

8042-30

City & Guilds Construction (Level 2) – Bricklaying

C00/5420/3

Qualification Handbook

Version 1 September 2026



Contents

Qualification purpose	4
Qualification aims and objectives	5
Qualification structure	6
Delivering the qualification	14
Summary of assessment	17
Assessment specifications	20
Content key	21
Unit content	23
Unit 250: Construction workplace practices in Wales	24
Unit 251: Planning and reviewing work in the construction sector	28
Unit 252: Conform to general workplace health, safety and welfare	31
Unit 253: Conform to productive work practices	36
Unit 254: Move, handle or store resources	40
Unit 255: Bricklaying core knowledge	44
Unit 256: Set out to form masonry structures	49
Unit 257: Erect masonry structures	55
Unit 258: Erect masonry cladding	62

Version information

Version and publication date	Changes
v1 September 2026	Original document

Qualification purpose

Description	
Who is the qualification for?	The City & Guilds Construction (Level 2) – Bricklaying is designed to allow learners in work-based learning to learn and develop their knowledge, skills and understanding of bricklaying. Learners will also develop their understanding of construction workplace practices in Wales, including sustainability and environmental considerations. It is aimed at learners who have either achieved the 8042 Foundation and/or 8042 Progression Level 2 in Construction qualification(s). 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.
What does the qualification cover?	The qualification will allow learners to plan and perform bricklaying projects, in line with nationally recognised occupational standards, before reviewing the outputs of their work. It covers knowledge and understanding of: - working in the construction sector - relevant legislation - bricklaying and skills in: - interpreting information, selecting and using resources - adopting safe, healthy and environmentally responsible work practices - setting out to form masonry structures - erecting masonry structures - erecting masonry cladding.
What are the opportunities for progression?	Upon completion, the qualification, along with employer confirmation of occupational proficiency, will provide learners with the skills and knowledge required to be capable of working as a Bricklayer across the UK. Learners can also progress onto a relevant Level 3 qualification.
Who did we develop the qualification with?	The content has been developed in conjunction with stakeholders, tutors, centres and employers from across the sector.

Qualification aims and objectives

The Construction (Level 2) – Bricklaying enables learners to develop their:

- knowledge and understanding of the construction sector in Wales, including relevant environmental principles
- occupational knowledge and understanding of bricklaying, including the tools, techniques, materials and technologies used in the trade
- skills for working safely and productively in the construction sector
- ability to effectively plan work to complete bricklaying tasks in a work environment
- occupational performance in bricklaying
- ability to effectively review the outputs of their completed bricklaying work.

Qualification structure

Rules of combination

To achieve the **City & Guilds Construction (Level 2) – Bricklaying** learners must undertake **all** units listed below and achieve a **pass** grade or higher in the **two** assessment methods.

Total Guided Learning Hours (GLH): 630

Unit number	Unit title	GLH
250	Construction workplace practices in Wales	36
251	Planning and reviewing work in the construction sector	23
252	Conform to general workplace health, safety and welfare	40
253	Conform to productive work practices	15
254	Move, handle or store resources	10
255 ¹	Bricklaying core knowledge	55
256	Set out to form masonry structures	130
257	Erect masonry structures	195
258	Erect masonry cladding	85
	All forms of assessment	41
Total GLH (including units and assessment):		630

¹ 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 256-258. [City & Guilds Construction \(Level 2\) – Bricklaying \(8042-30\)](#)

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 2) – Bricklaying	700	70

Centre requirements

Full approval

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.

Fast-track approval

If your centre is approved to offer the 8042-12 then you can apply for fast-track approval for the new 8042-30 using the fast-track approval form, available from the [Skills for Wales website](#).

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered
- they meet all of the approval criteria in the fast-track form guidance notes.

Fast-track approval is available for 12 months from the launch of the qualification. After 12 months, centres will have to go through the full qualification approval process. The centre is responsible for checking that fast-track approval is still current at the time of application.

Please refer to the document [Centre Approval Process: Quality Assurance Standards](#) for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

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 Practical Project.

All centres approved to deliver this qualification must have robust internal quality assurance 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.

Internal quality assurance 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 (IQAs)

The centre must provide City & Guilds with the details of personnel who they plan to undertake internal quality assurance, 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 Practical Project is internally 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)

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.

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 internal quality assurance 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 National Vocational Qualification (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 City & Guilds procedures
- make robust assessment decisions
- handle relevant information in accordance with General Data Protection Regulation (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, an employer representative 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 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.

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
- 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
Sample Level 2 on-screen test – Bricklaying: 8042-402 (English language) 8042-452 (Welsh language)	E-volve online 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 Practical Project will be internally assessed and subject to risk-based monitoring and sampling by External Quality Assurers (EQAs) 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 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 2) – Bricklaying** is assessed using two assessment methods:

Assessment component	Assessment type	Approach to assessment
8042-710 (English Language) 8042-760 (Welsh Language)	On-screen Assessment	Externally set and externally marked
8042-711	Practical Project	Internally set, internally marked and externally verified

Assessments 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 two assessments, they will not achieve the qualification.

Details of how the 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:

- all units 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 can be completed 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 two working days after the learner has completed the assessment. However, when the first and any subsequent new version of the assessment is launched, learner results will be held until we have received a representative number of completed exam scripts and completed an analysis of the live results to ensure that the test is producing valid and reliable outcomes and that the grade boundary is set correctly.

As a result of this, please be aware that results may take up to 20 working days for a new version of the online assessment. Once the pass mark has been confirmed, it will go back to instant results (ie on Walled Garden in two working days).

Practical Project

Practical Projects are internally marked and externally verified. A provisional grade is awarded following internal assessment using the grading tables provided in the Assessment 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.

Overall qualification results

Provisional grades for the Practical Project must be provided to learners within one week of completion. 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. External quality assurance activities will need to include EQA sampling on both the practical project and the completed Employer Confirmation Guide simultaneously for a learner. This notification will be within eight weeks of centre submission of learner results for the Practical Project (and following successful completion of the On-screen Assessment and Employer Confirmation Guide).

