (taking ownership of work and issues)
- responsiveness (dealing with customer queries, requests and issues promptly)
- appropriate dress code
- keeping up to date with organisation's products and services.

2.2 Learners will know the importance and methods of retaining existing customers and bringing in new customers.

Methods:

- taking action following customer reviews, satisfaction surveys
- loyalty schemes
- advertising
- product promotions and discounts
- expansion of services and products.

Learners will know the implications of changing or expanding services and products provided and installed to meet customer expectations (including upskilling of workforce, cost of resources, tools and equipment) and stakeholders involved.

Learners will know the cost implications of bringing in new customers as opposed to retaining existing ones.

Learning outcome

3. Communicate with customers

Criteria

- 3.1 Explain your organisation's products and services to customers
- 3.2 Explain the limits of the products and services your organisation offers to customers
- 3.3 Manage customer expectations by offering an alternative product or service when required
- 3.4 Communicate with your customers to build and maintain their confidence in your organisation's products and services

4. Meet customer expectations

Criteria

- 4.1 Estimate the time you require to deal with customers to meet their needs and expectations
- 4.2 Discuss customers' expectations with them and explain how these compare with your organisation's products and services
- 4.3 Give additional help and information to customers to respond to their questions and comments about your organisation's services or products
- 4.4 Reassure customers that you are doing everything possible to keep your organisation's promises to them
- 4.5 Identify conflicts between customer expectations and your organisation's products and services
- 4.6 Resolve any difficulties in meeting customer expectations
- 4.7 Refer any difficulties that you cannot resolve, or are outside your level of authority, to colleagues

5. Maintain customer relationships

Criteria

- 5.1 Share feedback received from your customers with colleagues
- 5.2 Identify new ways of helping your customers based on the feedback they have given you
- 5.3 Identify added value that your organisation could offer to long-term customers

- 5.4** Follow the legal and organisational codes of practice and policies relevant to your role and the activities being carried out

Unit 348: Assess and evaluate conditions for floorcoverings

GLH: 20

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers the skills, knowledge and understanding required to assess and evaluate subfloors prior to surface preparation.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- What can go wrong if I install a floorcovering on an untested subfloor?
- How do I test subfloors?
- What tools do I use to check moisture levels?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; limitations; defects; rectifying defects

1.2 Use of resources

Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources

Range: organisational procedures; reasoning; use of

1.4 Hazards

Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work

Range: completing methods of work; reporting problems

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the range of resources and understand their characteristics and suitability for use in relation to assessing and evaluating different subfloor types.

Resources:

- straightedge
- levelling equipment (laser, spirit)
- torch/inspection light
- measuring equipment (tape, laser)
- hygrometer box (RH test kit)
- probe meter or equivalent
- calcium carbide (CM) test kit
- thermometer and hygrometer.

Subfloor types include:

- solid (concrete, precast concrete panels, power-floated concrete, sand and cement screed, calcium sulphate screed, asphalt)
- suspended (timber floorboards, Oriented Strand Board (OSB), plywood)

- raised access floor (metal subfloor)
- ceramic tiles.

Learners will know the typical defects of moisture measuring and levelling equipment and methods for rectification (accuracy checks and calibration).

Learners will understand the uses and limitations of resources (including battery life, temperature, material densities, duration of test).

- 1.2** Learners will understand when to use different resources and their suitability in relation to assessing and evaluating different types of subfloor in 1.1. Learners will understand the importance of following manufacturer guidance, instructions and recommendations.

Learners will know the procedures for reporting problems with selected resources including defective equipment before and during use.

Learners will understand the importance of reporting situations when specialist skills and knowledge are required during the assessment of subfloor types such as hazardous material.

Learners will know the hierarchy structures for reporting problems including line manager, site manager, main and sub-contractors, customer.

- 1.3** Learners will understand the organisational procedures used to select resources and how to use information from different sources:

- job cards/sheets
- time schedules
- specifications
- drawings (floor plans)
- manufacturer's instructions.

- 1.4** Learners will understand the risks and hazards associated with assessing and evaluating subfloor surfaces for floorcoverings and the related control measures including:

- musculoskeletal injuries
- exposure to harmful substances
- cuts and abrasions
- manual handling techniques
- COSHH data sheets.

Learners will understand how to follow RAMS to carry out the work in a safe manner including the use of PPE/RPE (knee pads, gloves, masks, work trousers) and LEV.

Outcome 2

- 2.1** Learners will know how to assess and evaluate subfloor surfaces and consider the implications of the presence of underfloor heating.

Learners will know how to determine the state and composition of subfloor surfaces through visual and tactile checks.

Learners will know the processes for assessing and evaluating surfaces prior to installation including the use of:

- moisture-measuring equipment
- human senses
- levelling equipment (laser, spirit).

Learners will understand how to interpret test data and consider how these are used to plan the preparation of subfloor surfaces before the installation of different floorcoverings.

Learners will understand the implications of test results in relation to work plans and customer expectations and the importance of recording and communicating information.

Learners will know the organisational procedures for reporting problems during the assessment and evaluation of subfloor surfaces.

2.2 Learners will know how to maintain equipment to ensure its accuracy in future use and how equipment should be cleaned and maintained after use.

Methods of maintaining hand and power tools and ancillary equipment to include:

- checking for accuracy (physical, calibration)
- cleaning
- storage.

Tools/equipment to include:

- measuring equipment (tape, laser)
- moisture-measuring equipment
- drill drivers
- levelling equipment (laser, spirit).

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to set up test, read, record

3.2 Use testing and recording equipment and ancillary equipment

3.3 Carry out tests to working instructions on the following floor surfaces:

- cementitious surfaces
- proprietary screeds

- timber-based surfaces
- existing subfloors

Delivery outcomes (depth of content)

Outcome 3

3.1–3.3

Learners will be able to assess and evaluate subfloor types to meet industry standards.

Learners will be able to follow health and safety procedures (including correct use of PPE), RAMS, site rules and maintain a safe and tidy work area.

Learners will be able to maintain a clean working environment and dispose of hazardous and non-hazardous waste in line with the relevant environmental guidance.

