

**Qualification Details  
for the  
Level 2 Diploma in  
Maintenance Operations**

**DIP 089/2**



Construction Awards Alliance

**cskills  
awards**

**City&  
Guilds**

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### Units

CC 1001K	Know how to carry out safe working practices in construction
CC 1001S	Carry out safe working practices in construction
CC 2002K	Knowledge of information, quantities and communicating with others 2
CC 2002S	Information, quantities and communicating with others 2
CC 2003K	Knowledge of building methods and construction technology 2
CC 2003S	Building methods and construction technology 2
CC 2100K	Know how to carry out small-scale masonry trade repairs
CC 2100S	Carry out small-scale masonry trade repairs
CC 2101K	Know how to carry out small-scale painting, decorating and associated trade repairs
CC 2101S	Carry out small-scale painting, decorating and associated trade repairs
CC 2102K	Know how to carry out small-scale plastering trade repairs
CC 2102S	Carry out small-scale plastering trade repairs
CC 2103K	Know how to carry out small-scale plumbing trade repairs
CC 2103S	Carry out small-scale plumbing trade repairs
CC 2104K	Know how to carry out small-scale wood trade repairs
CC 2104S	Carry out small-scale wood trade repairs

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# Section One

## Introduction

The **Level 2 Diploma in Maintenance Operations** is designed to develop the skills and knowledge of people, enabling them to work in the industry in their chosen craft. It has been specifically developed for delivery in a training environment using simulated conditions, and the test(s) are based on the learner showing what they can do as an individual through the completion of all the requirements of the qualification.

The **Qualification** comprises:

- general core units
- occupation specific units
- synoptic practical assignment
- multiple choice unit end tests
- online testing of knowledge – GOLA.

All the units of training must be completed by each learner. ALL outcomes must be achieved during the training programme. (Evidence from site based testing is not permissible.)

To gain the diploma, learners must achieve all units, the synoptic practical assignment and multiple choice unit tests. They must also pass the GOLA online test.

Another important feature of the **Qualification** is that it provides a progression route towards achieving a National Vocational Qualification (NVQ). Details of the relationship are shown on page 5.

## Structure

Diplomas are available at Levels 2 and 3 and in some occupations at Level 1. Each level includes all the learning required to achieve that level.

Where applicable Level 2 qualifications have the learning outcomes and associated learning hours from Level 1 included in them and, where applicable, Level 3 qualifications have the learning outcomes and associated learning hours from Level 2 (and where applicable Level 1) included in them.

For example:

- the Level 2 Site Carpentry qualification has the learning outcomes included from Level 1 Carpentry and Joinery. The learning outcomes, hand tools, portable power tools and basic woodworking joints have been included in first fixing, second fixing, etc.
- for Level 3 core units, CC 3002K includes the learning outcomes from CC 2002K and CC 1002K. The learning outcomes below show how they build from level to level
  - CC 1002K – Know how to determine quantities of materials
  - CC 2002K – Know how to estimate quantities of resources
  - CC 3002K – Know how to estimate quantities and price work
- basic blockwork, brickwork and cavity walling from Brickwork Level 1 have been included in solid walling and cavity walling at Brickwork Level 2
- manufacture routine joinery products in Bench Joinery Level 2 has been included in manufacture complex shaped joinery products at Level 3
- in Painting and Decorating Level 1 the foundation and plain papers have been included in Level 2 standard papers to walls and ceilings, which in turn have been included in Level 3 hangings to walls and ceilings.

All occupations at all levels require knowledge and understanding of health and safety; Units CC 1001K & S Safe Working Practices is included at all levels, but only needs to be achieved once.

These training qualifications cover a broader area than that required to achieve an NVQ.

## Entry requirements

There are no formal entry requirements for the diploma. However, providers must ensure that learners have the potential and opportunity to successfully gain the qualification.

## Progression

The qualification provides the knowledge, understanding and skills related to the equivalent NVQ unit. On completion of this diploma, learners may progress into employment or on to one or more of the following:

- Level 1 to Level 2 in the same occupation
- Level 2 to Level 3 in the same occupation
- Level 2 or Level 3 to technical supervisors and management qualification

For example:

- Level 3 Construction Contracting Operations and then on to Level 4
- Level 3 Site Supervision and then on to Site Management
- Level 3 Occupational Work Supervision

The Level 2 and Level 3 Diploma support the Apprenticeship Framework in England. Full details of the requirements of the Apprenticeship Framework for construction are available from:

Apprenticeship Framework Manager  
ConstructionSkills  
Bircham Newton  
King's Lynn  
Norfolk  
PE31 6RH

## Construction Awards Alliance (CAA) requirements for trainers

To carry out the training of the units, a trainer must be registered with CAA and have a valid registration number. For further details regarding technical or administration information, contact the Construction Awards Alliance, Bircham Newton, King's Lynn, Norfolk, PE31 6RH or email: [caalliance@cskills.org](mailto:caalliance@cskills.org).

Diploma trainers must hold ENTO units L9, L11, L12 and L13 **or** meet CAA's exemption criteria (see below). There is no requirement to possess TDLB units D32, D33 or ENTO A1.

Quality Advisors will be checking trainers' CVs and qualifications during approval visits for prospective centres and during routine monitoring. Centres will be notified through the QA visit planner (form QA2) that all trainers must make their CVs and qualification details available to the Quality Advisor. All trainers must achieve the 'L' units within 12 months of beginning their training activity.

## Exemptions

The requirements to have the 'L' units will be lifted if the trainer has achieved any of the awarding body published L unit exemptions.

## **Completion of the diploma**

Completion will be by:

- 1) Achievement of each unit by internal testing undertaken by the trainer. Each knowledge unit also has a mandatory series of questions and answers produced by CAA and managed by the trainer.
- 2) Synoptic practical assignment set by CAA and controlled by the trainer. Successful completion of the assignment will be needed before the qualification can be completed.
- 3) Online test covering the core units and the occupational units must be passed to achieve the qualification. The test will be an independent test of knowledge and understanding.

## **Quality assurance**

This information is a summary of quality assurance requirements and covers:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

### **Internal quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and testing of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and CAA is responsible for external quality assurance.

### **External quality assurance**

External quality assurance for the qualifications will be provided by CAA's Quality Advisors.

Quality Advisors are appointed by CAA to monitor the testing and internal quality assurance carried out by centres. Quality assurance is carried out to ensure that testing is valid and reliable, and that there is good practice in centres.

To carry out their quality assurance role, Quality Advisors must have appropriate knowledge and expertise. CAA's Quality Advisors attend training and development designed to keep them up to date, facilitate standardisation between Quality Advisors and share good practice.

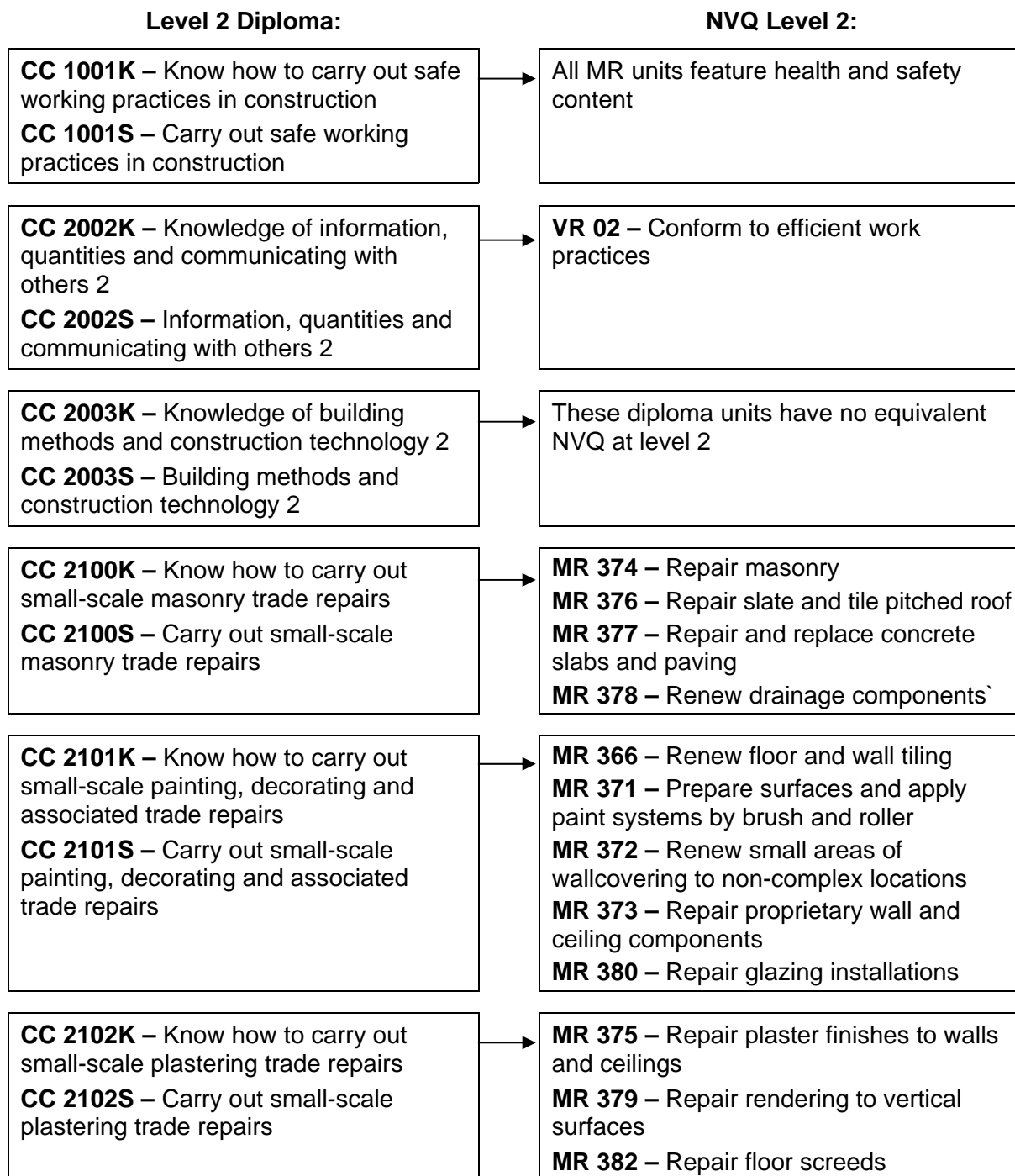
### **Quality Advisors**

The role of the Quality Advisor is to:

- provide advice and support to centre staff
- ensure the quality and consistency of tests within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to CAA.

# Relationship of this Level 2 Diploma with NVQ: Maintenance Operations Level 2

1 This **Level 2 Diploma in Maintenance Operations** relates to the NVQ: Maintenance Operations Level 2 as follows:



*continued...*



### Level 2 Diploma:

**CC 2103K** – Know how to carry out small-scale plumbing trade repairs  
**CC 2103S** – Carry out small-scale plumbing trade repairs

**CC 2104K** – Know how to carry out small-scale wood trade repairs  
**CC 2104S** – Carry out small-scale wood trade repairs

### NVQ Level 2:

**MR 365** – Repair and renew basic plumbing components  
**MR 367** – Renew sink and sanitary appliances  
**MR 368** – Renew rainwater components  
**MR 381** – Repair proprietary flashings at roof junctions

**MR 364** – Repair and renew wood components  
**MR 369** – Repair and renew fencing components  
**MR 370** – Install and renew ironmongery

- 2 CC 1001, CC 1002 and CC 1003 (K & S) are broader than their relationship unit(s) and also cover part of the practical occupational units, for example CC 1002 (K & S) also covers areas such as: Performance Criteria 1 Information; Performance Criteria 2 Legislation and official guidance; Performance Criteria 3 Resources (Methods of calculating material required).
- 3 To achieve the full NVQ, the following units are required:
- UNI 647, CS 03, MR 07, MR 08, MR 09
- plus any **five** units from:
- MR 364, MR 365, MR 366, MR 367, MR 368, MR 369, MR 370, MR 371, MR 372, MR 373
- plus any **four** units from:
- MR 374, MR 375, MR 376, MR 377, MR 378, MR 379, MR 380, MR 381, MR 382, MR 75

## **Section Two**

### **Units of training**

## Guidance for training organisations

The Units relate to the appropriate National Vocational Qualification (NVQ) units and can be used as evidence accordingly.

The units can be delivered in any order or combined, as necessary, to form a part of relevant training programmes.

Each unit is outcome-based. The units are designed to be used by learners so they can understand what is required.

### Trainers

To carry out the training for the units, the trainer must be registered with CAA and have a valid registration number.

### Confirmation of related knowledge and understanding

Oral questioning can be used throughout the programme to confirm that the learner understands. The trainer may ask oral questions to obtain further evidence of knowledge.

Learners may also be asked questions based on sketches or diagrams, or to produce sketches or diagrams if these will enable them to demonstrate their knowledge more fully.

**For example**, when questioning to check understanding, e.g. performance in carrying out a pressure test on a system, the learner has been observed going through the correct actions in the correct sequence. The trainer could then ask questions relating to the:

- different pressure ranges
- remedial action to be taken if the test fails.

### Oral questions

Oral questioning can be conducted through conversation, direct questioning or interviewing. It is a means of gaining **supplementary** evidence and will extend and amplify the ability demonstrated in performance. **It does not just confirm what has been tested.**

Learners may be questioned:

- while carrying out an activity
- immediately on completion of an activity.