Resubmission/Resit of assessment

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

Guidance on the resit/resubmission procedures for each assessment can be found in the Assessment Pack for this qualification which can be downloaded from the [Skills for Wales 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 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.

Recognition of Prior Learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL can be used to exempt learners from areas of learning previously achieved, but does not exempt them from assessment.

RPL is allowed and is also sector-specific.

Assessment specifications

On-screen Assessment

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

Practical Project

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

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 resource selection.

Learning outcome

1. Understand resource selection

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 1.3 is about what the procedures are for selecting resources.

Criteria

1.3 Organisational procedures to select resources

Range

Range contains information about the breadth required for a specific assessment criterion, for example, organisational procedures, reasoning 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: *organisational procedures; reasoning*

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 will understand the procedures' highlights that learners need to have some understanding of the 'how' or 'why' in relation to the range.

Delivery outcomes (depth of content)

1.3 Learners will know the process for selecting appropriate resources for setting out dimensional positions, establishing square corners at required angles, and meeting contract requirements in accordance with technical information:

- *drawings*
- *specifications*
- *manufacturer's information*
- *schedules*
- *organisational procedures and guidance.*

Learners will know how to check the quality and quantity of materials prior to work commencing to ensure they meet the required standard.

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 250: Construction workplace practices in Wales

GLH: 36

What is this unit about?

The purpose of this unit is for learners to explore and understand the wide scope of the construction sector in Wales, the relevant trade bodies and their role, environmental and sustainability considerations and the working relationships between trades. It will provide an overview and set the scene for working in the construction sector in Wales.

On completion of this unit, learners will:

- know the trade bodies and organisations within the construction sector
- understand the relationship between trades and the environment
- understand connected practice in the construction industry.

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 Environment (Wales) Act relevant to construction?

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 CITB and its role within the construction sector

2. Understand the relationship between trades and the environment

Criteria

- 2.1 Industry regulation and sustainability
- 2.2 Ecological considerations and principles
- 2.3 Sustainable approaches
- 2.4 Waste disposal in construction

3. Understand connected practice in the construction industry

Criteria

- 3.1 Interdependencies between trades

Delivery outcomes (depth of content)

Outcome 1

- 1.1 Learners will know who the range of trade organisations are within the construction sector, under the trade organisation umbrella – Build UK; the larger mainstream federations such as the Federation of Master Builders (FMB) and National Federation of Builders (NFB).

Learners will know the trade organisations that influence construction practice in Wales: Constructing Excellence in Wales (CEWales), Royal Institution of Chartered Surveyors – Wales, Royal Town Planning Institute – Wales (RTPI Cymru), Chartered Institute of Building (CIOB Wales) and Home Builders Federation (HBF Wales).

Learners will be able to recognise the specific trade federations which support their trade. Learners will know about professional registration as a construction professional for their chosen trade area.

- 1.2** Learners will understand the key features of the trade organisations 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.

Learners will have an understanding of the services offered by unions and the benefits of joining a union.

- 1.3** Learners will know the card schemes for construction trades including the mandatory Construction Skills Certification Scheme (CSCS) card. Construction Plant Competence Scheme (CPCS), Electrotechnical Certification Scheme (ECS), Construction Industry Scaffolders Record Scheme (CISRS), Prefabricated Access Suppliers' and Manufacturers' Association (PASMA), National Plant Operators Registration Scheme (NPORS).

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

- 1.4** Learners will know the role of the Construction Industry Training Board (CITB) in its support for training and ongoing CPD, standards and competence and the talent pipeline.

Outcome 2

- 2.1** Learners will know the key functions of the Environment (Wales) Act, Ethical Employment in Supply Chains, Sustainable Materials and Timber Strategy, Environmental Protection Act, The Hazardous Waste Regulations, Pollution Prevention and Control Act, Control of Pollution Act, The Waste Electrical and Electronic Equipment Regulations (WEEE).

Learners will have a fundamental knowledge of how construction projects can help with energy efficiency and the relationship that responsible retrofit, smart homes and smart technologies have.

- 2.2** Learners will know the key features of ecological considerations and principles ie areas of flood plains, biodiversity offsetting, endangered habitats and primary protected species (disturbing a bat roost or a newt colony), and be able to relate them to the built environment. Learners will know the key features of current legislation and regulation relating to wildlife and habitats and penalties for non-compliance.

- 2.3** Learners will be able to identify the main sustainable methods (heat recovery and ventilation, rainwater harvesting, solar panels, heat and cooling pumps, zero carbon buildings) that apply to 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 offset their carbon footprint.

- 2.4** Learners will know how the use of different materials can reduce environmental impact within construction and the principles of the '5 Rs' of waste management (refuse, reduce, reuse, repurpose and recycle).

Learners will know the importance of accurately requisitioning materials in order to reduce site waste and reduce cost from over-ordering, sorting of waste and waste disposal.

Learners will understand the industry waste management practices and the positive and negative impact (biodegradable/non-biodegradable) that they can have on landfill and the environment.

Learners will know how scrap materials (ferrous) can hold value, that it is a finite resource and understand the process of using registered scrap metal dealers in Wales.

Learners will know how waste must be disposed of, the process of using licenced waste carriers (hazardous/non-hazardous) and the consequences of non-compliance with statutory requirements.

Outcome 3

3.1 Learners will understand the working relationships and the interdependencies between trades in different contexts ranging from new build to repairing and renovating traditional structures.

Learners will understand how individual trades work and interact with each other across different scenarios.

Learners will understand the types of problems that can arise from these interdependencies and working relationships and how to resolve them.

Unit 251: Planning and reviewing work in the construction sector

GLH: 23

What is this unit about?

This unit provides the learner with the knowledge and understanding of how to plan and review work. Learners will be able to read and interpret plans and documentation required in performing a wide range of tasks in the trade area. Learners will be able to plan the completion of a wide range of tasks in the trade area, using the required literacy and numeracy skills, and set their own performance criteria for given tasks.

Learners will review their own performance in carrying out a wide range of tasks in this trade area in relation to both the set requirements and their own success criteria.

Learners will develop their knowledge, understanding and skills of:

- determining costs, resource and time requirements
- planning work
- the importance of reviewing their work.