Unit 349: Assess and prepare subfloor surfaces to receive floorcoverings

GLH: 85

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers the skills, knowledge and understanding required to assess and prepare a range of subfloor surfaces to receive floorcoverings.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- How do I know when to use a smoothing compound?
- Why do I need to prepare a subfloor surface?
- How do I prepare a subfloor surface to receive a floorcovering?
- What are the different types of subfloor surfaces?
- What defects will I find when working on a subfloor?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; sustainability; limitations; defects; rectifying defects

1.2 Use of resources

Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources

Range: organisational procedures; reasoning; use of

1.4 Hazards

Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work

Range: completing methods of work; reporting problems

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the range of resources and understand the characteristics of materials and their suitability for use in relation to assessing and preparing different subfloor types.

Resources:

- moisture-measuring equipment
- damp proof membranes (DPM) – liquid and sheet types
- moisture vapour suppressants (MVS)
- contamination removers (degreasers)
- subfloor primers
- smoothing compounds (water mix, latex mix)
- repair compounds (timber and cement)
- fabricated underlayments/interlayments (plywood sheets)
- contamination removers
- hand and power tools and ancillary equipment.

Subfloor types:

- solid (concrete, precast concrete panels, power-floated concrete, sand and cement screed, calcium sulphate screed, asphalt)
- suspended (timber floorboards, OSB, plywood)
- raised access floor (metal subfloor)
- ceramic tiles
- vinyl tiles.

Learners will know the typical defects and causes of defects that can affect resources and subfloor types including:

- incorrect calibration of moisture-measuring equipment
- excess moisture content within subfloor
- woodworm infestation in timber
- wet and dry rot in timber
- atmospheric conditions such as temperature, humidity, excess surface moisture
- poor working practices including:
 - not removing existing floorcoverings correctly
 - incorrect subfloor preparation
 - not complying with manufacturer's instructions.

Learners will know methods for rectifying defects, ie:

- accurate calibration of moisture measuring equipment
- use of appropriate DPM
- chemical treatment and/or component replacement
- ensure sufficient atmospheric conditions prior to starting preparation
- correct removal of existing floorcoverings
- sufficient subfloor preparation (scarifying/grinding laitance, cleaning, de-greasing)
- compliance with manufacturer's instructions.

Learners will understand the uses and limitations of resources and the need to segregate and dispose of waste in line with environmental regulations.

1.2 Learners will understand when to use different resources and their suitability in relation to assessing and preparing different types of subfloor in 1.1.

Learners will understand the importance of following manufacturer guidance, instructions and recommendations.

Learners will know the procedures for reporting problems with selected resources including defective materials before and during use.

Learners will understand the importance of, and procedures for reporting situations when specialist skills and knowledge are required during the preparation of subfloor types such as hazardous material.

Learners will know the hierarchy structures for reporting problems including line manager, site manager, main and sub-contractors, customer.

1.3 Learners will understand the organisational procedures used to select and calculate quantity of resources, and how to use information from different sources:

- job cards/sheets
- time schedules
- specifications
- drawings (floor plans)
- manufacturer's instructions.

Learners will know methods of calculating the quantity including linear metres, square metres and wastage percentages when assessing and preparing subfloor surfaces for floorcoverings.

1.4 Learners will understand the risks and hazards associated with assessing and preparing subfloor surfaces for floorcoverings and the related control measures including:

- musculoskeletal injuries
- exposure to harmful substances
- cuts and abrasions
- manual handling techniques
- COSHH data sheets selection and safe use of tools.

Learners will understand how to follow RAMS to carry out the work in a safe manner including the use of PPE/RPE (knee pads, gloves, masks, work trousers), LEV and protective sheeting.

Outcome 2

2.1 Learners will know how to remove existing floorcoverings (resilient, textile and timber-based), prepare existing subfloors and consider the implications of the presence of underfloor heating.

Learners will know how to determine the condition and composition of subfloor surfaces through visual and tactile checks.

Learners will know the importance of checking for moisture content particularly in buildings of historical significance.

Learners will know the preparation processes for making good surfaces prior to installation including the use of:

- primers
- DPM (liquid and sheet)
- fabricated underlayments/interlayments (plywood sheets, recommended grades and thicknesses)
- smoothing compounds
- repair compounds.

Learners will know the different types of moisture-measuring equipment and when they should be used.

Learners will know methods of calculating the quantity of materials to prepare subfloor surfaces (plywood, DPM, primer).

Learners will understand the importance of following manufacturer's instructions when mixing materials and using the appropriate techniques of application.

Learners will understand the importance of protecting the work area when preparing subfloors in relation to existing décor, surrounding environment, colleagues and customers, and the finished product.

Learners will understand the purpose of assessing and preparing a subfloor before installing floorcoverings and the implications of inaccurate assessment and incorrect preparation.

Learners will know the organisational procedures for reporting problems during the assessment and preparation of subfloors.

2.2 Learners will know how to maintain hand and portable power tools and ancillary equipment for future use.

Methods of maintaining hand and power tools and ancillary equipment to include:

- checking for accuracy (physical, calibration)
- pre-checks (visual, PAT testing)
- cleaning
- storage.

Tools/equipment to include:

- surface preparation tools: mechanical floor strippers, concrete scarifier, disc sander, hand scraper, carborundum stone
- dust suppression equipment: vacuum cleaner, LEV system
- mixing and application equipment: paddle mixer, screeding trowel, screeding rake, spiked roller, rollers and brushes
- moisture and environment testing equipment: RH in-situ probe kit, hygrometer box
- cutting and fixing tools: saws, nail guns, drill drivers.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Use and maintain hand and power tools and ancillary equipment

3.2 Demonstrate work skills to strip, assess, scrape, clean, measure

3.3 Assess and prepare subfloor surfaces to working instructions relating to the following:

- removal of existing floorcoverings
- removal of surface contaminants

- application of repair compounds
- application of primers
- application of smoothing compounds or fabricated underlayments

3.4 Demonstrate work skills to measure, quantify, mark out, scrape, abrade, smooth, condition, mix, apply, finish, position, secure

3.5 Prepare surfaces to receive floorcoverings to working instructions for the following:

- cementitious surfaces
- proprietary screeds
- timber-based surfaces
- uneven floor areas
- suspended floors
- staircases

Delivery outcomes (depth of content)

Outcome 3

3.1 Learners will be able to safely set up and use hand tools, portable power tools and ancillary equipment and maintain them in good condition for future use.

Tools/equipment to include:

- surface preparation tools: mechanical floor strippers, concrete scarifier, disc sander, hand scraper, carborundum stone
- dust suppression equipment: vacuum cleaner, LEV system
- mixing and application equipment: paddle mixer, screeding trowel, screeding rake, spiked roller, rollers and brushes
- moisture and environment testing equipment: RH in-situ probe kit, hygrometer box
- cutting and fixing tools: saws, nail guns, drill drivers.