Learners should be given maximum opportunity to show their knowledge. To enable learners to do this, trainers may give reasonable help.

Learners may be asked follow-up questions to ensure they fully understand what is required by the qualification.

Trainers must prepare the questions thoughtfully and accurately and be able to conduct the questioning sensibly and cordially, putting the learner at ease.

Any question not understood by the learner must be rephrased, such as 'Well, let me put it another way...'

The tone and manner of the questioning is crucial to ensure that learners have a comfortable and encouraging opportunity to perform well.

An introduction or preamble to the topic is essential,

such as 'Do you remember when you were asked to...?'  
'We are going to talk about safety...'

Styles of questions may be factual,

such as 'How did you...?'

They may concern reason for an action,

such as 'Why did you...?'

They may concern contingencies,

such as 'What is the procedure when...?'

These questions and techniques are to check the learner's knowledge and ability. They are in addition to the end of unit multiple choice questions, which are designed to ensure the learning outcomes have been met using a test environment.

### **Synoptic practical assignment**

The synoptic practical assignment is an integral part of each diploma and all learners must successfully complete it.

Instructions for carrying it out are included on the practical assignment specification sheet.

Marking of the test is carried out by completing the practical assignment marking sheet.

### **External quality control of testing**

#### **Knowledge and understanding**

It is also a requirement of achieving this qualification that learners pass an externally set and marked knowledge test. These papers cover the learning outcomes for each unit and measure that they have been met. Each unit has a set of multiple choice questions and answers that must be administered under test conditions. Details of each learner's test must be kept in a secure location and be available for external quality assurance sampling.

Further guidance for the question banks is available in 'Guidelines for administering Question and Answer Banks' and in the quality assurance guideline document 'Guidance on resources required for delivering Construction Diplomas'. Both of these documents can be located at [www.caalliance.co.uk/centreresources](http://www.caalliance.co.uk/centreresources).

<b>Title:</b>	Know how to carry out safe working practices in construction	
<b>Level:</b>	1	
<b>Credit value:</b>	4	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. know the health and safety regulations – roles and responsibilities	1.1 identify key health and safety legislation relating to: health and safety at work, reporting injuries, diseases and dangerous occurrences, control of substances hazardous to health, construction, design and management, provision and use of work equipment, manual handling, personal protective equipment and working at height for construction sites 1.2 describe the key employer responsibilities under the Health and Safety at Work Act (HASWA) relating to safe working environment, adequate training, health and safety information, and risk assessment and supervision 1.3 describe the key employee responsibilities under HASWA relating to: working safely, working in partnership with the employer and reporting hazards and accidents 1.4 explain the roles and responsibilities of the Health and Safety Executive (HSE) including enforcement, legislation, advice and inspection 1.5 identify sources of health and safety information including HSE, ConstructionSkills, Royal Society for the Prevention of Accidents (RoSPA), Health and Safety Commission (HSC) and Royal Society for the Promotion of Health (RSPH) 1.6 describe when legislation requires them to contact the HSE 1.7 identify the need for enforcing stringent guidelines in health and safety 1.8 explain the importance of controlling on-site safety inductions and toolbox talks 1.9 describe the need for Construction Skills Certification Scheme (CSCS) testing 1.10 describe the requirements involved in obtaining a skill card under the CSCS scheme	

<p>2. know the accident / first aid / emergency procedures and reporting</p>	<p>2.1 identify major types of emergencies in the workplace including fires, bombs and security alerts</p> <p>2.2 state the key legislation for reporting accidents</p> <p>2.3 describe the types of injuries, diseases and occurrences in the workplace relevant to current legislation</p> <p>2.4 identify the main types of accident-and-emergency records including the accident book, first-aid records, organisational records and documentation</p> <p>2.5 explain the importance of accident recording</p> <p>2.6 identify the difference between major and minor injuries</p> <p>2.7 identify the meaning of a near miss</p> <p>2.8 list the key accident trends within the UK building industry</p> <p>2.9 describe the cost to the employer of the most common types of accidents and injuries including poor company image, loss of production, insurance, closure of site and sickness pay</p> <p>2.10 list authorised persons including first aiders, supervisors, safety officers, HSE, managers and emergency services</p> <p>2.11 list the basic requirements of a first-aid box</p> <p>2.12 state the actions to be taken when discovering an accident including area made safe, call for help and emergency services</p>
<p>3. know how to identify hazards on construction sites</p>	<p>3.1 state the importance of good housekeeping</p> <p>3.2 identify the purpose of risk assessments including forms, method statements, near-miss reports and hazard books</p> <p>3.3 identify the purpose of method statements</p> <p>3.4 identify why a near miss needs to be reported</p> <p>3.5 list major types of hazard in the workplace including fires, tripping, chemical spills, falling from height, burns and electrical</p> <p>3.6 state the importance of correct storage of combustibles and chemicals on sites</p>

<p>4. know about health and hygiene</p>	<p>4.1 list the requirements of welfare facilities including adequate toilets and washing facilities</p> <p>4.2 identify the health effects of noise and know the appropriate precautions including PPE and isolation</p> <p>4.3 identify various substances hazardous to health under The Control of Substances Hazardous to Health Regulations (COSHH) and identify appropriate precautions as 4.2 above</p> <p>4.4 identify the importance of personal hygiene</p> <p>4.5 explain the types of hazard linked with drugs and alcohol including alcoholism, prescription drugs and drug/substance abuse</p> <p>4.6 list possible consequences of health risks in the workplace including dermatitis, skin cancer, infection, eye damage, head injury, cuts, leptospirosis, burns, hearing damage and respiratory failure</p>
<p>5. know about safe handling of materials and equipment</p>	<p>5.1 describe procedures for safe lifting</p> <p>5.2 explain the importance of using site safety equipment including edge protection, safety nets, harness and lanyard, fall bags and barriers</p> <p>5.3 identify the key legislation relating to manual handling, provision and use of work equipment, control of hazardous substances and lifting operations and lifting equipment that governs the safe handling of materials and equipment including plaster board, bagged plaster, bagged cement, fluids, treated timber, untreated timber, bricks, blocks, bagged and loose aggregates, pressurised painting vessels and equipment, compressed air and hydraulic powered equipment, and power tools</p> <p>5.4 describe the importance of waste control procedures in the workplace</p>

<p>6. know about basic working platforms</p>	<p>6.1 identify safe methods of use and appropriate component parts of working platforms</p> <p>6.2 identify good practice methods in the use of stepladders, ladders, extension ladders, trestles and proprietary tower scaffolding</p> <p>6.3 identify component parts of ladders and extension ladders, trestles and proprietary tower scaffolding</p> <p>6.4 identify the dangers of working at height including to the general public, to employees, head injury, falling from height, materials and objects falling from height</p>
<p>7. know how to work with electricity</p>	<p>7.1 identify precautions to be taken to avoid risk to themselves and others</p> <p>7.2 state the dangers associated with electricity including burns, electrocution and fire</p> <p>7.3 state the effects of an electric shock</p> <p>7.4 identify the different voltages to be used</p> <p>7.5 explain the need for colour coding of cables and wiring including live, neutral and earth colours</p> <p>7.6 explain the requirements for safe site working with voltages of 110, 240 and 415V</p> <p>7.7 state the importance of correctly storing electrical equipment</p>
<p>8. know how to use appropriate personal protective equipment (PPE)</p>	<p>8.1 identify the types of PPE used in the workplace including hard hat, face mask, eye shield, breathing apparatus, dust mask, hi-vis jackets, steel toecap boots, ear defenders, gloves, sun protection, barrier cream and clothing</p> <p>8.2 state the importance of correct storage and maintenance of PPE</p> <p>8.3 describe the importance of using PPE</p> <p>8.4 state the legislation governing PPE including control of hazardous substances, provision and use of work equipment, head protection and PPE</p> <p>8.5 identify the purposes of PPE</p> <p>8.6 describe the possible consequences, as listed in 4.6 above, of not using PPE</p>



<p>9. know the fire and emergency procedures</p>	<p>9.1 list the three elements essential to creating and sustaining a fire, i.e. oxygen, fuel and heat</p> <p>9.2 explain how a fire can spread</p> <p>9.3 identify methods of fire prevention</p> <p>9.4 identify different types of fire extinguisher and their uses including Water: organic fires; Foam: liquid and organic fires; CO2: electrical fires; Dry powder: electrical, liquids</p> <p>9.5 state action to be taken on discovering a fire</p> <p>9.6 state the fire evacuation procedures including clearing exits and moving to assembly areas</p>
<p>10. know about signs and notices</p>	<p>10.1 list the appropriate safety signs for the workplace including prohibition, mandatory, warning and safe condition</p>

<b>Additional information about the unit:</b>													
Unit purpose and aim(s)	<p>The aim of this unit is to provide the learner with the knowledge to:</p> <ul style="list-style-type: none"> <li>• work safely within the construction environment.</li> </ul> <p>The knowledge acquired by the learner will enable them to:</p> <ul style="list-style-type: none"> <li>• understand how to source relevant safety information and use the relevant safety procedures within their organisation.</li> </ul>												
Unit expiry date	30 June 2015												
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS unit:</p> <p style="padding-left: 40px;">VR 01 Conform to general workplace safety</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td>• Communication</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Application of number</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Information technology</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Application of number	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Information technology	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Improving own learning and performance	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Working with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Problem solving	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
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• Improving own learning and performance	1.1, 1.2, 1.3, 2.1, 2.2, 2.3												
• Working with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3												
• Problem solving	1.1, 1.2, 1.3, 2.1, 2.2, 2.3												
Test requirements or guidance specified by a sector or regulatory body (if appropriate)	To be tested in the academic and capability forum												
Support for the unit from an SSC or other appropriate body (if appropriate)	Endorsed by ConstructionSkills												
Location of the unit within the subject/sector classification system	05 Construction, Planning and the Built Env... 05.2 Building and Construction												
Name of the organisation submitting the unit	Construction Awards Alliance (CAA)												
Availability for use	Private/owned unit												
Unit available from	1 August 2008												
Unit guided learning hours	–												

<b>Title:</b>	Carry out safe working practices in construction	
<b>Level:</b>	1	
<b>Credit value:</b>	3	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. apply health and safety regulations – roles and responsibilities	1.1 work in a safe and responsible manner 1.2 communicate health and safety issues to colleagues and authorised persons	
2. apply accident / first aid / emergency procedures and reporting	2.1 perform emergency evacuation procedures 2.2 demonstrate how to report accidents and emergencies to authorised persons including first aiders, supervisors, safety officers, HSE, managers and emergency services 2.3 complete accident and emergency records including the accident book, first-aid records, organisational records and documentation 2.4 locate first-aid equipment 2.5 analyse national statistics regarding key accident trends within the UK construction industry	
3. identify hazards on construction sites	3.1 perform basic risk assessments including forms, method statements, near miss reports and hazard books for tasks in the workplace 3.2 maintain good housekeeping practices in the workplace	
4. implement health and hygiene	4.1 maintain good hygiene and promote health and safety issues in the workplace	

<p>5. safely handle materials and equipment</p>	<p>5.1 manually handle a range of tools, materials and equipment from hand tools, hand-held power tools, wheelbarrows, ladders, trestles, scaffolding board, transformers/generators, sharps and manual cutting tools, plaster board, bagged plaster, bagged cement, fluids, treated timber, untreated timber, bricks, blocks, bagged and loose aggregates, pressurised vessels and equipment, compressed air and hydraulic powered equipment and power tools, in the workplace</p> <p>5.2 store, taking into account high value items, fragile materials, contamination, protection from the weather and chemicals tools, materials and equipment from 5.1 above, in the workplace</p>
<p>6. use basic working platforms</p>	<p>6.1 use access equipment to conform to appropriate and current legislation including head protection, provision and use of work equipment, work at height and objects falling from height</p> <p>6.2 use and maintain different types of PPE including hard hat, sun protection, safety boots, eye and ear protection, gloves, clothing and face protection</p>
<p>7. work with electricity</p>	<p>7.1 select the correct colour coding for voltages including 110, 240 and 415</p> <p>7.2 plan individual work to avoid risk/harm to themselves and others</p>
<p>8. use appropriate personal protective equipment</p>	<p>8.1 select and use appropriate personal protective equipment (PPE) for construction tasks</p> <p>8.2 maintain PPE</p>
<p>9. carry out fire and emergency procedures</p>	<p>9.1 perform a routine practice for fire evacuation procedure in the workplace including clear exits and assembly areas</p> <p>9.2 assess the necessary signage required to assist in emergency procedures</p>
<p>10. use correct signs and notices</p>	<p>10.1 select and use appropriate safety signs including prohibition, mandatory, warning and safe condition</p>