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

- What is the difference between an estimate and a quote?
- How do I price up a small job?
- What is involved in pricing up for a large contract?
- What are Risk Assessments and Method Statements (RAMS)?

The skills in this outcome will be important to enable the learner to plan, perform, and review their work in the Practical Project assessment.

Learning outcome

1. Determine costs, resource and time requirements

Criteria

1.1 Calculate costs for estimating jobs/projects in construction

1.2 Identify resource requirements

1.3 Estimate time requirements

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

Criteria

2.1 Identify resources required to complete the task

2.2 Plan the activities and the ordering/phasing of work to complete the task

2.3 Identify success criteria for the task

3. Review completed work

Criteria

3.1 Review completed work and identify opportunities for improvement

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will know how to calculate cost, profit-margin and use methods of determining price: labour costs, material costs, wastage costs.

1.2 Learners will recognise types of resources as:

- consumable (replenishable) – materials and welfare costs
- re-useable – plant, equipment, durable assets and people.

Learners will be able to identify the resources required for construction projects and when they are required.

Learners will be able to plan the efficient use of resources to minimise the amount of waste generated and consider the financial and environmental implications for effective waste management.

- 1.3** Learners will be able to estimate the time requirements for simple construction projects, design, planning, preparation, installation, commissioning and administration for the projects.

Considerations – lead times, weather contingency, waste management, Local Authority approval.

Learners will develop a fundamental understanding of time requirements when project scheduling for basic construction works and inspections. This covers the full project lifecycle (design, planning, installation and commissioning), while accounting for variables: lead times, weather contingency, waste management, Local Authority involvement.

Outcome 2

- 2.1** Learners will know how to use information to identify and select the most suitable resources (tools, plant, equipment, products, materials) to complete the task.

- 2.2** Learners will be able to plan the completion of well-defined, trade-specific tasks and address straightforward problems. Learners will know how to carry out the necessary planning to enable the completion of work; this includes Risk Assessments and Method Statements (RAMS), cost and pricing (customer estimates, quotes), anticipated workplace communication and utilising/creating diagrams or drawings with correct information from appropriate sources of information.

Learners will be able to identify and complete relevant documentation for tools, materials and equipment required to complete tasks and plan the ordering/phasing of work (programme of work), so work is completed safely, efficiently and effectively (creating plans with activities, milestones and dependencies, including communication).

- 2.3** Learners will be able to identify success criteria for key elements of the work and quality of finish. Learners will recognise areas which they find challenging enabling them to address these as much as possible in the planning and preparation stages of the work.

Outcome 3

- 3.1** Learners will be able to review their performance in completing the work, in relation to both the task requirements and their own success criteria.

Considerations: tool and material selection, health and safety planning, waste disposal, timings, efficiency, fitness for purpose (quality of finish, safety of completed work, tolerances and industry standards).

Learners will be able to reflect and review their own performance against their plan in relation to key aspects such as:

- whether completed tasks meet specifications and deadlines
- whether working practices follow recommended RAMS
- whether an alternative approach could have been taken
- how effective their actions have been
- strengths/areas for improvement
- communication in the working environment
- lessons learnt.

Unit 252: Conform to general workplace health, safety and welfare

GLH: 40

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 learners' occupation and work environment.

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

- accept responsibility for themselves and others, and comply with organisational policies and procedures to enable them to contribute to health and 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: prohibition, warning, mandatory, safe condition, fire safety and hazardous materials.
- 1.3** Learners will know how to work safely and in line with control measures identified by RAMS.
- 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 how to identify the risks and hazards associated with the occupational area, to include risks and hazards in relation to:
 - resources – substances, asbestos, silica, chemicals, dust, manual handling, stacking and storing, uses of materials
 - the workplace – confined spaces, working at height, plant and equipment, obstructions, storage, services and work activities, slips, trips and falls
 - the environment – weather conditions, heat, cold, wind, rain, lightning, ventilation working temperatures, housekeeping.
- 2.2** Learners will know how to identify current common safety and health risks, including weather conditions, changes in work practices and procedures, use of materials and equipment, handling and storage of hazardous materials.
- 2.3** Learners will know the organisational recording procedures and statutory requirements for reporting hazards in the workplace: who, when and how to record a reportable incident.

Outcome 3

- 3.1** Learners will know how to work safely in line with organisational requirements, to include receiving or sourcing information, identifying when specialist knowledge and skills are required, reporting/escalating accordingly, stopping work, evacuation, fire risks and safe exit procedures, consultation and feedback. How and when inductions, toolbox talks, team briefings and signage contribute to safe working practices.

Learners will know how to deal with accidents and emergencies associated with the type of work being undertaken and the work environment, including evacuation procedures, cordoning off areas and dealing with spillages.

3.2 Learners will know how to take responsibility for health, safety and welfare, in line with their training and skills and the limits of own authority. Learners will know how to report changed circumstances and incidents in the workplace whilst adhering to the environmental requirements of the workplace.

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. To include 'horseplay', poor housekeeping, aggressive behaviour, unsafe working practices and individuals under the influence of alcohol/illicit substances.

Learners will know how to contribute to discussions and provide valuable feedback.

3.4 Learners will know the different fire extinguishers available and their uses. Learners will know the following classifications and understand the fire triangle (fuel, oxygen and source of ignition):

- 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
- wet chemical – yellow/Class F, oil and fats.

Outcome 4

4.1 Learners will know the organisational procedures relating to the security of the workplace, general public, site personnel and resources, and how they are implemented. Learners will know how to protect the general public from work activities through the use of solid hoarding, open mesh fencing, CCTV and signage.

Learners will understand the importance of safety barriers, designated walkways, signing-in/-out procedures and secure storage facilities.

Learners will know the range of methods used on site for preventing unauthorised access, damage to property and theft of goods.