3.2–3.5

Learners will be able to strip existing floorcoverings (resilient, textile and timber-based), remove contaminants from subfloors and carry out appropriate checks to assess the subfloor condition.

Learners will be able to carry out the stages of preparation to include:

- protecting surrounding area
- checking subfloor for soundness and moisture levels
- measuring subfloor areas accurately using appropriate tools and techniques
- calculating materials required based on surface area, depth and product specifications
- setting and marking out, and cutting fabricated underlayments/plywood sheets to work areas, boundaries and position of fixings
- scraping surfaces to remove debris, adhesives or loose materials

- abrading surfaces to achieve keying or smoothness as needed using mechanical or manual methods
- smoothing uneven areas using levelling tools, sanding equipment or compounds
- carrying out final checks of subfloors and surface integrity
- mixing repair and/or smoothing compounds correctly following manufacturer instructions
- applying compounds, primers or adhesives evenly and to the correct thickness
- finishing surfaces to the required standard, ensuring readiness for floorcovering installation
- positioning fabricated underlayments/plywood sheets or components in line with layout plans or specifications
- securing materials using appropriate fixings (adhesives, mechanical, manual) ensuring stability and alignment.

Learners will be able to follow health and safety procedures (including correct use of PPE/RPE), RAMS, site rules and maintain a safe and tidy work area.

Learners will be able to maintain a clean working environment and dispose of hazardous and non-hazardous waste in line with the relevant environmental guidance.

3.3 For assessment purposes only, a sampling approach has been taken within the practical project where learners will be assessed on assessing and preparing subfloor surfaces relating to at least **three** of the following:

- removal of existing floorcoverings
- removal of surface contaminants
- application of repair compounds
- application of primers
- application of smoothing compounds or fabricated underlayments.

3.5 For assessment purposes only, a sampling approach has been taken within the practical project where learners will be assessed on preparing surfaces to receive floorcoverings to working instructions for at least **two** of the following:

- cementitious surfaces
- proprietary screeds
- timber-based surfaces
- uneven floor areas
- suspended floors
- staircases.

Unit 350: Set out for laying floorcoverings

GLH: 55

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers the skills, knowledge and understanding required for setting out for laying floorcoverings.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- How do I know where to start when laying a new floor?
- What would happen if I lay a floor without measuring or marking out first?
- What do I need to think about before laying a patterned floorcovering?
- What tools will I need for setting out for a floorcovering?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; defects; rectifying defects

1.2 Use of resources

Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources

Range: organisational procedures; reasoning; use of

1.4 Hazards

Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work

Range: completing methods of work; reporting problems

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

- 1.1** Learners will know the range of resources required for setting out various types of floorcoverings and understand their characteristics and suitability for accurate measuring and marking out.

Types of floorcoverings:

- textile (carpet, carpet tiles)
- resilient (vinyl, linoleum, rubber)
- timber-based (laminated, solid wood and block).

Setting out resources:

- measuring tools (tape measures, laser measures, steel rules)
- marking tools (chalk lines, pencils, markers, framing square, scribing bar, dividers)
- templates and gauges (for irregular shapes or repeated patterns)
- laser level
- straightedges
- drawings, grid systems.

Considerations for use:

- precision and readability of tools
- durability and suitability for material type
- visibility of markings on different surfaces
- flexibility/adaptability of templates or gauges for complex shapes
- compatibility with specific floorcovering types (eg non-permanent markers for delicate surfaces).

Learners will know the causes of typical defects that can affect setting out and methods for rectification.

Causes and typical defects:

- uneven subfloors
- inaccurate use of setting out tools
- poor finishes of finished flooring.

Rectification methods:

- feather finish or rapid repair compounds
- setting out accurately.

1.2 Learners will understand the use of appropriate resources for setting out floorcoverings safely and effectively.

Learners will know the procedures for reporting problems with selected resources related to setting out.

Learners will know the hierarchy structures for reporting problems including line manager, site manager, main and sub-contractors, customer.

1.3 Learners will understand the organisational procedures used to select and how to use information from different sources:

- job cards/sheets
- time schedules
- specifications
- drawings (floor plans)
- manufacturer's instructions.

Learners will know methods of calculating the quantity including linear metres, square metres and wastage percentages when setting out for installing floorcoverings.

1.4 Learners will understand the risks and hazards associated with setting out for floorcoverings and the related control measures including:

- musculoskeletal injuries
- subfloor surface finishes and dust
- selection and safe use of tools.

Learners will understand how to follow RAMS to carry out the work in a safe manner including the use of PPE/RPE (knee pads, gloves, masks, work trousers).

Outcome 2

- 2.1** Learners will know how to set out flooring to different floor surfaces using appropriate setting out equipment.

Learners will understand the implications and considerations required when working out setting out points, straightness, position of joints, setting out borders and patterns, setting out square using 3:4:5. Learners will know position and size of cuts, direction of run, start and finishing points.

Learners will know the methods for setting out of floorcoverings to floor designs to horizontal, inclined and stepped surfaces, shaped and coved areas, patterned and non-patterned materials and scribing to uneven walls.

Learners will know how to apply installation techniques for finishing accessories including thresholds, skirtings, profiles (cappings and coves), stair nosings and trims.

Learners will know the organisational procedures for reporting problems during the setting out of floorcoverings.

- 2.2** Learners will know how to maintain setting out tools and equipment to ensure accuracy in future use.

Methods of maintaining hand tools and ancillary equipment to include:

- checking for accuracy
- cleaning
- storage.

Learning outcome

- 3. Comply with the given contract information to carry out the work safely and efficiently to the required specification**

Criteria

- 3.1** Demonstrate work skills to measure, mark out

- 3.2** Use and maintain hand and power tools and setting out equipment

- 3.3** Set out areas to working instructions for laying floorcoverings on at least **one** of the following:

- horizontal surfaces
- inclined surfaces
- stepped surfaces
- shaped and coved areas

Delivery outcomes (depth of content)**Outcome 3****3.1–3.3**

Learners will be able to set out for a range of floorcoverings including for contract (commercial and public) buildings and domestic dwellings.

Learners will be able to set out flooring to different floor surfaces using appropriate measuring and levelling equipment.

Learners will be able to check all measurements and setting out points before fitting floorcovering.

Learners will be able to safely use and maintain setting out tools and equipment in good condition for future use.

Learners will be able to follow health and safety procedures (including correct use of PPE/RPE), RAMS, site rules and maintain a safe and tidy work area.