<b>Additional information about the unit:</b>													
Unit purpose and aim(s)	<p>The aim of this unit is to provide the learner with the skills to:</p> <ul style="list-style-type: none"> <li>• work safely within the construction environment.</li> </ul> <p>The skills developed by the learner will enable them to:</p> <ul style="list-style-type: none"> <li>• source relevant safety information</li> <li>• apply it appropriately within the workplace.</li> </ul>												
Unit expiry date	30 June 2015												
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS unit:</p> <p style="padding-left: 40px;">VR 01 Conform to general workplace safety</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 5px;">• Communication</td> <td style="padding: 5px;">1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td style="padding: 5px;">• Application of number</td> <td style="padding: 5px;">1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td style="padding: 5px;">• Information technology</td> <td style="padding: 5px;">1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td style="padding: 5px;">• Improving own learning and performance</td> <td style="padding: 5px;">1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td style="padding: 5px;">• Working with others</td> <td style="padding: 5px;">1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td style="padding: 5px;">• Problem solving</td> <td style="padding: 5px;">1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Application of number	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Information technology	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Improving own learning and performance	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Working with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Problem solving	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
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Test requirements or guidance specified by a sector or regulatory body (if appropriate)	To be tested in the academic and capability forum												
Support for the unit from an SSC or other appropriate body (if appropriate)	Endorsed by ConstructionSkills												
Location of the unit within the subject/sector classification system	05 Construction, Planning and the Built Env... 05.2 Building and Construction												
Name of the organisation submitting the unit	Construction Awards Alliance (CAA)												
Availability for use	Private/owned unit												
Unit available from	1 August 2008												
Unit guided learning hours	–												

<b>Title:</b>	Knowledge of information, quantities and communicating with others 2	
<b>Level:</b>	2	
<b>Credit value:</b>	6	
<b>Learning outcome</b>	<b>Test criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. know how to interpret and produce building information	1.1 state types of information available including drawings, programmes of work, procedures, hierarchical charts, mediation, disciplinary, specifications, policies, mission statements, manufacturers' technical information, organisational documentation and training and development records and documents 1.2 describe how to check information as listed in 1.1 above for conformity 1.3 interpret information from specifications covering; foundations, walls, materials, surface finish, floors, roofs and components 1.4 interpret simple location drawings 1.5 describe how to use equipment to produce drawings including scale rule, set square, protractor and pencil 1.6 state the scales used to produce simple location drawings including 1:1, 1:2, 1:5, 1:10, 1:20 and 1:50 1.7 explain the purpose of location drawings	
2. know how to estimate quantities of resources	2.1 compare different methods used to estimate quantities of materials needed in a construction project 2.2 describe the systems in place for deciding what materials should be used and where they can be purchased 2.3 compare estimated labour rates for different construction projects 2.4 define the difference between quoting, estimated pricing and the tender process 2.5 describe the implications of inaccurate estimates including volumes, weights, quantities and simple house construction	

<p>3. know how to communicate workplace requirements efficiently</p>	<p>3.1 state the key personnel involved within the communication cycle including general manager, line manager, manual workers, supervisors, skilled employees and professional technicians</p> <p>3.2 describe the effects of poor communication</p> <p>3.3 explain how communication would improve teamwork</p> <p>3.4 describe the advantages and disadvantages of these methods of communication including letters, email, telephone, memos, performance reviews, media, posters, signs and meetings</p> <p>3.5 list the occasions when clear communication is vital in the workplace including alterations to drawings, variations to the contracts, risk assessments and work restrictions</p>
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<b>Additional information about the unit:</b>													
Unit purpose and aim(s)	<p>The aim of this unit is to provide the learner with the knowledge, in a construction environment, to:</p> <ul style="list-style-type: none"> <li>• interpret information</li> <li>• estimate resources</li> <li>• communicate effectively with others.</li> </ul> <p>The knowledge acquired by the learner will enable them to:</p> <ul style="list-style-type: none"> <li>• source relevant information and apply it to a given task.</li> </ul>												
Unit expiry date	30 June 2015												
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS unit:</p> <p style="padding-left: 40px;">VR 02 Conform to efficient work practices</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td>• Communication</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Application of number</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Information technology</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Application of number	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Information technology	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Improving own learning and performance	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Working with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Problem solving	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
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Support for the unit from an SSC or other appropriate body (if appropriate)	Endorsed by ConstructionSkills												
Location of the unit within the subject/sector classification system	05 Construction, Planning and the Built Env... 05.2 Building and Construction												
Name of the organisation submitting the unit	Construction Awards Alliance (CAA)												
Availability for use	Private/owned unit												
Unit available from	1 August 2008												
Unit guided learning hours	–												



<b>Title:</b>	Information, quantities and communicating with others 2	
<b>Level:</b>	2	
<b>Credit value:</b>	5	
<b>Learning outcome</b>	<b>Test criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. interpret and produce building information	1.1	access information for simple building projects
	1.2	produce basic outline drawings including elevations, plans and sections to scale
2. estimate quantities of resources	2.1	use basic calculations to predict the waste in quantities of material intended for use
	2.2	produce basic estimates including volumes, weights, quantities and simple house construction and quotations for materials in construction including concrete, timber, wallpaper, bricks, plasterboard, metal, blocks and paint
	2.3	apply time study exercises to construction tasks
	2.4	calculate labour requirements for basic construction projects
	2.5	calculate the actual final price by using available resources including material, purchase orders, invoices, basic time study sheets, labour, schedules, information technology, job sheets, site diaries, small plant and equipment availability lead times, building suppliers' price lists and book systems used for pricing
	2.6	calculate the quantities in volume and weight; calculations to include use of calculator or long hand to two decimal places (ratio used in mixing concrete, paints, glues etc.)
3. communicate workplace requirements efficiently	3.1	check progress and resource requirements with colleagues
	3.2	demonstrate the methods of communication used with colleagues including letters, email, telephone, memos, performance reviews, media, posters, signs and meetings
	3.3	communicate effectively with key personnel in the workplace including general manager, line manager, manual workers, supervisors, skilled employees and professional technicians
	3.4	demonstrate how key personnel, including those listed in 3.3 above, should communicate effectively within a team

<b>Additional information about the unit:</b>													
Unit purpose and aim(s)	<p>The aim of this unit is to provide the learner with the skills, in a construction environment, to:</p> <ul style="list-style-type: none"> <li>• interpret information</li> <li>• estimate resources</li> <li>• communicate effectively with others.</li> </ul> <p>The skills developed by the learner include:</p> <ul style="list-style-type: none"> <li>• communicating to all levels of the construction team</li> <li>• calculating the resources from required drawings and specifications.</li> </ul>												
Unit expiry date	30 June 2015												
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS unit:</p> <p style="text-align: center;">VR 02 Conform to efficient work practices</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Application of number</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Information technology</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Application of number	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Information technology	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Improving own learning and performance	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Working with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Problem solving	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
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Test requirements or guidance specified by a sector or regulatory body (if appropriate)	To be tested in the academic and capability forum												
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Location of the unit within the subject/sector classification system	05 Construction, Planning and the Built Env... 05.2 Building and Construction												
Name of the organisation submitting the unit	Construction Awards Alliance (CAA)												
Availability for use	Private/owned unit												
Unit available from	1 August 2008												
Unit guided learning hours	–												

<b>Title:</b>	Knowledge of building methods and construction technology 2	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcome</b>	<b>Test criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. know the principles behind walls, floors and roofs	1.1 describe a range of different types of structure including solid walls, cavity, timber frame and modern insulation materials 1.2 explain how different building structures including flat roof and pitched roof, and quality of insulation material impact upon their energy efficiency 1.3 explain why different building construction methods have structural stability including load bearing, stresses and compression and tension 1.4 identify working drawings for a domestic dwelling 1.5 explain the need for precise drawings using keys and hatching 1.6 describe the importance of accurate setting out of foundations and walls 1.7 describe the construction of concrete foundations including excavation, profiles, strip, deep strip, pile, soils and site conditions, surveying, beam and reinforced wide strip 1.8 describe different types of floor construction including raft, concrete slab, floating, precast beam and hollow timber, and their flooring component parts including joists, damp-proof course (DPC), damp-proof membrane (DPM), screeds, coverings and wallplates 1.9 identify the types of, and reason for using, different materials in external walling including solid, cavity and timber framed 1.10 identify the types of energy-saving construction in internal walling including fairface blockwork, metal stud, timber stud and plastered blockwork 1.11 identify methods of applying decorative protective coating to walls, floors and roof components and surface 1.12 explain the importance of DPM and DPC	

	<p>1.13 explain the purpose of load-bearing and non-load-bearing internal walling including those listed in 1.10 above</p> <p>1.14 identify different types of roof structures including pitched and flat, and their roofing component parts including felt, batten, slate, tile, bitumen, vents, ridge, flashings/valleys, soffit, fascia, guttering, asphalt, mastic finish and pitch and falls</p> <p>1.15 explain the need for felt and battens in pitched roofs</p> <p>1.16 investigate the different methods including cavity wall and timber frame used to construct a domestic dwelling</p>
<p>2. know the principles behind internal work</p>	<p>2.1 state types of materials including polystyrene, polyurethane, glass fibre quilt, common brick, concrete block, aggregates, plasterboard, concrete, metals, mineral wool, soft wood, hard wood, facing brick, thermal block, glass, plaster and engineering brick used in construction of domestic dwellings</p> <p>2.2 investigate materials as detailed in 2.1 above used in the construction of domestic dwellings</p> <p>2.3 describe key properties of timber, brick, blocks and insulation materials</p> <p>2.4 describe where different materials as detailed in 2.1 above are used in domestic dwellings</p> <p>2.5 describe the key characteristics including compression, durability, flexibility, strength, porosity, conductivity and expansion of materials used internally in a dwelling</p> <p>2.6 list the effects of water on building materials</p> <p>2.7 identify the effects of frost on building materials</p> <p>2.8 list the effects of chemicals on building materials</p> <p>2.9 list the effects of heat and fire on building materials: effects on masonry, concrete, timber and metal to include efflorescence, sulphate attack, spaul, alkali silicate, thermal movement, wet rot, dry rot, smoke damage, water damage, insect damage, rust, melting and warping</p>

	<p>2.10 explain the different paint coverings used internally and their advantages and disadvantages</p> <p>2.11 describe the reasons for treating materials as detailed in 2.1 above with chemicals</p> <p>2.12 explain the methods used to rectify material deterioration: methods on masonry and concrete to include expansion movement joints; methods on timber to include cutting out damaged timber, protective coating and chemical treatment, repairing damaged timber and insecticides; methods on metal to include galvanic protection and protective coatings</p>
<p>3. know about materials storage, and delivery of building materials</p>	<p>3.1 describe the importance of stock rotation and delivery times</p> <p>3.2 identify the types of materials affected by stock rotation including cement, plaster, glue, paints and preservative coatings</p> <p>3.3 describe the effects of bad weather on building materials including cement, plaster, paint, bricks, blocks, timber, insulation, large roofing components and flammable material</p> <p>3.4 describe methods and equipment used to protect materials</p> <p>3.5 explain the processes for checking deliveries to construction sites</p> <p>3.6 identify the tools – including skips, pallet trucks, bag trolleys and wheelbarrows – used to transport materials detailed in 3.3 above</p>

<b>Additional information about the unit:</b>													
Unit purpose and aim(s)	<p>The aim of this unit is to provide the learner with the knowledge of:</p> <ul style="list-style-type: none"> <li>building methods used in the stages of construction.</li> </ul> <p>The knowledge acquired by the learner will enable them to:</p> <ul style="list-style-type: none"> <li>describe a range of basic building methods used in the construction of modern and traditional buildings.</li> </ul>												
Unit expiry date	30 June 2015												
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <p>VR 02 Conform to efficient work practices</p> <p>VR 03 Move and handle resources</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Application of number</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Information technology</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Application of number	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Information technology	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Improving own learning and performance	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Working with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Problem solving	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
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Location of the unit within the subject/sector classification system	05 Construction, Planning and the Built Env... 05.2 Building and Construction												
Name of the organisation submitting the unit	Construction Awards Alliance (CAA)												
Availability for use	Private/owned unit												
Unit available from	1 August 2008												
Unit guided learning hours	–												

<b>Title:</b>	Building methods and construction technology 2	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcome</b>	<b>Test criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. apply the principles behind walls, floors and roofs	1.1 produce a bar chart or programme of work to construct two-storey buildings	1.2 sketch section through building elements and components
2. apply the principles behind internal work	2.1 produce sketches of domestic dwellings	2.2 select appropriate decorative materials including solvent-borne and water-borne paint, varnish and wallpapers used for internal finishes in domestic dwellings
	2.3 examine materials affected by short- and long-term deterioration	
3. deal with material storage and delivery of building materials	3.1 secure and protect materials including polystyrene, polyurethane, glass fibre quilt, common brick, concrete block, aggregates, plasterboard, concrete, metals, mineral wool, soft wood, hard wood, facing brick, thermal block, glass, plaster and engineering brick on construction sites	

<b>Additional information about the unit:</b>													
Unit purpose and aim(s)	<p>The aim of this unit is to provide the learner with the skills of:</p> <ul style="list-style-type: none"> <li>building methods used in the stages of construction.</li> </ul> <p>The skills developed by the learner include:</p> <ul style="list-style-type: none"> <li>designing and assessing the structural and non-structural elements of a modern and traditional building.</li> </ul>												
Unit expiry date	30 June 2015												
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <p>VR 02 Conform to efficient work practices</p> <p>VR 03 Move and handle resource</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Application of number</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Information technology</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Application of number	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Information technology	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Improving own learning and performance	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Working with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Problem solving	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
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Location of the unit within the subject/sector classification system	05 Construction, Planning and the Built Env... 05.2 Building and Construction												
Name of the organisation submitting the unit	Construction Awards Alliance (CAA)												
Availability for use	Private/owned unit												
Unit available from	1 August 2008												
Unit guided learning hours	–												