Learning outcome

5. Comply with all workplace health, safety and welfare legislation requirements at all times

Criteria

5.1 Avoid risk by complying with given information relating to the following:

- induction
- briefings
- application of prior training (safe use of health and safety control equipment)

- 5.2** Adhere to statutory requirements and/or safety notices and warning signs displayed in the workplace or on equipment
- 5.3** Recognise hazards (created by changing circumstances) associated with the workplace, that have not been previously controlled, and report them in accordance with organisational procedures
- 6. Accept responsibility for, and comply with, organisational policies and procedures in order to contribute to health, safety and welfare**

Criteria

- 6.1** Show personal behaviour which demonstrates active responsibility for general workplace health, safety and welfare
- 6.2** 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

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

Criteria

- 7.1** Comply with organisational procedures for maintaining the security of the workplace:
- during the working day
 - on completion of the day's work
 - from unauthorised personnel (other operatives and/or the general public)
 - from theft

Unit 253: Conform to productive work practices

GLH: 15

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 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

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 understand how to use different means of communication, to include listening, written, oral, visual and digital, and the key considerations for use:

- listening – active, empathetic, critical, reflective
- written – technical terminology, structured, objective, descriptive, narrative
- oral – use of vocabulary, technical terminology, fluency, oral grammar, face to face, mobile phone, online/remote meeting
- visual – drawings/plans, signage, notices, body language, sign language and hand signals (ie banksperson)
- digital – email, texting, communication apps (general and specialist work apps).

1.2 Learners will know how to use different forms of communication in the workplace to ensure information is clear and work is productive: team briefings, toolbox talks, Gantt charts, method statements, job cards, working drawings, written specifications and schedules, manufacturer literature.

Outcome 2

- 2.1** Learners will understand how work is allocated to employees, the organisation of sequencing work programmes and related documentation. Learners will know the appropriate planning of labour, plant, equipment and resources for their own and other's work requirements.
- 2.2** Learners will know how to maintain documentation, to include job cards, worksheets, material/resources lists and time sheets.

Outcome 3

- 3.1** Learners will know how to build and maintain good working relationships with others, to include individuals and workplace groups (customer and operative, operative and line management, own occupation and allied occupations):
- being polite and respectful
 - using clear and timely communication
 - being clear of work requirements, project deadlines
 - completing allocated tasks on time
 - taking responsibility for own work
 - being aware of the team's/others' deadlines
 - working towards a shared goal
 - willingness to adapt to change.
- 3.2** Learners will understand how to consider the needs of individuals by applying the principles of equality, diversity and inclusion. This includes recognising protected characteristics, valuing different backgrounds and the principles of FREDA:
- Fairness
 - Respect
 - Equality
 - Dignity
 - Autonomy.

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 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 254: Move, handle or store resources

GLH: 10

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 learners' occupation and work environment.

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

- understand how to interpret information
- understand resource selection
- comply with occupational resource information and maintain safe work practices.

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

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

Learning outcome

1. Understand how to interpret information

Criteria

- 1.1 How to obtain information to use and store lifting aids and equipment
- 1.2 The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied

2. Understand resource selection

Criteria

- 2.1 How the resources should be used and how any problems associated with the resources are reported

Delivery outcomes (depth of content)

Outcome 1

- 1.1 Learners will know how to find the information required to safely set up, use and store lifting aids and equipment to include wheelbarrows, sack barrows, board trolleys, pallet trucks, gin wheels, board lifters, suction pads, brick grabs and pulleys, to include manufacturer information and health and safety documentation.
- 1.2 Learners will understand their responsibilities in relation to potential accidents and health hazards whilst moving, handling and storing construction materials.

Learners will know how to apply statutory regulations (Control of Substances Hazardous to Health (COSHH), Manual Handling Operations, Work at Height Regulations (WAHR), Lifting Operations and Lifting Equipment Regulations (LOLER), official guidance of the Health and Safety Executive (HSE), RAMS, and safety data sheets in relation to:

- materials and substances – storage, handling, sheet material, loose material, bagged or wrapped material, fragile material, tools and equipment, components, liquids, hazardous material, flammable material, high value material
- manual handling – safe kinetic lifting techniques and recommended maximum loads individuals can lift and carry from different heights
- mechanical lifting – selection and use of a range of mechanical lifting aids to include wheelbarrows, sack barrows, board trolleys, pallet trucks, gin wheels, board lifters, suction pads, brick grabs and pulleys.

Outcome 2

- 2.1 Learners will know how to select resources for moving, handling and storing materials and equipment for different jobs to include:
 - lifting and handling aids – wheelbarrows, pallet trucks, forklifts, sack barrows
 - storage – secure compound, designated area, lockable container, flammable material container, temporary coverings
 - fixing, holding and securing systems – ropes and lashing, bracing, ratchet straps

- rotation of perishables stock, FIFO (first in first out).

Learners will know the limits of their own authority to rectify problems with lifting aids and equipment (including potential faults and defects) and the reporting procedures including the correct person to inform and using the correct method (formal, informal).

Learning outcome

3. Comply with the given information, relevant legislation and official guidance to move, handle or store occupational resources and maintain safe work practices

Criteria

- 3.1** Interpret given information to move, handle or store occupational resources, and use and store lifting aids and equipment
 - 3.2** Avoid risk by complying with the given information relating to at least **two** of the following:
 - methods of work
 - safe use of health and safety control equipment
 - safe use of lifting aids
 - protection of the environment
 - 3.3** Select the required quantity and quality of resources for the method of moving, handling or storing occupational resources:
 - lifting and handling aids
 - container(s)
 - fixing, holding and securing systems
- ### **4. Prevent damage to the occupational resources and surrounding environment**

Criteria

- 4.1** Protect the occupational resources and their surrounding area from damage
- 4.2** Dispose of waste and packaging in accordance with legislation
- 4.3** Maintain a clean workspace

5. Comply with the given occupational resource information to carry out the work efficiently to the required guidance and within the allocated time in accordance with the programme of work

Criteria

5.1 Demonstrate work skills to move, position, store, secure and/or use lifting aids and kinetic lifting techniques

5.2 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

5.3 Complete the work within the estimated, allocated time to meet the needs of other occupations and/or customer

Unit 255: Bricklaying core knowledge

GLH: 55

What is this unit about?

This unit covers the overarching knowledge required for bricklaying.