Learners will be able to maintain a clean working environment and dispose of hazardous and non-hazardous waste in line with the relevant environmental guidance.

Unit 351: Prepare and fit underlays for floorcoverings

GLH: 35

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers the skills, knowledge and understanding required for preparing and fitting underlays for different types of floorcovering.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- Why do we use underlays beneath floorcoverings?
- What could happen if an underlay is not fitted properly?
- What tools or materials do I need to prepare a subfloor for an underlay?
- Do all types of floorcoverings need an underlay?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; sustainability; limitations; defects; rectifying defects

1.2 Use of resources

Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources

Range: organisational procedures; reasoning; use of

1.4 Hazards

Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work

Range: completing methods of work; reporting problems

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the range of resources used in preparing and fitting underlays, including:

- types of underlays (foam, rubber, felt, combination, polyurethane (PU)), adhesives and tapes
- fixings
- fittings (grippers, trims)
- hand tools, portable power tools and equipment (including knives, staplers, trowels, straightedges).

Learners will understand the characteristics and functions of different underlay materials, such as:

- thermal and acoustic insulation
- moisture resistance
- load-bearing capacity.

Learners will understand the limitations and benefits of different types of underlay and their compatibility with floorcovering types (carpet, vinyl, laminate) used in contract (commercial and public) buildings and in domestic dwellings.

Learners will know that types of underlay (PU, wool felt) can be re-used and of the availability of sustainable underlay manufactured from recycled materials.

Learners will know the typical manufacturer defects that can affect underlay including hollow and high patches, uneven density and methods of rectification.

- 1.2** Learners will understand when to use different resources and their suitability in relation to preparing and fitting different types of underlays for contract (commercial and public) and domestic use. Learners will understand the importance of following manufacturer guidance, instructions and recommendations.

Learners will know the procedures for reporting problems with selected resources including defective materials and incorrect materials before and during use.

Learners will know the hierarchy structures for reporting problems including line manager, site manager, main and sub-contractors, customer.

- 1.3** Learners will understand the organisational procedures used to select and calculate quantity of resources, and how to use information from different sources:

- job cards/sheets
- time schedules
- specifications
- drawings (floor plans)
- bills of quantities
- manufacturer's instructions.

Learners will know the organisational procedures for ordering materials and maintaining stock control.

Learners will understand environmental considerations when removing used and old underlay.

- 1.4** Learners will understand the risks and hazards associated with preparing and fitting underlays and the related control measures including:

- musculoskeletal injuries
- exposure to harmful substances
- cuts and abrasions
- manual handling techniques
- COSHH data sheets
- selection and safe use of tools.

Outcome 2

2.1 Learners will understand the importance of preparation, measuring materials and spaces accurately, and know how to lay and cut materials in line with floor plans (including position and size of cuts, start and finishing points).

Learners will know methods of calculating the quantity of materials to prepare and fit underlays.

Learners will know how to position and fit materials according to site and room layout including alignment and working drawings.

Learners will know the different methods for securing materials and installing associated fittings.

Learners will know the required checks to be made to ensure the underlay is ready for floorcovering including all underlay is flat, secured correctly and free from underlay offcuts and debris.

Learners will know the organisational procedures for reporting problems during the preparation and fitting of underlays.

2.2 Learners will know how to maintain hand and portable power tools and equipment for future use to include:

Tools and equipment:

- measuring tools (tape measures, rulers)
- cutting tools (knives, shears)
- fixing tools (hammers, staple hammers)
- marking tools (chalk lines, pencils)
- power tools (electric staplers)
- ancillary equipment (trowels, rollers).

Methods of maintaining hand and power tools and ancillary equipment to include:

- pre-checks (visual, PAT testing)
- cleaning
- storage.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to measure, mark out, cut, position, fit, secure

3.2 Use and maintain hand and power tools and ancillary equipment

3.3 Prepare and fit underlays and associated fittings to working instructions

Delivery outcomes (depth of content)

Outcome 3

3.1–3.3

Learners will be able to prepare and fit underlays and associated fittings in line with working instructions and industry standards:

- measure materials and spaces accurately
- lay materials clearly and accurately based on measurements and layout plans
- cut materials safely and precisely with suitable cutting tools.
- position materials accurately according to site conditions, alignment and working drawings
- fit materials ensuring a secure and flush placement with minimal waste.
- secure materials using the appropriate method (adhesives, staples, fixings)
- install associated fittings (grippers, trims)
- check completed work for accuracy, quality and compliance with specifications.

Learners will be able to select, safely handle, stack and store resources on-site using correct manual handling techniques.

Learners will be able to use and maintain hand and power tools and ancillary equipment, safely and effectively in line with manufacturer's instructions and workplace procedures.

Tools and equipment:

- measuring tools (tape measures, rulers)
- cutting tools (knives, shears)
- fixing tools (hammers, staple hammers)
- marking tools (chalk lines, pencils)
- power tools (electric staplers)
- ancillary equipment (trowels, rollers).

Learners will be able to follow health and safety procedures (including correct use of PPE/RPE), RAMS and site rules, and maintain a safe and tidy work area.

Learners will be able to maintain a clean working environment and dispose of hazardous and non-hazardous waste in line with the relevant environmental guidance.

Unit 352: Install textile floorcoverings

GLH: 90

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers skills, knowledge and understanding required for fitting textile sheet and tile floorcoverings in contract and domestic environments.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- What is a textile floorcovering?
- How do I install a textile floorcovering?
- Where are textile floorcoverings used?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; sustainability; limitations; defects; rectifying defects

1.2 Use of resources

Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources

Range: organisational procedures; reasoning; use of

1.4 Hazards

Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work

Range: completing methods of work; reporting problems

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the range of resources used in the process of installing different types of textile floorcoverings:

- carpet tiles
- broadloom textiles (twist pile, loop pile, cut pile, shag pile)
- barrier matting.

Tools and equipment include:

- carpet stretcher/knee kicker/power stretcher
- tape measure/laser measure
- tucking knife and bolster
- electric stapler
- trimming knife (hook blades, straight blades, concave blades)
- gripper cutters
- hammer
- Speed CATT
- seaming irons (heat, radio wave)
- seaming weight

- pile cutter
- seam cutter
- row finder
- napping shears
- spiked carpet roller
- carpet awl
- carpet glider
- notched adhesive trowel
- vacuum cleaner.