<b>Title:</b>	Know how to carry out small-scale masonry trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. know which materials to use to repair masonry structures, slate and tile roofs, paved areas and drainage systems	1.1 list names and characteristics of common materials and related components 1.2 state uses for, and limitations of, materials and components 1.3 list typical defects associated with the materials, and the probable cause of the defects 1.4 explain hazards associated with using materials and equipment and how these can be minimised	
2. know working methods for repairing and renewing brickwork and blockwork, slating and tiling, paving and drainage systems	2.1 distinguish the most efficient and most appropriate ways of removing existing materials and components 2.2 explain the appropriate foundation preparation techniques (as applicable) 2.3 state the materials and/or components that will give the best match for quality and appearance with the existing finish 2.4 list the range of work techniques that can be used when laying or fixing replacement materials and components into place 2.5 explain methods for protecting any completed work 2.6 state current legislation and best practice procedures, including: health and safety legislation, manual lifting techniques, procedures for recording accidents and equipment failure, communication with an employer	

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge to: <ul style="list-style-type: none"> <li>• carry out remedial masonry work within a 'maintenance contract' work environment.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <p>MR 374 Repair masonry  MR 376 Repair slate and tile pitched roof  MR 377 Repair and replace concrete slabs and paving  MR 378 Renew drainage components</p> <p>Key skills  This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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Support for the unit by a sector or other appropriate body (if appropriate)	Endorsed by ConstructionSkills										
Location of the unit within the subject/sector classification system	05 Construction Planning 05.2 Building and Construction										
Name of the organisation submitting the unit	Construction Award Alliance (CAA)										
Availability for use	Private/owned unit										
Unit available from	1 August 2008										
Unit guided learning hours	–										

<b>Title:</b>	Carry out small-scale masonry trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	15	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. cut out defective masonry and rebuild brickwork and blockwork not requiring additional support	1.1 identify defective/damaged areas of masonry structures, including brick and blockwork not requiring additional support 1.2 select tools and materials, including: cement, pre-mixed mortars, bricks, blocks, additives, hand tools, portable power tools and equipment 1.3 carefully cut out joints and remove defective/damaged masonry 1.4 prepare materials and components, including: mixing sand and cement, choosing the correct additives and stacking brick/blockwork correctly 1.5 lay bricks and blocks to align bond with existing walling, including cutting brick/blockwork to a required length 1.6 point new brickwork and blockwork to match existing walling	
2. remove and renew natural slates, roof tiles and pitched roof coverings	2.1 visually check a scaffold erected by others to access roof area 2.2 identify defective/damaged slate roof tiles and roof coverings 2.3 select and prepare tools and materials, including: natural slates, tiles, sarking felt, battens, cement/sand, associated fixings and fittings, hand tools, portable power tools and equipment 2.4 carefully remove ridge and hip tiles where necessary 2.5 remove defective/damaged roof slates/tiles defective/damaged battens and sarking felt 2.6 renew sarking felt and battens, aligning battens to match existing 2.7 fix roof slates/tiles to align and match existing finish 2.8 replace re-bed ridge and hip tiles as necessary	

<p>3. remove defective concrete slabs and paving and relay</p>	<p>3.1 identify defective/damaged concrete slabs and paving</p> <p>3.2 select and prepare tools and materials, including: aggregates, cement/sand, additives, precast concrete paving slabs, formwork, associated fixings and fittings, hand tools, portable power tools, small plant and equipment</p> <p>3.3 take out defective/damaged precast concrete slabs</p> <p>3.4 dispose of defective/damaged paving carefully and safely</p> <p>3.5 gauge and mix concrete and mortar</p> <p>3.6 make good background material</p> <p>3.7 cut, lay and align precast paving</p> <p>3.8 point up paving using the correct mix of sand/cement mortar</p>
<p>4. locate and renew defective drainage components above and below ground</p>	<p>4.1 excavate earth and made up ground to locate faulty/damaged drainage components</p> <p>4.2 break up concrete to access components</p> <p>4.3 select tools and materials, including: PVC drainage pipes, PVC vent pipes, glazed clay drain pipes, PVC and glazed gullies, tarred yarn, cement/sand, aggregates, inspection covers and frames, adhesives and sealants, associated fixings and fittings, hand tools, portable power tools and equipment</p> <p>4.4 cut out faulty components</p> <p>4.5 fit and align replacement components</p> <p>4.6 make joints in glazed clay pipes</p> <p>4.7 make good pea-gravel surround to pipes and concrete haunching</p> <p>4.8 replace and bed inspection covers and frames</p>
<p>5. maintain a safe working environment</p>	<p>5.1 maintain a clean, safe and tidy work area and protect the surrounding area immediately adjacent to the work</p> <p>5.2 clean tools and equipment after use and store securely</p> <p>5.3 return surplus material into store</p> <p>5.4 clean up and remove protective materials once the work is complete</p>

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the skills to: <ul style="list-style-type: none"> <li>• carry out masonry trades within a 'maintenance contract' work environment.</li> </ul>										
Unit expiry date	30 June 2015										
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Name of the organisation submitting the unit	Construction Award Alliance (CAA)										
Availability for use	Private/owned unit										
Unit available from	1 August 2008										
Unit guided learning hours	–										

<b>Title:</b>	Know how to carry out small-scale painting, decorating and associated trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. know which materials to use to repair wall and floor tiling and proprietary wall and ceiling systems and apply paint systems and wall coverings	1.1 list names and characteristics of common wall and floor tiling materials and related components, including: ceramic wall/floor tiles, various adhesives, and fungal grout 1.2 list names and characteristics of common paint systems, including: oil-based paints, water-based paints, solvents and preparation materials (e.g. glass paper, filler) 1.3 list names and characteristics of common wall coverings, including: the correct grade lining papers, wall coverings (i.e. wallpaper) and different adhesives 1.4 list names and characteristics of common proprietary wall and ceiling components, including: the correct size plasterboard sheets to be used when carrying out remedial work to walls and ceilings, the correct fixings, filler and finishing tapes 1.5 list typical defects associated with the materials and the probable cause of the defects, including: plasterboards, suspended ceiling panels, ceramic wall and floor tiles, paints and wall coverings 1.6 explain hazards associated when using the materials and equipment listed in 1.5 and how they can be minimised	

<p>2. know working methods for repairing and renewing wall and floor tiling, proprietary wall and ceiling systems and preparing for and applying paint systems and wall covering products</p>	<p>2.1 distinguish the most efficient and most appropriate ways of removing and safely disposing of existing materials and components</p> <p>2.2 state the appropriate surface preparation techniques required</p> <p>2.3 state the materials and/or components that will give the best match for quality and appearance with the existing finish</p> <p>2.4 list the range of work techniques that can be used when fixing/repairing replacement wall and floor tiling, proprietary wall and ceiling systems, paint systems and wallcoverings</p> <p>2.5 state current legislation and best practice procedures, including: current health and safety legislation, manual handling and lifting techniques, procedures for recording accidents and equipment failure, who to contact in case of emergency</p>
<p>3. know how to undertake the removal of glass from timber frames / rebates and install new glazing</p>	<p>3.1 list and explain the potential hazards of the task, detailing safe working processes</p> <p>3.2 identify and name all tools, materials and equipment for the task</p> <p>3.3 detail the process for removing the existing glass safely and efficiently, with face pitted and beaded examples</p> <p>3.4 describe the necessary stages of disposing of old glass safely</p> <p>3.5 state the procedure for preparing a rebate for the new glazing system</p> <p>3.6 identify common types of glass / glazing: clear, obscure, common glass patterns by name, single glaze, double glaze</p> <p>3.7 describe the process for measuring out dimensions for replacement glass and getting the order to the glass cutter</p> <p>3.8 state the methods of manually handling glass for small-scale glazing tasks</p> <p>3.9 detail the process for installing glass into a rebated opening: face pitted finish and beaded finish</p> <p>3.10 explain how the finished work must look when the task is complete</p>

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	<p>The aim of this unit is to provide the learner with the knowledge to:</p> <ul style="list-style-type: none"> <li>• carry out painting and decorating and associated finishing trades to meet specifications in a 'maintenance contract' work environment.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <ul style="list-style-type: none"> <li>MR 366 Renew floor and wall tiling</li> <li>MR 371 Prepare surfaces and apply paint systems by brush and roller</li> <li>MR 372 Renew small areas of wallcovering to non-complex locations</li> <li>MR 373 Repair proprietary wall and ceiling components</li> <li>MR 380 Repair glazing installations</li> </ul> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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Support for the unit by a sector or other appropriate body (if appropriate)	Endorsed by ConstructionSkills										
Location of the unit within the subject/sector classification system	05 Construction Planning 05.2 Building and Construction										
Name of the organisation submitting the unit	Construction Award Alliance (CAA)										
Availability for use	Private/owned unit										
Unit available from	1 August 2008										
Unit guided learning hours	—										



<b>Title:</b>	Carry out small-scale painting, decorating and associated trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	14	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. remove and renew wall and floor tiling to meet maintenance contract specifications	1.1 identify defective/ damaged tiles and loose background surfaces 1.2 select tools and materials to remove and renew tiles and background surfaces, including: hand tools, portable power tools, tiles, sand/cement mixes, plaster mixes, grout, adhesives and sealants 1.3 remove defective tiles, including: measuring, marking out, trimming, cutting, chiselling, hammering and hacking 1.4 make good defective surfaces, including: floors, background wall surfaces, plaster surfaces and finishes 1.5 fix and grout tiles to match existing finishes, including: mixing tile adhesive, trowelling, plumbing, levelling, squaring, lining-in, fitting, positioning and securing, using the correct methods 1.6 fix associated fittings and fixings to wall/floor tiles, including: edge trims, corner trims and expansion joints if applicable	
2. prepare surfaces and apply paint systems by brush and roller	2.1 select tools and materials, including: brushes, rollers, paint, protective equipment (e.g. dust sheets), paint kettles, paint trays, buckets, solvents, wood/surface filler and suitable grade sandpaper 2.2 prepare surfaces for the application of paint by filling and sanding the affected areas, including: wood, metal and plaster surfaces, previously coated surfaces, new surfaces, untreated surfaces 2.3 apply paint systems by brush and roller to match existing finishes, including: oil-based, water-based paints 2.4 clean brushes and rollers ready for reuse	

<p>3. prepare for and hang small areas of wall covering</p>	<p>3.1 select and prepare tools and materials, including: lining paper, wallpaper, hanging scissors, edging tools, Stanley knife, paste, pasting table, pasting brush, levels</p> <p>3.2 set up protective covers</p> <p>3.3 strip back existing papers to suitable joints</p> <p>3.4 size the surfaces to be covered</p> <p>3.5 apply papers, including: trimming, cutting, pasting, aligning pattern and making joints to existing paper, reveals, internal/external angles</p> <p>3.6 clean off surface of wall coverings</p>
<p>4. remove and renew proprietary wall and ceiling components to meet maintenance contract specifications</p>	<p>4.1 identify defective proprietary wall and ceiling components, including: architraves, skirtings, dry lining plasterboard sheets, metal channels for dry lining finishes, joints, screw-head indentations, ceiling panels, metal ceiling frames</p> <p>4.2 select tools and materials to carry out the work, including: hand tools, power tools, replacement proprietary wall and ceiling components</p> <p>4.3 carefully remove architraves and skirting for fixing at a later stage</p> <p>4.4 carefully cut out and replace defective or damaged dry lining plasterboard sheets using the correct tools</p> <p>4.5 carefully cut out and renew/repair proprietary metal channels for dry lining finishes</p> <p>4.6 carefully cut and fix dry lining plasterboard to metal frame</p> <p>4.7 tape joints and fill screw-head indentations to finish flush with plasterboard</p> <p>4.8 remove, cut and replace proprietary ceiling panels to match existing</p> <p>4.9 cut and renew metal ceiling frames and fix to match existing</p>

<p>5. repair glazing by removing existing glass from timber frames / rebates and installing replacement glass</p>	<p>5.1 select and wear appropriate PPE for glazing work</p> <p>5.2 select tools, materials and equipment for the work</p> <p>5.3 remove the existing glass in a safe and controlled manner</p> <p>5.4 dispose of the removed glass in a safe, secure and approved manner</p> <p>5.5 clean out rebates and make them ready for replacement glass</p> <p>5.6 determine replacement glass dimensions by measuring</p> <p>5.7 place an order for getting the glass cut: glass dimensions and glass type (e.g. clear / obscure)</p> <p>5.8 fit new glass by installing the required bedding materials, sprigs or other fixings, including beading where required</p> <p>5.9 form a suitable finish to any face putties</p> <p>5.10 finish glass clean and neat</p>
<p>6. maintain a safe working environment</p>	<p>6.1 maintain a clean, safe and tidy work area and protect the surrounding area immediately adjacent to the work</p> <p>6.2 clean tools and equipment after use and store securely</p> <p>6.3 return surplus materials into store</p> <p>6.4 clean up and remove protective materials once the work is complete</p>