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):

- 256 Set out to form masonry structures
- 257 Erect masonry structures
- 258 Erect masonry cladding

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

- Why are site inductions important?
- What is 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 organisational procedures used to report and rectify problems with incorrect, unclear or incomplete information, unsuitable resources and issues that may affect the work programme. Learners will understand why these procedures are in place, how they are followed on site, and how problems are communicated and resolved. Learners will know the features and uses of different methods of communication, including verbal reporting, chain of command, toolbox talks and team briefings, and how these procedures are implemented within the workplace.
- 1.2 Learners will know the types, purpose, features and sources of information used within bricklaying work, including work programme documentation, drawings and plans (site plans, floor plans, elevations, sections, detail and foundation plans), specifications, bill of quantities, schedules, method statements, risk assessments, safety data sheets, site notices and safety signs, manufacturers' information, oral and written instructions, electronic data, regional requirements and building regulations, and understand how this information is interpreted and applied within the workplace.
- 1.3 Learners will know the types of problems arising from inappropriate information, including misheard instructions, inaccurate details, misinterpretation of method statements and the provision of incorrect information. Learners will know the types of problems and potential hazards that may arise from resources including unsuitable materials, contaminated, damaged or broken components, adverse weather conditions and changing circumstances. Learners will understand the importance of following organisational procedures correctly and the potential consequences of failing to communicate identified problems.
- 1.4 Learners will know the importance of maintaining documentation accurately, including job cards, worksheets, material/resources lists, requisition orders, maintenance logs and time sheets. Learners will also know the different formats used to record this information within the workplace, including digital applications, editable PDFs and paper-based systems.

Outcome 2

- 2.1 Learners will know the principles and purpose of key legislation and guidance relevant to bricklaying and construction work, how this is used within the industry and the consequences of non-compliance, including the following building regulations: WAHR; Health and Safety at Work Act (HASAWA); Provision and Use of Work Equipment Regulations (PUWER); Approved Codes of Practice (ACoPs); Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR); Construction (Design and Management) Regulations (CDM); COSHH; Personal Protective Equipment at Work Regulations (PPE); LOLER, Manual Handling Regulations; Noise at Work Regulations; Confined Spaces Regulations.

Learners will understand the role of the local authority in relation to planning and building control and their responsibilities regarding heritage structures including consultation with Cadw.

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

- in the workplace – safe access, egress and walkways, working with, around and in close proximity to moving plant and machinery, excavations, lone working
- in confined spaces – emergency plans, Respiratory Protective Equipment (RPE)
- below ground level – safe exits, services, floods/ground water
- at height – fall protection, safety harnesses, correct access equipment
- tools and equipment – safe use, limitations, PPE requirements, safety aids.

2.2 Learners will know employee responsibilities and the procedures in line with organisational authorisation and relevant training, in relation to:

- fires – prevention, using fire extinguishers for different classes, evacuation procedures, designated muster points, and awareness that only trained and authorised persons should use fire-fighting equipment
- spillages – types of spillages on construction sites, prevention, spill kits, signage, cordon-off area, reporting
- injuries – first aider, first aid kit, accident recording, reporting
- emergencies relating to occupational activities – prevention, organisational procedures, emergency services, reporting, access and egress for emergency vehicles.

2.3 Learners will know the organisational security procedures used for different situations:

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

Learners will understand the differences between security procedures used in a domestic dwelling compared to those used on construction sites.

2.4 Learners will know who is responsible for completing accident records and understand how first-aiders are identified within the workplace. Learners will understand the legal requirement relating to first aid provision, including an awareness of the number of people required to be trained as first-aiders. Learners will understand the roles and responsibilities for health, safety and welfare within organisations of different sizes. Learners will also understand the procedures for reporting accidents and injuries, including reporting to the HSE and under RIDDOR where applicable. Learners will know how the accident book is used, the purpose and process for recording accidents, injuries and near misses and the review and re-evaluation procedures in place.

2.5 Learners will know the correct selection, usage, and maintenance of PPE, RPE, including knowledge of high-impact glasses, goggles, hard hat, high-viz material, ear defenders,

safety boots, dust masks (including face fit tests), safety harnesses, appropriate gloves, fall arrest bags, crash mats, scaffold guard rails and netting and abrasive wheel training.

- 2.6** Learners will know how to comply with environmentally responsible work practices to meet current legislation and official guidance. This includes knowledge of Site Waste Management Plans (SWMPs), recycling and reuse of materials and the segregation of waste in the workplace.

Outcome 3

- 3.1** Learners will know how work can be protected from damage caused by general work activities, other occupations and weather conditions. Learners will understand the use of temporary cover, material protectors and alterations to the order of work. Learners will know materials should be correctly stored before, during and after work activities.
- 3.2** Learners will know how waste is disposed of safely and responsibly in accordance with organisational procedures, manufacturers' information, statutory regulations, and official guidance in line with environmental work practices. Learners will know the different methods of waste disposal, including the use of designated skips, recycling, segregation of waste, local waste collection point and biofuel.

Outcome 4

- 4.1** Learners will know how work activities, materials and labour are allocated to meet required timescales within a programme of work and understand the importance of meeting deadlines.

Learners will know the types of productivity targets and timescales used within construction work, how time is estimated and the circumstances that may affect the work programme, such as weather conditions, availability of labour and the knock-on effects of poor handling and storage causing damage to materials. Learners will also understand the implications of delays, including penalty clauses, retention fees, and the impact on organisational reputation and on other trades, within both formal and informal programmes of work.

Unit 256: Set out to form masonry structures

GLH: 130

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 setting out to form masonry structures for brickwork, blockwork and structures using local materials.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- 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 considering questions such as:

- What range of materials, tools and resources are used when setting out masonry structures?
- What types of information are used when setting out masonry structures?

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

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; teamwork

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will understand the range of resources used in the process of setting out buildings to drawings, specifications and schedules and the characteristics of these resources.

Learners will know the types of resources used:

- fixings
- lines
- laser levels
- optical levels
- profiles
- pegs
- site square
- spirit levels
- straightedges

- tape measure
- trammels
- templates.

Learners will know how to assess the quality and condition of resources to determine whether they are fit for use and free from defects.

Learners will understand the uses and limitations of resources and know how to ensure materials are stored in line with manufacturers' information. Learners will know how to identify defective materials and accessories due to poor quality or contamination and how to follow procedures in reporting, removing, replacing and recording defects.