Materials and components include:

- adhesives (high bond)
- heat seaming tape
- seam sealer
- cleaning materials
- floor trims and thresholds.

Learners will understand the characteristics of textile floorcovering materials (durability, flexibility, stability, comfort, acoustic quality, range of colour and design, water resistance, ease of maintenance) and their suitability for use. Learners will know the suitability of resources to fix textile floorcoverings.

Learners will know the typical defects that can affect resources before, during and after installation and methods for rectification.

Typical defects:

- incorrect installation methods (incorrect stretching, incorrect adhesive use)
- incorrect batch code
- manufacturer faults (pile reversal, de-laminating backing, line faults, missing tufts, pole marks).

Rectification methods:

- following manufacturer instructions
- ensuring accurate tension when stretching
- use of correct adhesive
- checking batch codes
- contact manufacturer.

Learners will understand the uses and limitations of resources to include selecting the most appropriate type of floorcovering in areas prone to high pedestrian traffic (including staircases, corridors, commercial and public buildings).

Learners will understand the need to minimise waste, using offcuts (cupboards, stairs, joins).

Learners will know sustainability and recycling options of textile flooring materials such as recycling, re-fitting and take back schemes.

1.2 Learners will understand the importance of reporting unsuitable subfloor preparation before installing textile floorcovering.

Learners will understand when to use different resources and their suitability for laying different types of textile floorcoverings in 1.1.

Learners will know the procedures for reporting problems with selected resources including defective materials and incorrect or incomplete deliveries.

Learners will know the hierarchy structures for reporting problems including line manager, site manager, main and sub-contractors, customer.

1.3 Learners will understand the organisational procedures used to select resources and how to use information from different sources:

- job cards/sheets
- time schedules
- specifications
- drawings (floor plans)
- bills of quantities
- manufacturer's instructions.

Learners will know methods of calculating the quantity including linear metres, square metres and wastage percentages when installing textile floorcoverings.

1.4 Learners will understand the risks and hazards associated with installing textile floorcoverings and the related control measures including:

- musculoskeletal injuries
- exposure to harmful substances
- cuts and abrasions
- burns
- electrocution
- manual handling techniques
- COSHH data sheets
- selection and safe use of tools.

Learners will understand how to follow RAMS to carry out the work in a safe manner including the use of PPE/RPE (knee pads, gloves, masks, work trousers) and protective sheeting.

Outcome 2

2.1 Learners will know the required pre-checks before installing textile floorcoverings.

Learners will understand the implications of and considerations required when working out starting points of textile flooring (size of cuts, start and finishing points, seam positions).

Learners will know methods of calculating the quantity of materials to prepare and install textile floorcoverings.

Learners will understand the methods for fixing finishings and floorcoverings to floor designs to include:

- thresholds, skirtings, stair nosings, rods, trims and profiles
- horizontal, inclined, stepped surfaces (straight flight, kite winders, bullnose) and shaped or coved areas
- patterned and non-patterned materials (alignment and pattern drops).

Learners will understand the different joining methods and the importance of accuracy, including creating consistent joins and avoiding seams in high traffic areas.

Learners will know to consider pile direction when installing sheet and tile textile floorcoverings.

Learners will know the organisational procedures for reporting problems during the installation of textile floorcoverings.

2.2 Learners will know how to maintain hand and portable power tools and equipment for future use.

Methods of maintaining hand and power tools to include:

- pre-checks (visual, PAT testing)
- checking for accuracy (physical)
- cleaning
- storage.

Tools/equipment to include:

- carpet stretcher/knee kicker/power stretcher
- tape measure/laser measure
- tucking knife and bolster
- electric stapler
- trimming knife (hook blades, straight blades, concave blades)
- gripper cutters
- hammer
- Speed CATT
- seaming irons (heat, radio wave)
- seaming weight
- pile cutter
- seam cutter
- row finder
- napping shears
- spiked carpet roller
- carpet awl
- carpet glider
- notched adhesive trowel
- vacuum cleaner.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to:

- measure
- mark out
- cut
- join
- stretch
- match
- secure

3.2 Use and maintain hand and power tools and ancillary equipment

3.3 Install textile sheet and tile floorcoverings, in contract or domestic situations, to working instructions to the following surfaces and areas:

- horizontal
- inclined
- stepped
- shaped and coved

3.4 Install textile sheet and tile floorcoverings, in contract or domestic situations, to working instructions on the following:

- solid floors
- timber-based floors
- suspended floors
- steps

Delivery outcomes (depth of content)

Outcome 3

3.1 Learners will be able to set out, position, fit, join, stretch, match and secure a range of textile sheet and tile floorcoverings in line with job specification and industry standards.

3.2 Learners will be able to safely use and maintain the different types of hand tools, portable power tools and ancillary equipment in good condition for future use.

3.3–3.4

Learners will be able to install textile floorcoverings in contract (commercial and public) buildings and domestic dwellings on different types of subfloor (sand and cement screed, calcium sulphate, suspended timber floors, OSB, plywood, raised access floor (metal subfloor) to meet the requirements of the customer's specification/instructions.

Learners will be able to install textile floorcoverings to floor designs to include:

- thresholds, skirtings, profiles, stair nosings and trims
- horizontal, inclined, stepped surfaces (straight flight, kite winders, bullnose) and shaped or coved areas
- patterned and non-patterned materials (alignment and pattern drops).

Learners will be able to select, safely handle, climatise and store resources using correct manual handling techniques.

Learners will be able to protect the surrounding area from damage when installing floorcoverings.

Learners will be able to follow health and safety procedures (including correct use of PPE/RPE), RAMS, site rules and maintain a safe and tidy work area.

Learners will be able to maintain a clean working environment and dispose of hazardous and non-hazardous waste in line with the relevant environmental guidance.

3.3 For assessment purposes only, a sampling approach has been taken within the practical project where learners will be assessed on installing textile sheet **or** tile floorcoverings, in contract or domestic situations, to working instructions to **two** of the following surfaces and areas:

- horizontal
- inclined
- stepped
- shaped and coved.

Unit 353: Install resilient floorcoverings

GLH: 90

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers the skills, knowledge and understanding required to fit resilient floorcoverings, such as sheet and tile types, in contract and domestic settings.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- What makes a floorcovering resilient?
- What's the benefit of a resilient floorcovering?
- Why do I need to prepare the surface before laying a resilient floorcovering?
- What tools and equipment will I need for laying resilient floorcoverings
- What's the difference between installing resilient flooring in a school and a house?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; sustainability; limitations; defects; rectifying defects

1.2 Use of resources

Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources

Range: organisational procedures; reasoning; use of

1.4 Hazards

Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work

Range: completing methods of work; reporting problems

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the range of resources used in the process of installing different types of resilient floorcoverings:

- sheet vinyl to include linoleum, polyurethane (PU), safety flooring, non-slip flooring
- tiles to include vinyl, luxury vinyl tiles (LVTs), rubber flooring, studded rubber.