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the skills to: <ul style="list-style-type: none"> <li>• carry out painting, decorating and associated trades to meet the requirements of maintenance contract specifications.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <ul style="list-style-type: none"> <li>MR 366 Renew floor and wall tiling</li> <li>MR 371 Prepare surfaces and apply paint systems by brush and roller</li> <li>MR 372 Renew small areas of wallcovering to non-complex locations</li> <li>MR 373 Repair proprietary wall and ceiling components</li> <li>MR 380 Repair glazing installations</li> </ul> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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Availability for use	Private/Owned Unit										
Unit available from	1 August 2008										
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<b>Title:</b>	Know how to carry out small-scale plastering trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. know which materials to use to repair plastered surfaces, rendering and floor screeds	1.1 list names and characteristics of common basic plastering materials and related components, including: various types of plaster, cements, sands, additives, bonding agents, scrim, expansion joints and various types of corner/angle/external beads	1.2 list names and characteristics of common basic screeding materials and related components, including: sands, cements, flexible floor screeds, water based floor screeds and additives
2. know working methods for repairing and renewing plastered surfaces, rendering and floor screeds	2.1 state uses for and limitations of materials and components, including the correct use of materials for outdoor/indoor use	2.2 list typical defects associated with the materials and the probable causes of the defects, including the importance of storing materials dry and safe
	2.3 explain hazards associated with using materials and equipment and how these can be minimised, including electric mixers	

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge to: <ul style="list-style-type: none"> <li>undertake remedial plastering and floor screeding work within a 'maintenance contract' work environment.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <p>MR 375 Repair plaster finishes to walls and ceilings</p> <p>MR 379 Repair rendering to vertical surfaces</p> <p>MR 382 Repair floor screeds</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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Name of the organisation submitting the unit	Construction Award Alliance (CAA)										
Availability for use	Private/Owned Unit										
Unit available from	1 August 2008										
Unit guided learning hours	–										

<b>Title:</b>	Carry out small-scale plastering trade repairs
<b>Level:</b>	2
<b>Credit value:</b>	13
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>
1. remove and renew plaster finishes to walls and ceilings	1.1 identify defective or damaged plaster finishes 1.2 select tools and materials, including: scrim, undercoating plaster, finishing plaster, angle beads, bonding agent, hand tools, portable power tools and equipment 1.3 safely hack out and remove defective or damaged plaster finishes 1.4 cut, fit, secure and level angle beads 1.5 gauge and mix plasters 1.6 apply bonding agents to the area to be plastered 1.7 plaster walls or ceilings to match with existing finishes
2. remove and renew rendering on vertical surfaces	2.1 identify defective or damaged rendering 2.2 select and prepare tools and materials, including: sands, cement, lime, additives, bonding agents, beads, sealants, hand tools, portable power tools and equipment 2.3 gauge and mix sand/cement/lime mixes 2.4 use additives with mixes 2.5 make good and prepare background surfaces 2.6 apply bonding agents to surfaces to be rendered 2.7 fix beads and expansion joints 2.8 lay on, rule off and trowel rendered surfaces to match with existing rendered surfaces

<p>3. remove and renew floor screeds.</p>	<p>3.1 identify defective or damaged screeds</p> <p>3.2 select and prepare tools and materials, including: cement, sharp sand, additives, bonding agents, sealants, self-levelling compound, hand tools, portable power tools and equipment</p> <p>3.3 gauge and mix sand/cement mixes</p> <p>3.4 use additives with mixes</p> <p>3.5 make good and prepare background surfaces</p> <p>3.6 apply bonding agent to surfaces to be screeded</p> <p>3.7 place, rule off and trowel floor screeds to a float finish</p> <p>3.8 align and match new screeds to existing screeds</p>
<p>4. maintain a safe working environment</p>	<p>4.1 maintain a clean, safe and tidy work area and protect the surrounding area immediately adjacent to the work</p> <p>4.2 clean tools and equipment after use and store securely</p> <p>4.3 return surplus materials into store</p> <p>4.4 clean up and remove protective materials once the work is complete</p>



<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the skills to: <ul style="list-style-type: none"> <li>• carry out remedial plastering /rendering work to walls, ceilings and screed floor areas within a 'maintenance contract' environment.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <p>MR 375 Repair plaster finishes to walls and ceilings</p> <p>MR 379 Repair rendering to vertical surfaces</p> <p>MR 382 Repair floor screeds</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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Availability for use	Private/Owned Unit										
Unit available from	1 August 2008										
Unit guided learning hours	–										

<b>Title:</b>	Know how to carry out small-scale plumbing trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcome</b>	<b>Test criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. know the materials used to repair basic plumbing, sink and sanitary appliances, rainwater systems and proprietary flashings	1.1 list names and characteristics of common basic plumbing materials and related components, including: compression and push fit fittings, tap washers ball valves and cistern diaphragms 1.2 list names and characteristics of common sink and sanitary appliances, materials and related components, including: taps, copper and plastic pipes, compression and push-fit fittings, wastes and valves, adhesives and sealants 1.3 list names and characteristics of common rainwater components, including: down pipes, hopper heads, bends (angles off), stop-ends, running outlets and brackets 1.4 list names sizes and common characteristics of roof flashings, including: valleys and stepped soakers 1.5 list typical defects associated with the materials and the probable cause of the defects, including: plumbing fittings and pipework, guttering, rainwater components, and lead work 1.6 explain hazards associated with using the materials, chemicals and electrical equipment and how these can be minimised	
2. know working methods for repairing and renewing basic plumbing components, sink and sanitary appliances, rainwater systems and propriety roof flashings	2.1 identify the most efficient and most appropriate ways of removing existing materials and components listed in 1.1–1.4 2.2 state the materials and components that will give the best match for quality and appearance with the existing finishes listed in 1.1–1.4 2.3 list the range of work techniques that can be used when fixing/repairing replacement plumbing, rainwater and lead flashings 2.4 state current legislation and best practice procedures, including: current health and safety legislation, cleaning and the disposal of waste, manual lifting techniques, procedures for recording accidents and equipment failure, and communication with an employer	

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge to: <ul style="list-style-type: none"> <li>• be able to carry out plumbing trades to meet 'maintenance contract' specifications.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <ul style="list-style-type: none"> <li>MR 365 Repair and renew basic plumbing components</li> <li>MR 367 Renew sink and sanitary appliances</li> <li>MR 368 Renew rainwater components</li> <li>MR 381 Repair proprietary flashings at roof junctions</li> </ul> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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• Problem solving	2.1, 2.2, 2.3										
Test requirements or guidance specified by a sector or regulatory body (if appropriate)	To be tested in the academic and capability forum										
Support for the unit by a sector or other appropriate body (if appropriate)	Endorsed by ConstructionSkills										
Location of the unit within the subject/sector classification system	05 Construction Planning 05.2 Building and Construction										
Name of the organisation submitting the unit	Construction Award Alliance (CAA)										
Availability for use	Private/owned unit										
Unit available from	1 August 2008										
Unit guided learning hours	–										

<b>Title:</b>	Carry out small-scale plumbing trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	12	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. repair and renew plumbing fittings and wastes to meet maintenance contract specifications	1.1 identify defective or damaged plumbing and waste components, including: cistern diaphragms, ball valves, tap washers and cartridges, WC seats and covers, plastic pipes, plastic traps and plastic fittings 1.2 select tools and materials to use to make the repairs, including: hand tools, portable power tools, components, lubricants, sealants and descaling solutions 1.3 shut off or isolate the water supply as necessary 1.4 carefully remove defective plumbing or waste components 1.5 repair and replace defective/damaged plumbing components using methods, including: descaling, greasing, tightening, loosening, sealing 1.6 renew defective plastic wastes, including: pipes, traps and fittings	
2. remove and install sinks and sanitary appliances to meet maintenance contract specifications	2.1 identify defective or damaged sink and sanitary appliances, including: taps, compression and push-fit fittings, wastes and ball valves 2.2 select tools and materials to use to meet contract specifications, including: hand tools, portable power tools, sanitary appliances, pipes, connectors, valves, taps 2.3 isolate or shut off the water supply as necessary 2.4 disconnect and remove sinks and sanitary appliances connected to wastes and foul drains, including: toilets and sinks 2.5 install stop taps 2.6 adapt or replace existing wastes and traps and fittings for the new appliances, including: copper end-feed and capillary fittings, using plastic compression, push-fit and plastic solvent weld fittings 2.7 reconnect water supply and check for leaks	

<p>3. remove and install rainwater components to meet maintenance contract specifications</p>	<p>3.1 identify defective or damaged rainwater components, including: guttering, down pipes, hopper heads, shoes, bends, angles, stop-ends, running-outlets and brackets</p> <p>3.2 select tools and materials to use to make repairs or installations, including: hand tools, portable power tools, suitable rainwater components as 3.1 above</p> <p>3.3 remove defective or damaged rainwater components</p> <p>3.4 install and reconnect replacement rainwater components, including: making joints at socket and spigot</p>
<p>4. locate faults and repairing proprietary flashings to meet maintenance contract specifications</p>	<p>4.1 safely access roof areas</p> <p>4.2 locate faults in flashings</p> <p>4.3 select tools and materials to use to make repairs, including: hand tools, portable power tools, lead or plastic flashings, sealants</p> <p>4.4 remove and repair defective or damaged flashings</p> <p>4.5 cut, prepare and install replacement flashings</p> <p>4.6 repair or renew sand/cement filler to lead flashings</p>
<p>5. maintain a safe working environment</p>	<p>5.1 maintain a clean, safe and tidy work area and protect the surrounding area immediately adjacent to the work</p> <p>5.2 clean tools and equipment after use and store securely</p> <p>5.3 return surplus materials into store</p> <p>5.4 clean up and remove protective materials once the work is complete</p>

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the skills to: <ul style="list-style-type: none"> <li>• carry out plumbing trade repairs to meet 'maintenance contract' specifications.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <ul style="list-style-type: none"> <li>MR 365 Repair and renew basic plumbing components</li> <li>MR 367 Renew sink and sanitary appliances</li> <li>MR 368 Renew rainwater components</li> <li>MR 381 Repair proprietary flashings at roof junctions</li> </ul> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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Test requirements or guidance specified by a sector or regulatory body (if appropriate)	To be tested in the academic and capability forum										
Support for the unit by a sector or other appropriate body (if appropriate)	Endorsed by ConstructionSkills										
Location of the unit within the subject/sector classification system	05 Construction Planning 05.2 Building and Construction										
Name of the organisation submitting the unit	Construction Award Alliance (CAA)										
Availability for use	Private/owned unit										
Unit available from	1 August 2008										
Unit guided learning hours	–										

<b>Title:</b>	Know how to carry out small-scale wood trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. know which materials to use to repair timber, fencing structures and related ironmongery	1.1 list names and characteristics of common materials and related components, including: softwood, hardwood and timber manufactured board, i.e. MDF, chipboard and plywood, sizes of ironmongery locks, handles, barrels, bolts, latches etc 1.2 state uses for and limitations of materials and components including the correct use of materials for outdoor/indoor use 1.3 list typical defects associated with the materials and the probable cause of the defects, including: knots, shakes and splits in timber, also make sure that all ironmongery is in correct working order and free from defects and rust 1.4 explain hazards associated with using electrical equipment and hazardous materials on site and how these can be minimised 1.5 list and describe: first fix components; second fix components	
2. know working methods for repairing and renewing woodwork, fencing systems and related ironmongery	2.1 distinguish the most efficient and appropriate ways of removing and safely disposing of existing materials and components 2.2 state the materials and/or components that will give the best match for quality and appearance with the existing finish, including: correct timbers (i.e. softwood or hardwood), correct size latches, bolts and lever handles 2.3 list the range of work techniques that can be used when fixing replacement materials and components into place, including splicing and cutting back timber, and renew to match existing finish 2.4 state current legislation and best practice procedures, including: current health and safety legislation, manual handling and lifting techniques, procedures for recording accidents and equipment failure, who to contact in case of emergency	

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge to: <ul style="list-style-type: none"> <li>• carry out remedial wood-related trade work for maintenance contracts.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <p>MR 364 Repair and renew wood components</p> <p>MR 369 Repair and renew fencing components</p> <p>MR 370 Install and renew ironmongery</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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Name of the organisation submitting the unit	Construction Award Alliance (CAA)										
Availability for use	Private/owned unit										
Unit available from	1 August 2008										
Unit guided learning hours	–										



<b>Title:</b>	Carry out small-scale wood trade repairs	
<b>Level:</b>	2	
<b>Credit value:</b>	11	
<b>Learning outcome</b> <b>The learner will:</b>	<b>Test criteria</b> <b>The learner can:</b>	
1. repair and renew woodwork to meet maintenance contract specifications	1.1 identify defective or damaged wood components: first fix timbers; second fix timbers 1.2 select tools and materials to use to make the repairs, including: hand tools, portable power tools, timber, adhesives and sealants 1.3 cut out defective or damaged wood components conforming to safety procedures and using the correct PPE 1.4 replace defective wood components using methods, including: moulding, splicing, jointing, fitting and fixing 1.5 renew components using methods, including: assembling, fitting, fixing, splicing, sealing	
2. repair and renew gates, posts and fencing to meet maintenance contract specifications	2.1 identify defective or damaged woodwork relating to gates, posts and fencing components, including: related ironmongery 2.2 select tools and equipment to use to make the repairs, including: hand tools, portable power tools, timber, concrete 2.3 make repairs to defective or damaged woodwork 2.4 remove defective or damaged gates, posts and fencing components conforming to health and safety procedures, including: manual lifting techniques and also using the correct PPE 2.5 renew posts, fencing components and fix and/or hang gates 2.6 mix and place concrete at the bases of posts	