1.2 Learners will know the uses of suitable resources for setting out tasks. Learners will understand the use of lines to establish wall positions at ground level and below ground to establish dimensional accuracy. Learners will understand the methods used to establish levels by transferring heights from given points or datums using appropriate levelling equipment and associated setting-out resources:

- fixings
- lines
- laser levels
- optical levels
- profiles
- pegs
- site square
- spirit levels
- straightedges
- tape measure
- trammels
- templates.

Learners will know how to identify inaccuracies in measurements and whether setting out is square or out of square and how to rectify positional inaccuracies. Learners will also know how to identify problems that may arise during setting out and follow the correct procedures for reporting issues when forming masonry structures including when specialist skills and knowledge are required.

1.3 Learners will know the process for selecting appropriate resources for setting out dimensional positions, establishing square corners at required angles, and meeting contract requirements in accordance with technical information:

- drawings
- specifications
- schedules
- manufacturers' information
- organisational procedures and guidance.

Learners will know how to check the quality and quantity of materials prior to work commencing to ensure they meet the required standard.

- 1.4** Learners will understand the hazards and risks associated with setting out tasks, selected materials and resources and activities such as storing, moving, handling, mixing, laying, working at height and below ground level.

Learners will know how to follow method statements and risk assessments to identify suitable PPE and protective measures to carry out work safely in accordance with health and safety legislation.

Learners will understand their responsibility to report accidents, hazards and near misses to the appropriate level of authority when carrying out the work. Learners will understand the needs of other occupations during construction activities and the importance of safety, communication and teamwork.

Outcome 2

- 2.1** Learners will understand the methods used to accurately establish dimensions and setting-out details from drawings, specifications and verbal instructions. Learners will understand how to identify fixed level points and datums and how to transfer values from one established point to create a temporary benchmark (TBM). Learners will understand the methods used to establish levels by transferring heights from given points or datums using appropriate levelling equipment on level or sloping ground. Learners will understand the methods to transfer wall positions onto foundation concrete (plumb from ranging lines).

Learners will know how to:

- set out obtuse angles, acute angles, curves on plan, curves in elevation
- set out using trammels, templates
- determine convex and concave curves using pegs and line.

Learners will know how to calculate areas, and how to measure distances, lengths, levels and diagonals. Learners will know how to identify inaccuracies in measurements including whether setting out is square and how to rectify positional inaccuracies or report them to the appropriate person. Learners will be able to identify problems that may arise during setting out and understand the procedures for reporting issues when forming masonry structures.

Learners will know how to calculate the quantity of resources required, including wastage of materials.

Learners will understand their responsibility for completing set work tasks to the required standard and within timescales identified in planned work programmes, as well as the needs of other trades when setting out to form masonry structures. Learners will understand the effects of not meeting quality standards or planned deadlines and the impact this can have on other trades. Learners will know the importance of communication and teamwork and how these can affect the work programme.

- 2.2** Learners will know how to carry out pre-use checks on tools and equipment to ensure they are fit for purpose.

Learners will know how to select and safely use tools, equipment and resources to set out masonry structures.

Learners will know how tools and equipment should be cleaned, inspected and maintained after use to ensure accuracy for future use.

Setting-out resources:

- fixings
- lines
- laser levels
- optical levels
- profiles
- pegs
- site square
- spirit levels
- straightedges
- tape measure.

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, fit, finish, position, plumb and secure materials
- 3.2** Select, use and maintain hand tools and setting out tools and equipment to determine and transpose dimensions and positions using line, level, depth, area, height and angle in accordance with given working instructions, and establish the following lines:
- straight (180 degrees)
 - right angles (90 degrees)
 - curves on plan
 - openings

Delivery outcomes (depth of content)

Outcome 3

- 3.1** Learners will be able to interpret information from contract documentation to set out the dimensional positioning of a building including:
- drawings
 - manufacturers' instructions

- RAMS
- schedules
- specifications.

Learners will be able to measure and mark out wall positions and transfer wall positions onto foundation concrete. Learners will be able to use correct manual handling techniques and demonstrate responsibility for health, safety and welfare.

3.2 Learners will be able to comply with legislation and guidance, protect the work area and demonstrate responsibility for health, safety and welfare.

Learners will be able to transpose wall positions, lengths, square and line by measurement to establish wall positions and positions of openings, to include windows and doors. Learners will be able to transfer levels from distance and from temporary datums.

Learners will be able to identify, select, safely set up and safely use appropriate setting out tools to position lines, profiles and pegs. Learners will be able to store and maintain tools and equipment in good condition for future use.

Learners will be able to maintain a clear and tidy work area, dispose of waste and complete work in line with the programme of work.

Unit 257: Erect masonry structures

GLH: 195

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 erecting brickwork and blockwork and/or structures using local materials and reflecting local styles.

On completion of this unit, learners will:

- understand resource selection
- understand working to a contract specification
- 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 considering questions such as:

- What is quarter bond?
- How do I set out a right-angled corner?
- How do I determine the gauge of the mortar to be used?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; size; 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

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; teamwork

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will understand the range of resources used in the erection of masonry structures and the characteristics of these resources.

Learners will know the types of materials and resources used:

- additives
- air vents
- blocks
- bricks
- cavity closures
- cements
- cills
- cloak systems
- copings and cappings

- Damp-proof Courses (DPCs)
- Damp-proof Membranes (DPMs)
- masonry support angles
- frames and fixings
- insulations
- lintels
- local stone
- radon barriers
- reconstructed stone
- sands
- wall starters
- wall ties
- wind posts
- weep vents
- hand tools
- power tools
- equipment.

Learners will know how to assess the quality and condition of resources to determine whether they are fit for use and free from defects.

Learners will understand the uses and limitations of materials and components, sustainable alternatives and know how to ensure materials are stored in line with manufacturers' information. Learners will know how to identify defective materials and accessories due to poor quality or contamination and how to follow procedures in reporting, removing, replacing and recording defects.

Learners will know the typical quality issues and defects that may occur in walling components:

- cavity trays
- fire barriers and closures
- insulation
- insulation-related components
- reinforcement
- sand
- ventilation components
- wall ties
- water.