Tools and equipment include:

- trimming knife (hook blades, straight blades, concave blades)
- straightedge and scribes
- measuring tape and chalk line
- flooring roller, heavy lino roller (55kg)
- seam roller, hand roller
- notched adhesive trowel
- hot air gun
- hot air welder (weld rod)
- contour gauge.

Materials and components include:

- adhesives (pressure-sensitive, wet-set, temperature sensitive)
- cold weld
- cleaning materials
- floor trims and thresholds.

Learners will understand the characteristics of resilient floorcovering materials (durability, flexibility, stability, water resistance, slip resistance, ease of maintenance) and their suitability for use.

Learners will know the suitability of resources to fix resilient floorcoverings.

Learners will know the typical defects that can affect resources before, during and after installation and methods for rectification.

Typical defects:

- incorrect installation methods
- bubbling or blistering
- joints opening
- joints lifting and splitting
- bonding
- peeling or delamination
- lifting tiles
- shading
- grinning through.

Rectification methods:

- lifting the affected area carefully and reapplication of adhesive
- rolling the area thoroughly to remove trapped air
- following recommended drying times
- lifting floorcovering and taking remedial actions on subfloor
- re-seam joints.

Learners will understand the uses and limitations of resources and the need to minimise waste, to include selecting the most appropriate type of floorcovering in areas of high moisture content and areas prone to high pedestrian traffic (including staircases, corridors, wet rooms, commercial and public buildings).

Learners will know sustainability and recycling options of resilient flooring materials such as vinyl take back schemes.

Learners will know the procedures for reporting problems with selected resources, that defective components should be quarantined, reported to supervisor and returned to source for further inspection or recycling.

1.2 Learners will understand the importance of reporting unsuitable subfloor preparation before installing resilient floorcovering.

Learners will understand when to use different resources and their suitability for laying different types of resilient floorcoverings in 1.1.

Learners will know the procedures for reporting problems with selected resources including defective materials and incorrect or incomplete deliveries.

Learners will know the hierarchy structures for reporting problems including line manager, site manager, main and sub-contractors, customer.

1.3 Learners will understand the organisational procedures used to select resources and how to use information from different sources:

- job cards/sheets
- time schedules
- specifications
- drawings (floor plans)
- bills of quantities
- manufacturer's instructions.

Learners will know methods of calculating the quantity of resources including linear metres, square metres and wastage percentages when installing resilient floorcoverings.

1.4 Learners will understand the risks and hazards associated with installing resilient floorcoverings and the related control measures including:

- musculoskeletal injuries
- exposure to harmful substances
- cuts and abrasions
- manual handling techniques
- COSHH data sheets
- selection and safe use of tools.

Learners will understand how to follow RAMS to carry out the work in a safe manner including the use of PPE/RPE (knee pads, gloves, masks, work trousers).

Outcome 2

2.1 Learners will know the required pre-checks before installing resilient floorcoverings.

Learners will understand the implications and considerations required when working out starting points of resilient flooring, (size of cuts, start and finishing points, seam positions).

Learners will know methods of calculating the quantity of materials to prepare and install resilient floorcoverings.

Learners will understand the methods for fixing finishings and floorcoverings to floor designs to include:

- thresholds, skirtings, stair nosings, trims and profiles
- horizontal, inclined, stepped surfaces (straight flight, kite winders, bullnose) and shaped or coved areas

- patterned and non-patterned materials (alignment and pattern drops).

Learners will know the organisational procedures for reporting problems during the installation of resilient floorcoverings.

2.2 Learners will know how to maintain hand and portable power tools and equipment for future use.

Tools and equipment to include:

- trimming knife (hook blades, straight blades, concave blades)
- straightedge and scribes
- measuring tape and chalk line
- flooring roller, heavy lino roller (55kg)
- seam roller, hand roller
- notched adhesive trowel
- hot air gun
- hot air welder (weld rod)
- contour gauge.

Methods of maintaining hand and power tools and ancillary equipment to include:

- pre-checks (visual, PAT testing)
- checking for accuracy (physical)
- cleaning
- storage.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to measure, mark out, position, fit, join, roll, weld or seal

3.2 Use and maintain hand and power tools and ancillary equipment

3.3 Install resilient sheet and tile floorcoverings, in contract or domestic situations, to working instructions to the following surfaces and areas:

- horizontal
- inclined
- stepped
- skirtings

3.4 Install resilient sheet and tile floorcoverings, in contract or domestic situations, to working instructions on the following floors:

- solid floors:
 - concrete
 - screed

- timber-based floors

Delivery outcomes (depth of content)

Outcome 3

3.1 Learners will be able to set out, position, fit, join, roll, weld or seal a range of resilient sheet and tile floorcoverings in line with job specification and industry standards.

3.2 Learners will be able to safely use and maintain the different types of hand tools, portable power tools and ancillary equipment in good condition for future use.

3.3–3.4

Learners will be able to install resilient floorcoverings in contract (commercial and public) buildings and domestic dwellings on different types of subfloor (sand and cement screed, calcium sulphate, suspended timber floors, OSB, plywood, raised access floor (metal subfloor) to meet the requirements of the customer's specification/instructions.

Learners will be able to install floorcoverings to floor designs to include:

- thresholds, skirtings, profiles, stair nosings and trims
- horizontal, inclined, stepped surfaces (straight flight, kite winders, bullnose) and shaped or coved areas
- patterned and non-patterned materials (alignment and pattern drops).

Learners will be able to select, safely handle, climatise and store resources using correct manual handling techniques.

Learners will be able to protect the surrounding area from damage when installing floorcoverings.

Learners will be able to follow health and safety procedures (including correct use of PPE/RPE), RAMS, site rules and maintain a safe and tidy work area.

Learners will be able to maintain a clean working environment and dispose of hazardous and non-hazardous waste in line with the relevant environmental guidance.

3.3 For assessment purposes only, a sampling approach has been taken within the practical project where learners will be assessed on installing resilient sheet **or** tile floorcoverings, in contract or domestic situations, to working instructions to **two** of the following surfaces and areas:

- horizontal
- inclined
- stepped
- skirtings.