<p>3. install and renew door and window ironmongery to meet maintenance contract specifications</p>	<p>3.1 select tools and materials to use to install and renew door and window ironmongery, including: hand and portable power tools, euro barrels, window locking handles, letter plates, mortice latch and lever handles</p> <p>3.2 remove door locks or euro barrels and furniture</p> <p>3.3 fit new locks or euro barrels</p> <p>3.4 adjust door keeps, bolts and latches</p> <p>3.5 fit letter plates</p> <p>3.6 remove defective or damaged window ironmongery</p> <p>3.7 fit replacement widow ironmongery</p>
<p>4. maintain a safe working environment</p>	<p>4.1 maintain a clean, safe and tidy work area and protect the surrounding area immediately adjacent to the work</p> <p>4.2 clean tools and equipment after use and store securely</p> <p>4.3 return surplus material into store</p> <p>4.4 clean up and remove protective materials once the work is complete</p>

<b>Additional information about the unit:</b>											
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the skills to: <ul style="list-style-type: none"> <li>• carry out remedial wood trade related work for maintenance contracts.</li> </ul>										
Unit expiry date	30 June 2015										
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>This unit contributes towards the knowledge and understanding required for the following NOS units:</p> <p>MR 364 Repair and renew wood components</p> <p>MR 369 Repair and renew fencing components</p> <p>MR 370 Install and renew ironmongery</p> <p>Key skills This unit contributes towards the key skills in the following areas:</p> <table border="1"> <tbody> <tr> <td>• Communication:</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Application of number</td> <td>2.1, 2.2</td> </tr> <tr> <td>• Improving own learning and performance</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Working with others</td> <td>2.1, 2.2, 2.3</td> </tr> <tr> <td>• Problem solving</td> <td>2.1, 2.2, 2.3</td> </tr> </tbody> </table>	• Communication:	2.1, 2.2	• Application of number	2.1, 2.2	• Improving own learning and performance	2.1, 2.2, 2.3	• Working with others	2.1, 2.2, 2.3	• Problem solving	2.1, 2.2, 2.3
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Name of the organisation submitting the unit	Construction Award Alliance (CAA)										
Availability for use	Private/owned unit										
Unit available from	1 August 2008										
Unit guided learning hours	–										

## **Section Three**

### **Synoptic Practical Assignment**

#### **Maintenance Operations Level 2 – Carry Out Repairs to Building Components**

# Maintenance Operations Level 2 – Carry Out Repairs to Building Components

## Practical assignment

Time allowed – up to 30 hours

## Instructions to learners

You should read all the instructions carefully before you start work and check with your trainer if necessary to make sure that you understand what you have to do. If you need to ask for help once you start the assignment it may affect whether you pass or not. You should also read the test criteria to see what your trainer is testing and to remind you of the required standard.

You must complete all the tasks within 30 hours. A suggested time allowance is given for each task, but you can use a little more or less time on a task as long as you finish the whole assignment within 30 hours. Remember that over-running on one task will leave you less time for the remaining tasks.

***In order to pass this assignment, you must show your trainer that you use safe working practices throughout this assignment. You must use the relevant safety equipment and work to current legislation and regulations. If you do not do this, your trainer will stop the test immediately.***

## Background information

You are working in a refurbished/tenanted property. Your supervisor asks you to carry out work on the internal and external of the property with a variety of products and finishes including:

- taking off and renewing 50 mm architraves
- taking off door and garden gate and storing safely ready for re-hanging
- splicing a door frame and removing and renewing defective/damaged door ironmongery
- removing and renewing defective/damaged gate furniture
- removing a broken glass vision panel and preparing back ground surfaces to fit new glass
- cutting out and repairing damaged wall components
- renewing damaged/defective tile battens
- renewing damaged/defective sarking (roofing felt)
- renewing damaged/defective roof tiles, guttering, downspouts and lead flashings
- identifying and repairing workings to a toilet system, renewing tap washers, renewing isolator valves, renewing damaged pipe work and renewing waste traps
- renewing 150 mm ceramic wall tiles
- planning your work to make the best use of your time.

Use the information from the drawings to complete the assignment.

Before you start each task, you will need to list the tools and equipment required for the task. Any problems with materials must be referred to the trainer immediately.

## Task A: Take out damaged components (time guide 2 hours)

- Use Drawing A to plan the job.
- Produce a cutting list of all the materials you need to complete the job.
- Identify defective/damaged components.

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- Remove defective components and dispose of them in a safe manner including gate furniture, door ironmongery, broken glass, damaged plaster board, gate palins and 50 mm architraves.
- Remove gate and external door to be stored safely ready for re-hanging.

### **Task B: Splice door frame, re-hang the door and fit glass and furniture** (time guide 4.5 hours)

- Splice door frame using dimensions given in Drawing A using hand tools.
- Mark out splice to receive hinge.
- Re-hang door and check that the door operates correctly.
- Renew door furniture as specified per drawing.
- Renew 6 mm G.W.R.C glass and refit hardwood glass beads to match existing.

### **Task C: Renew damaged plasterboard wall** (time guide 1 hour)

- Cut 10 mm plaster-board to correct size and fix using fixings and hand tools to match existing finishes.

### **Task D: Plaster wall finishes** (time guide 1.5 hours)

- Plaster wall using a suitable finish plaster to match existing finish.

### **Task E: Renew gate furniture and re-hang gate** (time guide 2 hours)

- Select correct T hinge, fix to gate and re-hang.
- Select correct gate latch fit and check for correct alignment.
- Select correct size and grade timber for gate palins, cut and fix to match existing finish.

### **Task F: Cut and fix architrave** (time guide 1.5 hours)

- Mitre the 50 mm architrave using hand tools.
- Fix architrave around the door lining, leaving a 6 mm margin.

### **Task G: Remove damaged roofing components** (time guide 2 hours)

- Refer to Drawing A to plan the work.
- Produce a cutting list of all the materials you need to complete the job.
- Identify defective/damaged components.
- Remove and dispose of defective/damaged components in a safe manner including: roof tiles, sarking felt, tile battens, guttering, spouts, clips and lead.
- Remove tiles to be stored safely ready for re-fitting.

### **Task H: Replace damaged roofing components** (time guide 2.5 hours)

- Replace damaged sarking felt.
- Cut and fix tile battens to match existing.
- Replace roof tiles to match existing finishes.

## **Maintenance Operations Level 2 – Carry Out Repairs to Building Components**

### **Task I: Renew lead flashings** (time guide 2.5 hours)

- Measure, cut and shape 250 mm lead flashing to match existing.
- Replace 250 mm lead flashing to match existing finish.
- Seal top of flashing using the correct sealants.

### **Task J: Cut and fit guttering** (time guide 2.5 hours)

- Measure and cut half round gutter.
- Replace damaged gutter brackets.
- Fit the new gutter.
- Replace damaged stop-end.
- Measure and cut down pipe.
- Replace existing clips.
- Fit new down pipe.

### **Task K: Renew basic plumbing components** (time guide 3 hours)

- Isolate water supply.
- Take out damaged tap washer.
- Take out damaged isolator valve and replace.
- Renew plug and chain.
- Renew damaged piece of 15 mm copper pipe.

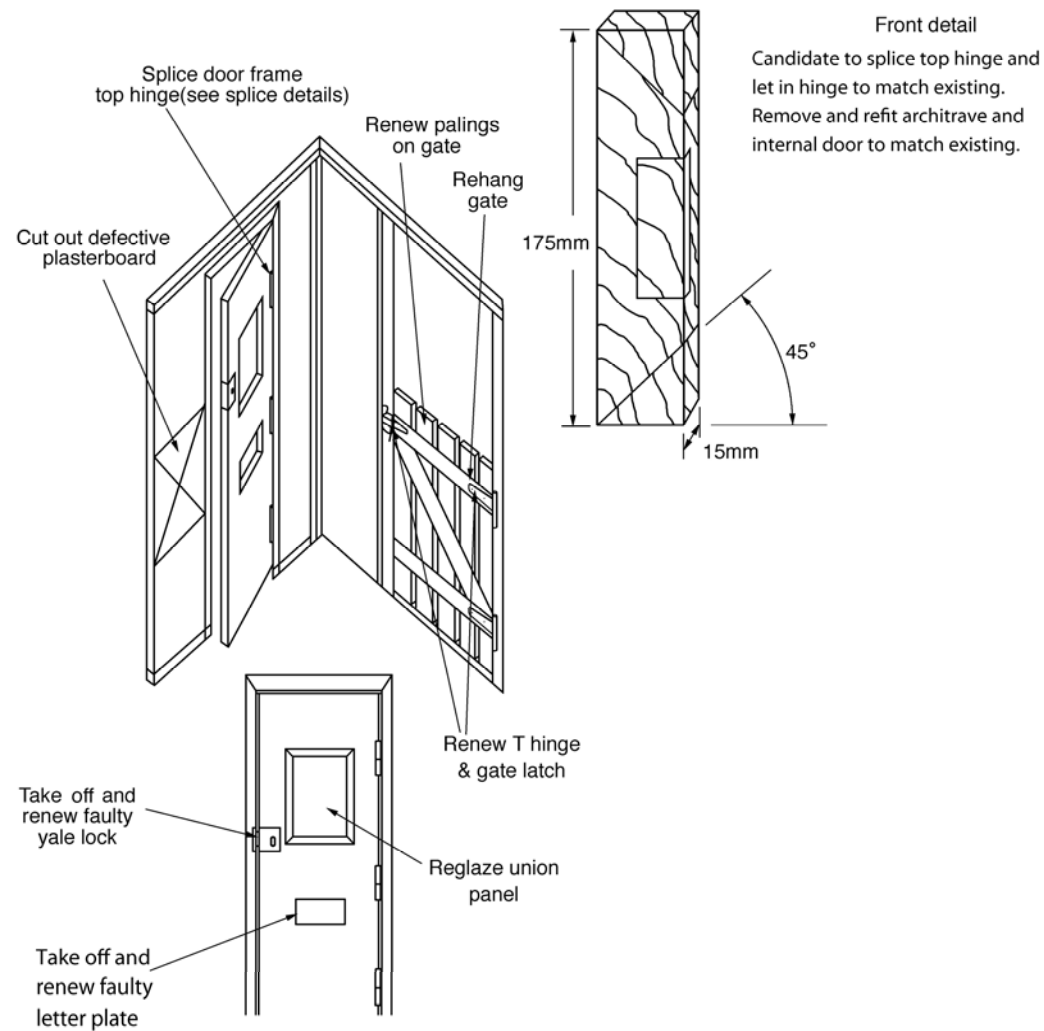
### **Task L: Renew sink and sanitary appliances** (time guide 3 hours)

- Isolate water supply to low level W.C.
- Replace system diaphragm to low level W.C.
- Replace ball valve.
- Replace faulty waste trap.

### **Task M: Replace wall tiling** (time guide 2 hours)

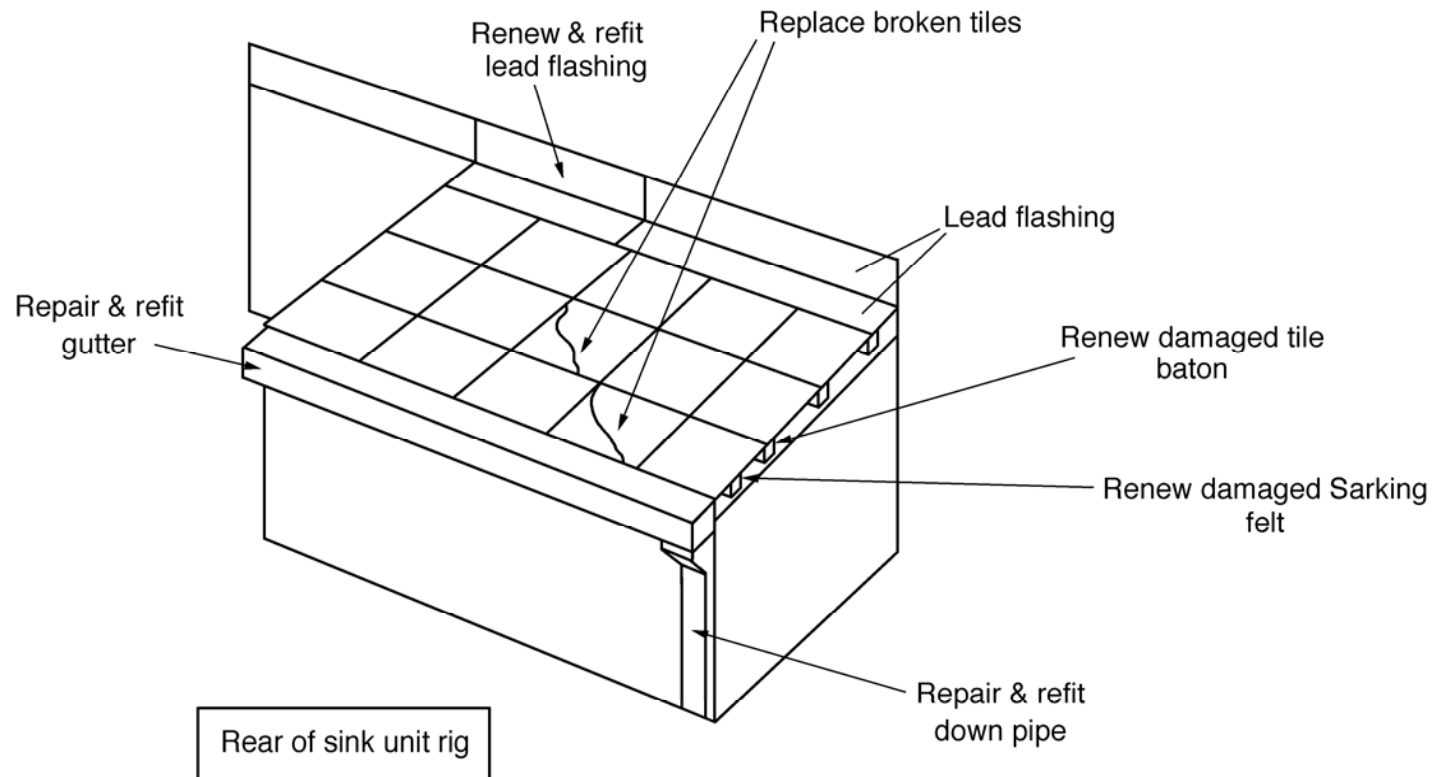
- Adhere background surface.
- Fix wall tiles.
- Apply grout to match existing finishes.