1.2 Learners will know the uses of suitable materials, components and accessories for mixing mortars, solid walling and cavity walling. Learners will know how to identify defects in materials, components and accessories.

Learners will understand the seriousness of defects, including any immediate risk to health and safety, the limits of their authority and the correct procedures for reporting problems with selected resources including defective materials.

1.3 Learners will understand the process for selecting appropriate resources before and during work activities to meet contract and organisational requirements.

Learners will know the types of information used to select resources and ensure work is carried out to the required standard.

Technical information:

- drawings
- specifications
- schedules
- manufacturers' information
- organisational procedures and guidance.

Learners will understand how information is communicated, interpreted and applied, including induction information, toolbox talks, verbal and documented instructions and how these influence the selection, quality and quantity of materials prior to work commencing.

Learners will know how to check the quality and quantity of materials prior to work commencing to ensure they meet the required standard.

- 1.4** Learners will understand the hazards and risks associated with erecting masonry structures, selected materials and resources, and activities such as storing, moving, handling, mixing, cutting, laying and working at height.

Learners will know how to follow method statements and risk assessments to identify suitable PPE and protective measures to carry out work safely in accordance with health and safety legislation.

Learners will understand their responsibility to report accidents, hazards and near misses to the appropriate level of authority when carrying out the work. Learners will understand the needs of other occupations during construction activities and the importance of safety, communication and teamwork.

Outcome 2

- 2.1** Learners will understand the methods of work used to erect masonry structures in accordance with contract specifications including sequencing of work, coordination with other trades and planned work programmes. This includes an understanding of the range of work activities involved in erecting masonry structures, including measuring, marking out, mixing, laying, positioning, plumbing, levelling, fitting, fixing, securing components, forming joint finishes and the need to carry out these activities in accordance with safe working practices and organisational procedures.

Learners will know the use of prop and support structures and when to remove temporary support structures.

Learners will understand their responsibility for completing set work tasks to the required standard and within timescales identified in planned work programmes. Learners will understand the effects of not meeting quality standards or planned deadlines and the impact this can have on other trades.

Learners will know the importance of communication and teamwork when carrying out masonry work and how these can affect the work programme, as well as the needs of other trades when erecting masonry structures. Learners will understand how to identify

problems that may arise during work activities and the procedures for reporting issues in line with organisational requirements.

2.2 Learners will know how to carry out pre-use checks on hand tools and power tools to ensure they are fit for purpose and safe to use.

Learners will know how to select appropriate tools and equipment to carry out work on different types of walling in accordance with contract specifications, including work involving bricks, blocks, natural stone, wall ties, wall components, Damp-proof Courses (DPC), Damp-proof Membranes (DPM), vertical DPCs, cavity trays, lintels, insulation and reinforcement.

Learners will understand how tools and equipment are used to measure, gauge and mix mortar to set specifications and to position and cut masonry materials using appropriate methods and techniques.

Learners will know how to use hand tools, power tools and access equipment safely and how tools and equipment should be stored and maintained during and after completing set work tasks.

Hand tools:

- bolster
- brick hammer
- chisels
- gauge rod
- jointing tools
- levels
- line and pins
- lump hammer
- measuring tapes
- scutch hammer
- trowels.

Equipment:

- buckets
- corner profiles, clamps and jigs
- disc cutter
- mixer.

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, mix, lay, position, plumb, level, fit, fix and secure materials and components

3.2 Select, use and maintain hand and power tools, mixing plant and equipment to erect masonry in brick and block and/or local materials in accordance with given working instructions for the following:

- cavity wall structures
- solid wall structures
- form and bridge openings
- joint finishes
- cills
- capping and copings

Delivery outcomes (depth of content)

Outcome 3

3.1 Learners will be able to interpret information from contract documentation to erect masonry structures:

- drawings
- manufacturers' instructions
- RAMS
- schedules
- specifications.

Learners will be able to measure, mark out, lay, position and secure bricks, blocks, stone, mortars and components, in accordance with given working instructions and safe working practices. Learners will demonstrate responsibility for health, safety and welfare when carrying out these activities, including the application of correct manual handling techniques.

3.2 Learners will be able to comply with relevant legislation and guidance, protect the work area and demonstrate responsibility for health, safety and welfare when erecting masonry structures.

Learners will be able to identify, select, safely set up, use and maintain appropriate hand and power tools, mixing plant and equipment and demonstrate work skills to erect masonry structures in brick, block and/or local materials in line with given working instructions. This includes selecting materials and mixing mortars by hand and by mechanical mixer to correct consistency and gauge.

Learners will be able to erect solid walls up to one brick thick in English, Flemish, English Garden wall, Flemish Garden wall, in solid blocks and local materials in accordance with set drawings, specifications and schedules.

Learners will be able to construct cavity walls using brick, block, insulation block, local materials and be able to install components, including:

- cavity closures
- cills
- damp-proof barriers and cavity trays
- frames – windows and doors
- insulations – full and partial fill
- lintels

- movement joints
- reinforcement
- restraining straps
- ventilations
- wall ties
- weep vents.

Learners will be able to finish joints to specification including flush, weather struck, recessed and half round joints.

Materials to include:

- brick
- copings and cappings
- hollow block
- insulation block
- natural stone
- reconstructed stone
- solid block.

Learners will be able to lay, position and cut copings and capping to solid walling according to given information.

Learners will be able to store and maintain tools and equipment in good condition for future use, maintain a clear and tidy work area, dispose of waste correctly and complete work in line with the programme of work.

Unit 258: Erect masonry cladding

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 preparing and erecting masonry cladding incorporating brick, block and/or locally sourced materials and styles.

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

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

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

- Where will masonry cladding be used?
- How does masonry cladding fix/tie to a structure?
- What types of background are used for masonry cladding?

Learning outcome

1. Understand resource selection

Criteria

1.1 Characteristics of the resources

Range: characteristics; quality; uses; size; 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

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; teamwork

2.2 Tools and equipment

Range: methods of maintaining tools and equipment

Delivery outcomes (depth of content)

Outcome 1

1.1 Learners will understand the range of resources used in the erection of masonry cladding and the characteristics of these resources.