Unit 354: Join and repair textile floorcoverings

GLH: 35

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers the skills, knowledge and understanding required to join and repair textile floorcoverings.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- What is a join?
- What do I need to repair a torn carpet?
- What different methods are there to form joins?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; defects

1.2 Use of resources

Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources

Range: organisational procedures; reasoning; use of

1.4 Hazards

Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work

Range: completing methods of work; reporting problems

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know the range of resources and understand the characteristics of materials and their suitability for use in relation to joining and repairing different types of textile floorcoverings:

- carpet tiles
- broadloom textiles (twist pile, loop pile, cut pile, shag pile)
- backing (hessian, foam, action back, secondary, felt, jute, woven, latex).

Tools and equipment include:

- carpet stretcher/knee kicker
- trimming knife (hook blades, straight blades, concave blades)
- seaming irons (heat, radio wave)
- seaming weight
- pile cutter
- seam cutter
- row finder
- napping shears

- spiked carpet roller
- carpet awl
- carpet glider
- notched adhesive trowel
- vacuum cleaner.

Materials and components include:

- adhesives (high bond)
- heat seaming tape
- seam sealer.

Learners will understand the characteristics of textile floorcovering materials (backing, pile direction, pile quality, age) and know the suitability of resources to join and repair different textile floorcoverings.

Learners will know the typical defects that can affect resources including wear and dull blades.

- 1.2** Learners will understand when to use different resources and their suitability for joining or repairing different types of textile floorcoverings in 1.1.

Learners will know the procedures for reporting problems with selected resources including defective materials.

Learners will know the hierarchy structures for reporting problems including line manager, site manager, main and sub-contractors, customer.

- 1.3** Learners will understand the information required to select resources to repair and join different textile floorcovering materials (backing, pile direction, pile quality, age).

- 1.4** Learners will understand the risks and hazards associated with joining and repairing textile floorcoverings and the related control measures including:

- musculoskeletal injuries
- exposure to harmful substances
- cuts and abrasions
- burns
- electrocution
- manual handling techniques
- COSHH data sheets
- selection and safe use of tools.

Learners will understand how to follow RAMS to carry out the work in a safe manner including the use of PPE/RPE (knee pads, gloves, masks, work trousers) and protective sheeting.

Outcome 2

2.1 Learners will know the typical defects when repairing and joining textile floorcoverings and considerations including pile direction, pattern match, pattern drop.

Learners will know different cutting and joining methods to repair textile floorcoverings including seaming and bonding and how to finish joints to required standards.

Learners will understand the implications of and considerations required when repairing textile flooring including amount of traffic, horizontal, inclined, stepped surfaces (straight flight, kite winders, bullnose), size of repair and seam positions.

Learners will know the organisational procedures for reporting problems during the joining and repairing of textile floorcoverings.

2.2 Learners will know how to maintain hand and portable power tools and equipment for future use.

Methods of maintaining hand and power tools to include:

- pre-checks (visual, PAT testing)
- checking for accuracy (physical)
- cleaning
- storage.

Tools/equipment to include:

- carpet stretcher/knee kicker
- trimming knife (hook blades, straight blades, concave blades)
- seaming irons (heat, radio wave)
- seaming weight
- pile cutter
- seam cutter
- row finder
- napping shears
- spiked carpet roller
- carpet awl
- carpet glider
- notched adhesive trowel
- vacuum cleaner.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to:

- measure
- mark out
- cut
- match
- join
- seam
- fit
- secure
- finish

3.2 Use and maintain hand and power tools and ancillary equipment

3.3 Join and repair textile floorcoverings to working instructions

Delivery outcomes (depth of content)

Outcome 3

3.1–3.3

Learners will be able to repair and join textile floorcoverings on horizontal, inclined, stepped surfaces (straight flight, kite winders, bullnose).

Learners will be able to safely use and maintain the different types of hand tools, portable power tools and ancillary equipment in good condition for future use.

Learners will be able to protect the surrounding area from damage when repairing and joining floorcoverings.

Learners will be able to follow health and safety procedures (including correct use of PPE/RPE), RAMS, site rules and maintain a safe and tidy work area.

Learners will be able to maintain a clean working environment and dispose of hazardous and non-hazardous waste in line with the relevant environmental guidance.

Unit 355: Install timber-based floorcoverings

GLH: 90

What is this unit about?

This unit is about interpreting information, selecting and using materials, components, tools and equipment, and adopting safe, healthy and environmentally responsible work practices. It covers the skills, knowledge and understanding required to set out and install timber-based floorcoverings in a contract or domestic environment.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- be able to comply with the given contract information to carry out the work safely and efficiently to the required specification.

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

- What are timber-based floorcoverings?
- How are different timber-based floorcoverings installed?
- What's the difference between using a solid wood and a laminate floorcovering?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; sustainability; limitations; defects; rectifying defects

1.2 Use of resources

Range: use of the resources; reporting problems

1.3 Organisational procedures to select resources

Range: organisational procedures; reasoning; use of

1.4 Hazards

Range: resource hazards; methods of work hazards; overcoming hazards

2. Understand working to a contract specification

Criteria

2.1 Methods of work

Range: completing methods of work; reporting problems

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

- 1.1** Learners will know the range of resources used in the process of installing different types of timber-based floorcoverings (wood block, solid wood, engineered wood and laminate).

Resources:

- underlays
- expansion joints
- adhesives (including tar based)
- surface treatments
- finishes and trims
- thresholds
- skirtings/scotia beading
- cover strips
- ancillaries (sealants, colour fill repair kit)
- protection materials
- associated fixings (secret nailing), fittings and components

- hand and power tools and ancillary equipment.

Learners will understand the characteristics of materials (durability, flexibility and stability) and their suitability for use. Learners will know the suitability of resources to fix wood block floors to solid, porous and timber backgrounds.

Learners will know the causes of typical defects that can affect resources before, during and after installation and methods for rectification.

Learners will know the causes of typical defects that can affect resources before, during and after installation and methods for rectification.

Typical defects:

- excess moisture content of subfloor
- uneven subbase
- (insulation) buckling of finished product
- sound transfer
- distortion from underfloor heating
- surface damage (dusting, cracking, separation, loss of strength)
- poor quality materials and accessories
- poor quality workmanship (inadequate preparation and bonding, incorrect position of reinforcements, membranes and components)
- poor aesthetic finishes.