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

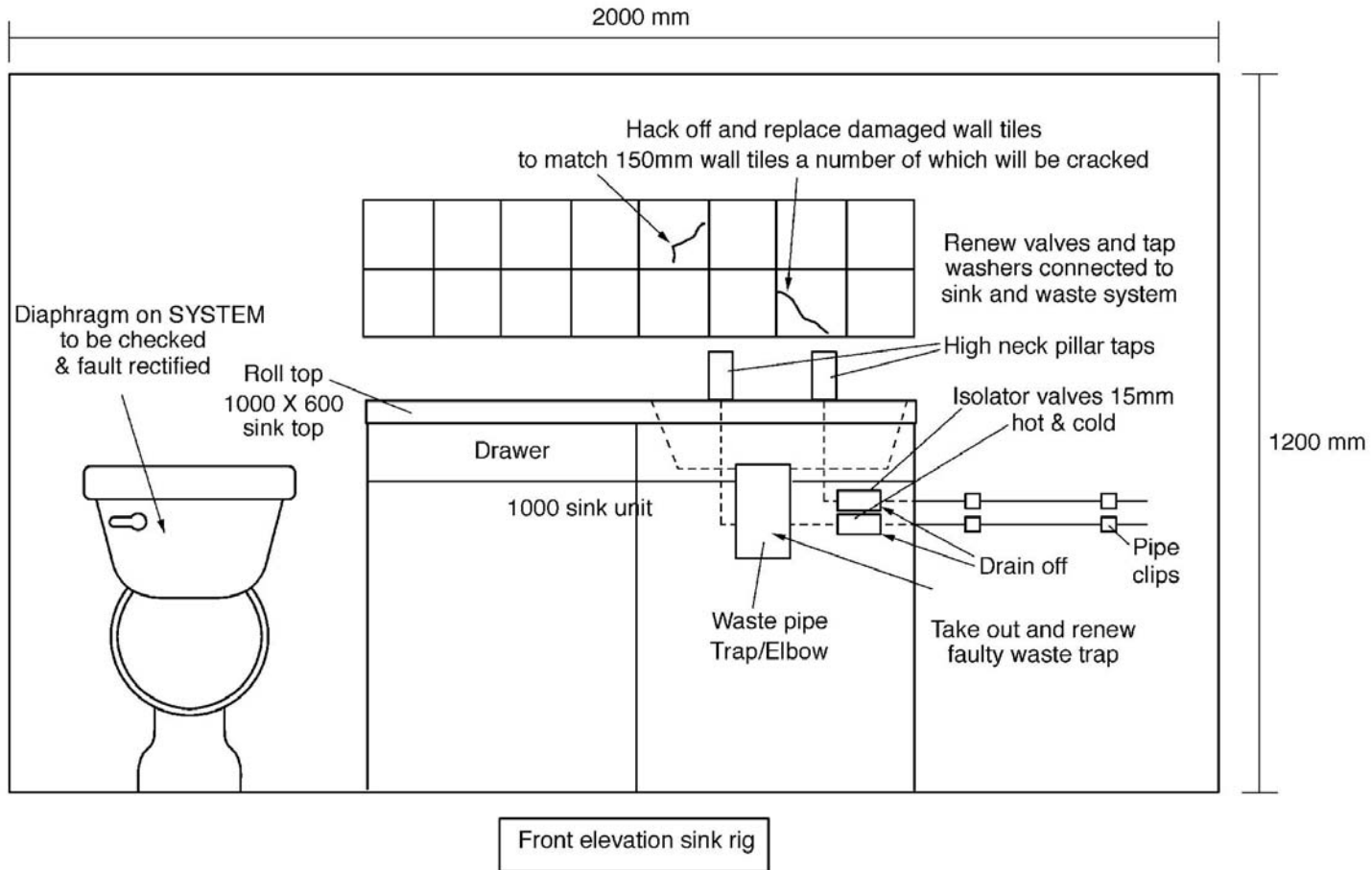




## Maintenance Operations Level 2 – Carry Out Repairs to Building Components



## Maintenance Operations Level 2 – Carry Out Repairs to Building Components



## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

### Tools and equipment list

Learner's name:	
Learner's registration number:	Job:
Task	Tools and equipment required
Learner's signature: .....	Date:
Trainer's signature: .....	Date:
Quality Advisor's signature (where applicable): .....	Date:

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Your trainer will test you using the following criteria:

Task	You need to show that you have:	Unit CC				
		2104	2103	2101	2102	2100
<b>A</b> Take out damaged components	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	the correct components removed					
	maintained an acceptably clean and tidy work area					
	completed the task within the suggested timescale 2 hours (or reasonable amount of extra time)					
<b>B</b> Splice door frame and rehang door	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	splice is constructed to a correct size and within 2 mm tolerance					
	timber splice located in the correct position					
	door opens freely without binding and defects					
	door furniture operates correctly and in the correct position					
	glass fitted correctly using the existing beads					
	maintained an acceptably clean and tidy work area					
	completed the task within the suggested timescale 4.5 hours (or reasonable amount of extra time)					
<b>C</b> Renew damaged plasterboard wall	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	cut and fix 10 mm plasterboard cut and fixed to correct tolerances using the correct tools					
	maintained an acceptably clean and tidy work area					
	completed the task within the suggested timescale 1 hour (or reasonable amount of extra time)					
<b>D</b> Plaster wall finishes	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	mix plaster and applied to wall and finish to match existing					
	maintained an acceptably clean and tidy work area					
	completed the task within the suggested timescale 1.5 hours (or reasonable amount of extra time)					
<b>E</b> Renew gate furniture and re-hang gate	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					

*continued...*

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Task	You need to show that you have:	Unit CC				
		2104	2103	2101	2102	2100
<b>E</b> (continued)	fit new T hinge and rehang gate					
	hung gate without binding					
	positioned gate ironmongery correctly					
	gate ironmongery operates correctly					
	maintained an acceptably clean and tidy work area					
	completed the task within the suggested timescale 2 hours (or reasonable amount of extra time)					
<b>F</b> Cut and fix architrave	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	fixed mitre joints with a tight fit, no gaps exceeding 2 mm					
	fixed architrave securely with nails punched below surface with no defects that cannot be rectified					
	completed the task within the suggested timescale 1.5 hours (or reasonable amount of extra time)					
<b>G</b> Take out damaged roofing components	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	the correct components removed					
	maintained an acceptably clean and tidy work area					
	completed the task within the suggested timescale 2 hours (or reasonable amount of extra time)					
<b>H</b> Replace damaged roofing components	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	renew sarking felt to match existing using correct methods					
	cut and fix tile battens to match existing using correct fixings					
	renew roof tiles to match existing using correct methods					
	roofing felt and battens are the correct length and in the correct position					
	roof tiles fitted correctly and in the right position					
	maintained an acceptably clean and tidy work area					
	completed the task within the suggested timescale 2.5 hours (or reasonable amount of extra time)					
<b>I</b> Renew lead flashings	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					

*continued...*

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Task	You need to show that you have:	Unit CC				
		2104	2103	2101	2102	2100
<b>I</b> (continued)	measure and cut 250 mm lead flashing					
	shape 250 mm lead flashing on benches provided					
	fit flashings					
	correct sealant properly applied					
	completed the task within the suggested timescale 2.5 hours (or reasonable amount of extra time)					
<b>J</b> Cut and fit down pipe / guttering	work planned out and carried out efficiently					
	work carried out in a safe manner without hazards to others					
	interpret drawings related to tasks					
	measure and cut half round guttering to match existing finishes					
	replace damaged / defective gutter brackets to match existing finishes					
	replace new half round guttering to match existing finishes					
	replace damaged / defective down pipe brackets to match existing finishes					
	maintained an acceptably clean and tidy work area					
	completed the task within the suggested timescale 2.5 hours (or a reasonable amount of extra time)					
<b>K</b> Renew basic plumbing components	work planned and carried out efficiently					
	work carried out in a safe manner without hazards to others					
	interpret drawings related to tasks					
	remove correct components					
	maintain a clean and tidy work area					
	removed tap washer					
	replaced tap washer and reassembled tap					
	removed and replaced correct isolator valve					
	renewed plug and chain to sink					
	cut and correctly fixed 15 mm copper pipe with push fittings					
	completed the task within the suggested timescale 3 hours (or reasonable amount of extra time)					
<b>L</b> Renew sink and sanitary appliances	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	isolated water supply to WC					
	correctly replaced diaphragm to low level WC					
	correctly replaced ball valve					
	replaced faulty waste trap to sink					
	replaced defective toilet seat					

*continued...*

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Task	You need to show that you have:	Unit CC				
		2104	2103	2101	2102	2100
<b>L</b> (continued)	completed the task within the suggested timescale 3 hours (or reasonable amount of extra time)					
<b>M</b> Renew wall tiles	work planned out and carried out efficiently					
	work carried out and in a safe manner and without hazards to others					
	interpret drawings related to tasks					
	tile adhesive correctly applied					
	wall tiles correctly fixed					
	grouting to match existing					
	completed the task within the suggested timescale 2 hours (or reasonable amount of extra time)					
<b>Overall</b>	completed the task within 30 hours					

# Maintenance Operations Level 2 – Carry Out Repairs to Building Components

## Guidance for trainers

### Practical assignment

Pages 1-11 contain instructions to learners and pages 12-24 guidance for trainers.

Time allowed – up to 30 hours

### General guidance

The assignment should take place in a suitable work area equipped with appropriate equipment and consumables for the assignment task. Adequate supervision needs to be provided in accordance with current regulations. The learner must use the relevant safety equipment and work to current legislation and regulations. In order to pass this assignment, all relevant aspects of safety must be demonstrated by the learner at all times. Failure to do so will result in the trainer halting the assignment immediately.

The trainer should ensure that each learner has a copy of the assignment and the test criteria, that the learners understand the tasks before starting the test and know what they need to do. Once the learners have begun they should be able to complete the tasks without further help or guidance. Asking for help may prevent the learner from passing a task. All work must be the learner's own.

The learner has a total of 30 hours for the assignment. The overall time is split into a suggested time allowance per task, but learners may allocate the available time differently. Over-running the guided time on a task will mean less time available for the remaining tasks. Learners may take two breaks of up to 15 minutes within each 6 hour working day, in addition to lunch on each day. These breaks will not come out of the assignment time but must be agreed with the trainer. Any additional breaks must be taken from the time available for the assignment.

The assignment consists of a series of related tasks around a practical scenario.

In the event that a learner only passes some of the tasks, the learner can be given recognition of achievement in those tasks and the corresponding units achieved as long as they have met all the test criteria for the unit. If a retest is required at a later date, only those tasks (or, where appropriate, parts of tasks) previously failed need be retested. There is no minimum period that must elapse before a learner can retake an assignment; this will depend on the time needed to address the weaknesses that led to the learner failing at the previous attempt.

### Preparation for the assignment

All timber to be supplied pre-machined to size. All components to be used in the tests are to be direct replacements and to match existing, saw benches to be supplied by centre.

### During the assignment

As the learner works through the assignment the trainer must mark each stage of every task to enable all criteria indicated on the mark sheet to be tested.

At the end of Task A the learner must have removed all damaged/defective components and disposed of in a safe manner ready for the maintenance work to commence.

The trainer must provide feedback on performance and, where appropriate, provide a suitable action plan for the learner. A learner whose work meets all the criteria for one or more units should be awarded unit accreditation.



## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

### Notes on using the mark sheet and feedback sheet

The test criteria on the mark sheet outline the performance required in each task. The trainer must use the mark sheet provided to make notes on each learner's performance during the practical assignment and to record achievement. Comments should support the test decisions. While it is not essential to make a comment for every test criterion, a comment must be made for any criterion not achieved as this will form the basis of feedback and the action plan. A unit may be split across several tasks. A learner needs to achieve all of the relevant test criteria for unit accreditation. The test is pass or fail only; a learner whose performance does not meet all the criteria for a *Pass* grade will be given a *Fail* grade.

The trainer must complete a mark sheet for each learner, and both trainer and learner must sign and date it. An example of a completed mark sheet is provided below.

Although some feedback may be given verbally, trainers should complete a feedback sheet for each learner (see page 24), showing the key information given to the learner. This will also act as an action plan for learners who are unsuccessful in an assignment and need to do further work before taking the assignment again.

The mark sheets and feedback sheets must be retained and made available for scrutiny by the quality advisor.