Learners will know the types of materials, resources and components used:

- adhesives
- blocks
- brick slips
- bricks
- carrier rails
- cloak systems
- damp-proof barriers
- insulation types
- lintel types

- soffit systems
- support angles
- thermal isolators
- ties (cavity, long-reach and movement)
- trays
- types of fixings
- wind posts
- weep vents.

Learners will know how to assess the quality and condition of resources to determine whether they are fit for use and free from defects for pre-erected timber frame, concrete, steel and existing structures.

Learners will understand the uses and limitations of materials and components, sustainable alternatives, and know how to ensure materials are stored in line with manufacturers' information. Learners will know how to identify defective materials and accessories due to poor quality or contamination, and how to follow procedures in reporting, removing, replacing and recording defects.

Learners will know the typical quality issues and defects that may occur in cladding components:

- blocks
- brick slips
- bricks
- cavity closures
- cloak systems
- component fixings
- damp-proof barriers
- fire breaks
- fixings and ties
- frames
- insulation
- lintels
- mortars
- tools and equipment.

1.2 Learners will know the uses of suitable materials, components and accessories within masonry cladding structures, and their associated components. Learners will know how to identify defects in materials, components and accessories.

Learners will understand the seriousness of defects, including any immediate risk to health and safety, the limits of their authority and the correct procedures for reporting problems with selected resources, including defective materials.

1.3 Learners will understand the process for selecting cladding resources before and during work activities to meet contract and organisational requirements.

Learners will know the types of information used to select resources and ensure work is carried out to the required standard.

Technical information:

- drawings

- specifications
- schedules
- manufacturers' information
- organisational procedures and guidance.

Learners will understand how information is communicated, interpreted and applied, including induction information, toolbox talks, verbal and documented instructions and how these influence the selection, quality and quantity of materials prior to work commencing.

Learners will know how to check the quality and quantity of materials prior to work commencing to ensure they meet the required standard.

- 1.4** Learners will understand the hazards and risks associated with erecting masonry cladding, the selected materials and resources and activities such as storing, moving, handling, cutting, mixing, laying and working at height.

Learners will know how to follow method statements and risk assessments to identify suitable PPE and protective measures to carry out work safely in accordance with health and safety legislation.

Learners will understand their responsibility to report accidents, hazards and near misses to the appropriate level of authority when carrying out the work. Learners will understand the needs of other occupations during construction activities and the importance of safety, communication and teamwork.

Outcome 2

- 2.1** Learners will understand the methods of work used to erect masonry cladding in accordance with contract specifications including sequencing of work, coordination with other trades and planned work programmes. This includes an understanding of the range of work activities involved in masonry cladding, including measuring, marking out, mixing, laying, positioning, plumbing, levelling, fitting, fixing, integrating and securing components, and the need to carry out these activities in accordance with safe working practices and organisational procedures.

Learners will know the use of prop and support structures and when to remove temporary support structures.

Learners will be able to calculate the quantity of resources required, including wastage of materials.

Learners will understand their responsibility for completing set work tasks to the required standard and within timescales identified in planned work programmes. Learners will understand the effects of not meeting quality standards or planned deadlines and the impact this can have on other trades.

Learners will know the importance of communication and teamwork when carrying out masonry work and how these can affect the work programme, as well as the needs of other trades when erecting masonry cladding. Learners will understand how to identify

problems that may arise during work activities and the procedures for reporting issues in line with organisational requirements.

2.2 Learners will know how to carry out pre-use checks on hand tools and power tools to ensure they are fit for purpose and safe to use.

Learners will understand how tools and equipment are used to measure, gauge and mix mortar, mix adhesives to set specifications and to position and cut masonry materials using appropriate methods and techniques.

Learners will know how to select appropriate tools and equipment when mechanical fixing, cutting and preparing, applying adhesives, mixing, fixing and aligning, cleaning and protecting:

- angle grinders/cut off saw
- cartridge guns
- drills
- general masonry tools
- impact drivers
- laser levelling equipment
- mechanical pointing guns
- mixing paddles
- notched trowels – various sizes and depths
- rail carrier installation tools
- table saw
- wet tile saw.

Learners will know how to use hand tools, power tools and access equipment safely and how tools and equipment should be stored and maintained during and after completing set work tasks.

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, mix, lay, position, level, plumb, fit, fix and secure materials and components

3.2 Select, use and maintain mixing plant, hand tools, power tools and equipment to erect brick and block and/or local material cladding in accordance to given working instructions, including the formation of openings and joint finishes, when working with:

- pre-erected timber frame
- pre-erected concrete
- pre-erected steel

Delivery outcomes (depth of content)

Outcome 3

3.1 Learners will be able to interpret information from contract documentation to erect masonry cladding of a structure:

- drawings
- manufacturers' instructions
- RAMS
- schedules
- specifications.

Learners will be able to measure, mark out, lay, position and secure cladding components, in accordance with given working instructions and safe working practices. Learners will demonstrate responsibility for health, safety and welfare when carrying out these activities, including the application of correct manual handling techniques.

3.2 Learners will be able to comply with relevant legislation and guidance, protect the work area and demonstrate responsibility for health, safety and welfare when erecting masonry cladding.

Learners will be able to identify, select, safely set up and safely use appropriate resources and demonstrate work skills to erect masonry cladding in brick, block and/or local material in line with given working instructions. Learners will be able to select materials for mixing and applying mortars and adhesives by hand and by mechanical mixer to correct consistency and gauge.

Learners will be able to erect masonry cladding on a range of structures using components and techniques, in accordance with set drawings, specifications and schedules to the required standard, to include:

- install brick slips
- movement joints
- form and maintain the integrity of cavities
- form joint finishes
- form openings
- fix and bed damp-proof barriers, cloak systems and cavity trays
- install weep vents
- bond and tape installation materials.

Materials to include:

- brick
- purpose-made brick
- solid block
- natural stone
- reconstructed stone.

Learners will be able to store and maintain tools and equipment in good condition for future use, maintain a clear and tidy work area, dispose of waste correctly, and complete work in line with the programme of work.

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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.

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