Rectification methods:

- material acclimatisation
- expansion gaps
- installing moisture barriers (DPC membranes)
- underlay, backing boards
- smoothing compounds
- setting out accurately
- temporary protective coverings (dust sheets, sheet materials, physical barriers).

Learners will understand the uses and limitations of resources, and sustainable alternatives (cork, bamboo, reclaimed wood). Learners will know how to select the most appropriate type of floorcovering for installing over underfloor heating systems, in areas of high moisture content and in areas prone to high pedestrian traffic.

1.2 Learners will understand when to use different resources and their suitability for laying different types of timber-based floorcoverings in 1.1.

Learners will know the procedures for reporting problems with selected resources including defective materials and incorrect or incomplete deliveries.

Learners will know the hierarchy structures for reporting problems including line manager, site manager, main and sub-contractors, customer.

1.3 Learners will understand the organisational procedures used to select resources and how to use information from different sources:

- job cards/sheets
- time schedules
- specifications
- drawings (floor plans)
- bills of quantities
- manufacturer's instructions.

Learners will know methods of calculating the quantity including linear metres, square metres and wastage percentages when installing timber-based floorcoverings.

1.4 Learners will understand the risks and hazards associated with installing timber-based floorcoverings and the related control measures including:

- musculoskeletal injuries
- exposure to harmful substances
- cuts and abrasions
- dust inhalation
- manual handling techniques
- COSHH data sheets
- selection and safe use of tools.

Learners will understand how to follow RAMS to carry out the work in a safe manner including the use of PPE/RPE (knee pads, gloves, masks, work trousers), LEV and protective sheeting.

Outcome 2

2.1 Learners will know the required pre-checks (visual, tactile, checking for soundness) for background preparation for producing flat, level and rigid surfaces.

Learners will know how to set out timber-based floorcovering to different surfaces using appropriate measuring and levelling equipment.

Learners will understand the implications and considerations required when working out datum points, straight header joints, evenly staggered joints, setting out borders and patterns, setting out square using 3:4:5. Learners will know position and size of cuts, start and finishing points.

Learners will know the methods for fitting timber-based floorcoverings to floor designs to include: cutting around reveals, columns, apertures, forming holes for services and sockets, scribing to uneven walls. Learners will know the importance of including perimeter expansion gaps.

Learners will know how to transfer dimensions to cut straight, circular and angled floorcoverings and install proprietary profiles, trims and expansion joints.

Learners will know the organisational procedures for reporting problems during the installation of timber-based floorcoverings.

2.2 Learners will know how to maintain hand and portable power tools and equipment for future use.

Methods of maintaining hand and power tools to include:

- pre-checks (visual, PAT testing)
- checking for accuracy (physical)
- sharpening
- cleaning
- storage.

Tools/equipment to include:

- hand saw, coping saw, chop saw, jigsaw
- hammer
- mallet
- chisels
- hand planes
- scribe blocks
- contour gauge
- combination squares
- adjustable bevel
- angle finder
- finishing nailer, secret nailer
- measuring equipment
- cutting stations
- LEV
- chalk/string lines
- clamps
- adhesive trowel
- buckets and gauging trowel.

Learning outcome

3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Criteria

3.1 Demonstrate work skills to measure, mark out, cut, position, fit, finish

3.2 Use and maintain hand and power tools and ancillary equipment

3.3 Install and finish at least **two** of the following floorcoverings, in contract or domestic situations, to working instructions:

City & Guilds Construction (Level 3) – Floorcovering (8042-25)

- wood block
- solid wood
- engineered wood
- laminate

Delivery outcomes (depth of content)

Outcome 3

3.1 Learners will be able to set out and install a range of timber-based floorcoverings to specification including straight header joints, evenly staggered joints, borders and herringbone patterns.

Learners will be able to carry out pre-checks for background preparation for producing flat, level and rigid surfaces. Learners will be able to select suitable resources to fix wood block floors to solid, porous and timber backgrounds.

Learners will be able to set out flooring to different floor surfaces using appropriate measuring and levelling equipment.

Learners will be able to carry out remedial repairs to defective backgrounds and material breakdown to include: dusting, cracking, separation, loss of strength, poor quality materials and accessories, inadequate preparation and bonding, incorrect position of reinforcements, membranes and components.

Learners will be able to fit and fix floorcoverings to floor designs to include: cutting around reveals, columns, apertures, forming holes for services and sockets, scribing to uneven walls.

Learners will be able to cut straight, circular and angled floorcoverings.

Learners will be able to install proprietary profiles (trims) and expansion joints.

Learners will be able to use correct manual handling techniques and demonstrate active responsibility for health, safety and welfare.

3.2 Learners will be able to safely use and maintain the different types of hand tools, portable power tools and ancillary equipment in good condition for future use.

Tools/equipment to include:

- hand saw, coping saw, chop saw, jigsaw
- hammer
- mallet
- chisels
- hand planes
- scribe blocks
- contour gauge
- combination squares

- adjustable bevel
- angle finder
- finishing nailer, secret nailer
- measuring equipment
- cutting stations
- LEV
- chalk/string lines
- clamps
- adhesive trowel
- buckets and gauging trowel.

3.3 Learners will be able to install timber-based floorcoverings in either a contract (commercial and public) building or domestic dwelling, to meet the requirements of the customer's specification/instructions.

Learners will be able to select, safely handle, stack and store resources using correct manual handling techniques.

Learners will be able to protect the surrounding area from damage when mixing adhesives and laying floorcoverings.

Learners will be able to follow health and safety procedures (including correct use of PPE/RPE), RAMS, site rules and maintain a safe and tidy work area.

Learners will be able to maintain a clean working environment and dispose of hazardous and non-hazardous waste in line with the relevant environmental guidance.

Contact us

City & Guilds

E: skillsforwales.customer@cityandguilds.com

EAL

E: skillsforwales.customer@eal.org.uk

T: 01924 930800

Lines open: Monday to Friday 08.00 to 18.00 GMT

About City & Guilds | EAL

City & Guilds and EAL are two awarding bodies who have come together to collaborate on the development of a suite of construction and building services engineering qualifications for Wales.

We bring almost 150 years' experience of developing qualifications and assessments in the construction and built environment sector. City & Guilds and EAL have always shared a great relationship, so this really is a proven partnership that is truly focused on supporting the sector to meet the opportunity that the future holds.

We strongly believe in empowering people with opportunities for the future, and our aims of this new suite of qualifications are to help people get into a job, get on in the job and go further.

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