**Example of part of a completed mark sheet**

**Assignment mark sheet**

To be completed by the trainer and signed by the learner

Task	You need to show that you have:	Unit CC					Comments (as appropriate) but any crosses <b>must</b> have a comment
		2008	2009	2010	2011	2012	
<b>A</b> Set out and construct stud work and fix cladding	completed tools and equipment list accurately	✓	✓			✓	detailed equipment list – allowances accurate
	selected the correct tools and equipment for the task	✓	✓			✓	
	used tools in a safe manner and used appropriate PPE	✓	✓			✓	eye protection used when using circular saw
	set out gable sections correctly to obtain lengths and bevells	✓	✓			✓	
	made frame height and width as per drawing ±3 mm tolerance	✓					slightly out at bottom, but within tolerances
	cut noggings to correct length and fixed to correct height as per drawing ±2 mm tolerance	✓				✓	good cutting
	cut correct angle using chop saw for roof pitch with no gaps on joints ±1 mm tolerance	✓				✓	angle spot on, no gaps
	formed opening to correct size ±3 mm tolerance	✓					opener within tolerances
	fixed studwork securely and correctly	✓					
	fixed cladding securely and plumb ±1 mm	✓	✓				spot on
	maintained an acceptably clean and tidy work area	✓				✓	
completed the task within the suggested timescale of 5 hours (or a reasonable amount of extra time)	✓					took 5 <sup>1</sup> / <sub>4</sub> hours	
<b>B</b> Fit door lining	completed tools and equipment list accurately		✓				
	selected the correct tools and equipment for the task		✓				

<b>E</b> Cut and fix bargeboard	cut the bargeboard accurately and plumb $\pm 1$ mm			✓			
	securely fixed bargeboard, no gaps exceeding 2 mm in the joint at apex			x		✓	correct use of tools, but gaps not even – excessive at end (5mm)
	maintained an acceptably clean and tidy work area			✓		✓	
	completed the task within the suggested timescale of 1.5 hours (or a reasonable amount of extra time)			✓		✓	75 mins
<b>F</b> Repair moulding	completed tools and equipment list accurately					✓	
	selected the correct tools and equipment for the task					✓	
	used tools in a safe manner and used appropriate PPE					✓	
	cut out damaged moulding neatly with no damage to the moulding that will remain fixed to the door lining					✓	
	cut out damaged moulding with no damage to door casing and cladding that cannot be rectified					✓	accurate, neat cutting
	cut the replacement piece accurately to size with no gaps exceeding 1 mm					✓	snug fit – no gaps
	fixed replacement architrave securely with nails punched below surface with no defects that cannot be rectified					✓	nails all neat and below surface
	maintained an acceptably clean and tidy work area					✓	
	completed the task within the suggested timescale of 1 hour (or a reasonable amount of extra time)					✓	65 minutes = okay
<b>Overall</b>	completed within 18 hours	✓	✓	✓	✓	✓	took 17.5 hours
<b>Have all test criteria for the unit been achieved?</b>		✓	✓	x	✓	✓	
Learner's signature: <i>A. Learner</i>		Date: 15.06.08					
Trainer's signature: <i>A. N. Trainer</i>		Date: 15.06.08		Quality Advisor's signature: <i>Q. Advisor</i>			Date: 28.09.08

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

### Test criteria and mark sheet for assignment

*To be completed by the trainer and signed by the learner:*

Task	You need to show that you have:	Unit CC					Comments (as appropriate) but any crosses <b>must</b> have a comment
		2104	2101	2102	2103	2100	
<b>A</b> Take out damaged components	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	the correct components removed						
	maintained an acceptably clean and tidy work area						
	completed the task within the suggested timescale of 2 hours (or a reasonable amount of extra time)						
<b>B</b> Splice door frame and re-hang door and fit glass and furniture	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	splice is constructed to a correct size and within 2 mm tolerance						
	timber splice located in the correct position						
	door opens freely without binding and defects						
	door furniture operates correctly and in the correct position						
	glass fitted correctly using the existing beads						
	maintained an acceptably clean and tidy work area						
	completed the task within the suggested timescale of 4 .5hours (or reasonable amount of extra time)						

*continued...*

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Task	You need to show that you have:	Unit CC					Comments (as appropriate) but any crosses <b>must</b> have a comment
		2104	2101	2102	2103	2100	
<b>C</b> Renew damaged plasterboard wall	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	cut and fix 10 mm plasterboard cut and fixed to correct tolerances using the correct tools						
	maintained an acceptably clean and tidy work area						
	completed the task within the suggested timescale of 1 hour (or reasonable amount of extra time)						
<b>D</b> Plaster wall finishes	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	mix plaster and applied to wall and finish to match existing						
	maintained an acceptably clean and tidy work area						
	completed the task within the suggested timescale of 1.5 hours (or reasonable amount of extra time)						
<b>E</b> Renew gate furniture and re-hang gate	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	fit new T hinge and re-hang gate						
	hung gate without binding						
	positioned gate ironmongery correctly						
	gate ironmongery operates correctly						

*continued...*

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Task	You need to show that you have:	Unit CC					Comments (as appropriate) but any crosses <b>must</b> have a comment
		2104	2101	2102	2103	2100	
<b>E</b> (continued)	maintained an acceptably clean and tidy work area						
	completed the task within the suggested timescale of 2 hours (or reasonable amount of extra time)						
<b>F</b> Cut and fix architrave	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	fixed mitre joints with a tight fit, no gaps exceeding 2 mm						
	fixed architrave securely with nails punched below surface with no defects that cannot be rectified						
	completed the task within the suggested timescale of 1.5 hours (or reasonable amount of extra time)						
<b>G</b> Take out damaged roofing components	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	the correct components removed						
	maintained an acceptably clean and tidy work area						
	completed the task within the suggested timescale of 2 hours (or a reasonable amount of extra time)						
<b>H</b> Replace damaged roofing components	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	renew sarking felt to match existing using correct methods						

*continued...*

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Task	You need to show that you have:	Unit CC					Comments (as appropriate) but any crosses <b>must</b> have a comment
		2104	2101	2102	2103	2100	
<b>H</b> (continued)	cut and fix tile battens to match existing using correct fixings						
	completed the task within the suggested timescale of 2.5 hours (or a reasonable amount of extra time)						
<b>I</b> Renew lead flashings	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	measure and cut 250 mm lead flashing						
	shape 250 mm lead flashing on benches provided to match existing						
	lead fitted correctly to match existing						
	Correct sealant properly applied						
	completed the task within the suggested timescale of 2.5 hours (or a reasonable amount of extra time)						
<b>J</b> Cut and fit down pipe / guttering	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	measure and cut half round guttering to match existing finishes						
	replace damaged/defective gutter brackets to match existing finishes						
	replace new half round guttering to match existing finishes						
	replace new stop end to match existing finishes						
	replace new down pipe to match existing finishes						

*continued...*

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Task	You need to show that you have:	Unit CC					Comments (as appropriate) but any crosses <b>must</b> have a comment
		2104	2101	2102	2103	2100	
<b>J</b> (continued)	replace damaged/defective down pipe brackets to match existing finishes						
	maintained an acceptably clean and tidy work area						
	completed the task within the suggested timescale of 2.5 hours (or reasonable amount of extra time)						
<b>K</b> Renew basic plumbing components	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	the correct components removed						
	maintained an acceptably clean and tidy work area						
	carefully removed tap washer						
	replaced tap washer and reassembled tap						
	removed and replaced correct isolator valve						
	renewed plug and chain to sink						
	cut and correctly fixed 15 mm copper pipe with push fittings						
	completed the task within the suggested timescale of 3 hours (or reasonable amount of extra time)						
<b>L</b> Renew sink and sanitary appliances	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	the correct components removed						
	maintained an acceptably clean and tidy work area						
	isolated water supply to low level WC						
	correctly replaced system diaphragm						

*continued...*



## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

Task		Unit CC					Comments (as appropriate) but any crosses <b>must</b> have a comment
		2104	2101	2102	2103	2100	
<b>M</b> Replace wall tiling	work planned out and carried out efficiently						
	work carried out and in a safe manner and without hazards to others						
	interpret drawings related to tasks						
	the correct components removed						
	background adhesive correctly applied						
	150 mm wall tiles grouted to match existing						
	completed the task within the suggested timescale of 2 hours (or reasonable amount of extra time)						
<b>Overall</b>	Completed within 30 hours						
<b><i>Have all test criteria for the unit been achieved?</i></b>							
Learner's signature:		Date:					
Trainer's signature:		Date:		Quality Advisor's signature:			Date:

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

### Summary of coverage of the assignment

Task	Unit	Outcome	Task coverage
<b>A</b> Take out damaged / defective components	<b>CC 2101</b> Painting, decorating and associated trade repairs	5. Repair glazing by removing existing glass from timber frames/rebates and installing replacement glass	<b>Practical skills</b> 5.1-5.7, 5.9, 5.10 <b>Underpinning knowledge</b>
	<b>CC 2104</b> Wood trade repairs	1. Repair and renew woodwork to meet maintenance contract specifications 2. Repair and renew gates, posts and fencing to meet maintenance contract specifications 3. Install and renew door and window ironmongery to meet maintenance contract specifications	<b>Practical skills</b> 1.1-1.5, 2.1-2.5, 3.1-3.5 <b>Underpinning knowledge</b>
<b>B</b> Splice door frame and rehang door	<b>CC 2104</b> Wood trade repairs	1. Repair and renew woodwork to meet maintenance contract specifications 3. Install and renew door and window ironmongery to meet maintenance contract specifications	<b>Practical skills</b> 1.1-1.5, 3.1-3.5 <b>Underpinning knowledge</b>
	<b>CC 2101</b> Painting, decorating and associated trade repairs	5. Repair glazing by removing existing glass from timber frames/rebates and installing replacement glass	<b>Practical skills</b> 5.1-5.7, 5.9, 5.10 <b>Underpinning knowledge</b>
<b>C</b> Renew damaged plasterboard components	<b>CC 2101</b> Painting, decorating and associated trade repairs	4. Remove and renew proprietary wall and ceiling components to meet maintenance contract specifications	<b>Practical skills</b> 4.1, 4.2, 4.4, 4.7 <b>Underpinning knowledge</b>
<b>D</b> Plaster wall to match existing	<b>CC 2102</b> Repair plaster finishes to walls and ceilings	1. Remove and renew plaster finishes to walls and ceilings	<b>Practical skills</b> 1.1-1.7 <b>Underpinning knowledge</b>
<b>E</b> Renew gate furniture and re-hang gate	<b>CC 2104</b> Wood trade repairs	2. Repair and renew gates, posts and fencing to meet maintenance contract specifications	<b>Practical skills</b> 2.1-2.5 <b>Underpinning knowledge</b>

*continued...*

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

### Summary of coverage of the assignment (continued)

<b>Task</b>	<b>Unit</b>	<b>Outcome</b>	<b>Task coverage</b>
<b>F</b> Cut and fix architraves	<b>CC 2104</b> Wood trade repairs	1. Repair and renew woodwork to meet maintenance contract specifications	<b>Practical skills</b> 1.1-1.5 <b>Underpinning knowledge</b>
<b>G</b> Take out damaged / defective roofing components	<b>CC 2100</b> Masonry trade repairs	2. Remove and renew natural slates, roof tiles and pitches roof coverings	<b>Practical skills</b> 2.2-2.8 <b>Underpinning knowledge</b>
	<b>CC 2103</b> Plumbing trade repairs	3. Remove and install rainwater components to meet maintenance contract specification  4. Locate faults and repair proprietary flashings to meet maintenance contract specifications	<b>Practical skills</b> 3.2, 3.3, 3.4, 4.1-4.6 <b>Underpinning knowledge</b>
<b>H</b> Replace damaged / defective roofing components	<b>CC 2100</b> Masonry trade repairs	2. Remove and renew natural slates, roof tiles and pitched roof coverings	<b>Practical skills</b> 2.2-2.8 <b>Underpinning knowledge</b>
<b>I</b> Renew lead flashings	<b>CC 2103</b> Plumbing trade repairs	4. Locate faults and repair proprietary flashings to meet maintenance contract specifications	<b>Practical skills</b> 4.1-4.6 <b>Underpinning knowledge</b>
<b>J</b> Renew down pipe guttering and clips	<b>CC 2103</b> Plumbing trade repairs	3. Remove and install rainwater components to meet maintenance contract specification	<b>Practical skills</b> 3.2, 3.3, 3.4 <b>Underpinning knowledge</b>
<b>K</b> Renew basic plumbing components	<b>CC 2103</b> Plumbing trade repairs	1. Repair and renew plumbing fittings and wastes to meet maintenance contract specifications	<b>Practical skills</b> 1.1-1.6 <b>Underpinning knowledge</b>
<b>L</b> Renew sink and sanitary appliances	<b>CC 2103</b> Plumbing trade repairs	2. Remove and install sinks and sanitary appliances to meet maintenance contract specifications	<b>Practical skills</b> 2.1-2.7 <b>Underpinning knowledge</b>
<b>M</b> Renewing wall tiles	<b>CC 2101</b> Painting, decorating and associated trade repairs	1. Remove and renew wall and floor tiling to meet maintenance contract specifications	<b>Practical skills</b> 1.1-1.5 <b>Underpinning knowledge</b>

## Maintenance Operations Level 2 – Carry Out Repairs to Building Components

### Learner feedback sheet

<b>Learner's name:</b>	
<b>Task and date</b>	<b>Trainer's comments</b> (The trainer should sign after each feedback session)
	<b>Action plan (if appropriate)</b>
<b>Date:</b>	<b>Learner's signature:</b>
<b>Date:</b>	<b>Trainer's signature:</b>