



AIMQUALIFICATIONS

Level 2 NVQ Diploma in Trowel Occupations (Construction) – Pathway 1: Bricklaying

Qualification Number: 603/5644/3



Qualification Overview

Title:	AIM Qualifications Level 2 NVQ Diploma in Trowel Occupations (Construction) – Pathway 1: Bricklaying
Qualification Number:	603/5644/3
Level:	Level 2
Credit Value:	75 credits
Guided Learning Hours:	394 hours
Total Qualification Time:	750 hours
Qualification Objective:	This National Vocational Qualification has been developed with CITB in line with the relevant National Occupational Standards (NOS). It offers learners the opportunity to demonstrate knowledge, understanding and practical skills in setting out and erecting masonry structures in the workplace.
Progression Routes:	<p>Achievement of this qualification will provide the evidence required for the learner to apply for their Blue – Skilled Construction Skills Certification Scheme (CSCS) - card. Further information on CSCS cards can be found here: https://www.cscs.uk.com.</p> <p>Work in trowel occupations.</p> <p>Learners may progress to further qualifications in the same or related areas such as a Level 2 NVQ Diploma in Trowel Occupations (Construction) – Pathway 2 Heritage Brickwork or a Level 3 NVQ Diploma in Trowel Occupations</p>
Entry requirements:	Learners must be aged 16 and over. For an NVQ qualification, learners must be employed in an appropriate role in the workplace to be able to generate evidence of competence.
Assessment method(s):	Assessment is through a Portfolio of Evidence/Workbook.

How is the qualification assessed?

The assessment process is as follows:

Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

Reasonable Adjustment and Special Considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set.

Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the AIM Qualifications [Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Qualification size

About the RQF

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size.

Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Rules of Combination and level for this qualification

To achieve the AIM Qualifications Level 2 NVQ Diploma in Trowel Occupations (Construction) – Pathway 1: Bricklaying, learners must achieve the 64 credits from the Mandatory Units, and 11 credits from the Optional Units.

Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Conforming to General Health, Safety and Welfare in the Workplace	1	2	17	20	TF4/1/NQ/003	Y/618/0146
Conforming to Productive Working Practices in the Workplace	2	3	20	30	TG1/2/NQ/013	F/618/0240
Erecting Masonry Structures in the Workplace At least one of the following: <ul style="list-style-type: none"> • Brick and block • Local material 	2	31	160	310	TG2/2/NQ/013	K/618/0183
Moving, Handling and Storing Resources in the Workplace	2	5	27	50	TH9/2/NQ/003	L/618/0077
Setting out to Form Masonry Structures in the Workplace At least four of the following: <ul style="list-style-type: none"> • Straight (180 degrees) • Right angles (90) • Obtuse angles (between 90 and 180 degrees including batters) • Acute angles (between 0 and 90 degrees) • Curves on plan • Curves in elevation • Openings 	2	23	123	230	TG2/2/NQ/018	R/618/0274

Optional Group A

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<p>Erecting Masonry Cladding in the Workplace</p> <p>At least one of the following:</p> <ul style="list-style-type: none"> • Brick and block • Local material <p>Plus one of the following structures:</p> <ul style="list-style-type: none"> • Pre-erected timber frame • Pre-erected concrete • Pre-erected steel • Existing masonry 	2	24	120	240	TG2/2/NQ/012	H/618/0182
<p>Erecting Thin Joint Masonry Structures in the Workplace</p> <p>At least three of the following:</p> <ul style="list-style-type: none"> • Cavity wall structures • Solid wall structures • Form openings • Mix jointing compounds 	2	24	127	240	TG2/2/NQ/014	M/618/0184

<p>Installing and Forming Specialist Masonry Elements in the Workplace</p> <p>Install fire barriers and support angles and/or fire breaks and support angles And/or Form fire barriers and support angles and/or fire breaks and support angles</p> <p>Plus at least two of the following: Brick soffit systems</p> <ul style="list-style-type: none"> • Channel systems • Wind posts • Vapour and/or moisture barriers • Wall starter kits 	3	21	150	210	TG2/3/NQ/005	A/618/0172
<p>Installing Drainage in the Workplace</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Inspection chambers • Surface water systems • Foul water systems 	2	19	110	190	TH3/2/NQ/010	T/618/0185
<p>Placing and Compacting Concrete in the Workplace</p> <p>At least three of the following:</p> <ul style="list-style-type: none"> • Chute • Elephant's trunk • Skip • Pump • Mono-rail • Manual 	2	11	47	110	TG2/2/NQ/017	A/618/0169

<p>Repairing and Maintaining Masonry Structures in the Workplace</p> <p>At least one of the following:</p> <ul style="list-style-type: none"> • Brick • Block • Local material <p>Plus three of the following:</p> <ul style="list-style-type: none"> • Match existing materials • Continue existing bonding • Match existing quality of structure • Form openings • Prop existing walls and floors • Form internal and external angles 	3	25	143	250	TG2/3/NQ/007	L/618/0175
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Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and Is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks. Select and use relevant information. Identify whether actions have been effective.
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
Level 3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

Extracted from 'After the QCF A New Qualification Framework' October 2015

Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors: hold or are working towards:

- Have a Level 3 Award in Education and Training or its equivalent
- Have expertise so they have up to date demonstrable experience, knowledge and understanding of the particular aspects of work they are delivering. This could be verified by records of continuing professional development achievements
- The qualification must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- Have expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#).
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.

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