Title:	**Setting out and Tiling Walls**
Level:	2
Credit Value:	17
GLH	170
Unique Reference Number:	**H/650/1214**
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to interpret information required and set out and tile walls in accordance with instructions.
Assessment	Assessment of this unit will be through the completion of a NOCN devised practical task and associated knowledge questions (written or verbal). This unit is internally assessed and internally and externally quality assured using the NOCN assessment booklet to evidence all learning outcomes.

Learning outcomes
The learner will:

1. Be able to interpret the information required in order to set out and tile walls.

Delivery Content:

The aim of this learning outcome is to provide learners with the skills and knowledge to interpret the information required when setting out and tiling walls.

The learner must:

- identify the **documentation** and the details contained within to be able to complete given tasks.
- identify and report any inaccuracies with supplied information in accordance with organisational procedures.
- identify different types of **drawings** and their purpose.
- interpret **drawings** including the **common scales**, symbols and hatchings used.
- read and apply measurements from the information correctly.
- calculate area of surface to be tiled.
- use manufacturer's information to appropriately use resources.
- describe the purpose of a datum point and demonstrate how to establish location and height of the tiles, including any falls, changes in height of adjoining floor and ceiling and other surface irregularities.

2. Be able to identify tools, equipment and materials required when setting out and tiling walls.

Delivery Content:

The aim of this learning outcome is to provide learners with the skills and knowledge to identify and select **tools**, **equipment** and **materials** required to set out and tile walls.

The learner must:

- identify the requirements from the provided information and confirm that it is correct for the given tasks.
- identify a range of **types of tile** and know their suitability for use and limitations.
- report any discrepancies in accordance with organisational procedures.
- carry out checks on all resources to ensure they are fit for purpose and free from defects.
- report and replace any defective resources that do not meet requirements in accordance with organisational procedures.

3. Be able to prepare work areas and materials in order to be able to set out and tile walls.
Delivery Content: The aim of this learning outcome is to provide learners with the skills and knowledge to carry out preparations in order to set out and tile walls. The learner must: • interpret risk assessments to identify **hazards** and ensure relevant **protection equipment** is used correctly. • inspect the work area to identify **hazards** that may be present and ensure that any present are mitigated. • report any issues and the mitigating work carried out in accordance with organisational procedures. • ensure that the work area is cleared and ready for tiling and surrounding areas protected. • ensure all **tools**, **equipment** and **materials** are in place and set out, safely and logically in order to support effective completion of the tasks. • carry out **calculations** to identify the correct quantities of **materials** required for the given tasks. • prepare **background surfaces** for tiling. • select and prepare the range of **materials** needed to set out and tile walls.
4. Be able to set out walls for tiling.

Delivery Content:
 	
The aim of this learning outcome is to provide learners with the skills and knowledge to set out walls for tiling.
 	
The learner must:
• be able to use a range of **setting out methods**.
• set out walls in preparation for applying tiles to specification including:
  ○ geometrical shapes and patterns.
  ○ around **obstacles**, **openings and features**.
  ○ internal and external corners
• allow for the installation of trims and movement joints

5. Be able to tile walls.
Delivery Content: The aim of this learning outcome is to provide learners with the skills and knowledge apply tiles to walls. The learner must: • apply tiles to walls in accordance to setting out specification on a range of substrates/background surfaces. • apply tiles to form geometric shapes. • cut, shape and fix tiles to and around **obstacles**, **openings and features**. • install trims and movement joints • grout around fixed tiles. • apply **protection** to protect completed works.
6. Be able to complete works following the tiling of walls.

Delivery Content:

The aim of this learning outcome is to provide the learners with the skills and knowledge to complete work.

The learner must:

- clean, inspect and store all **tools**, **equipment** and excess **materials** in accordance with manufacturers' guidance.
- report any issues in accordance with organisational procedures.
- clean the work area and dispose of all waste in accordance with legislative requirements, manufacturers' guidance and organisational procedures.
- leave the work area in a safe condition, using collective protective measures as appropriate.
- complete all final paperwork as required and file correctly.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Assessment:

The Assessment Workbook is available from NOCN.

	Requirements	
Documentation and sources of information	Current legislation relating to health and safety Job specification Risk assessments	Manufacturer's guidance Method statements
Drawings	2D and 3D drawings (including elevations) Site and location plans	BIM related models
Common scales	To include: 1:5, 1:10, 1:20, 1:50, 1:100, 1:500 and 1:2500	
Tools	Hand operated tile cutters Gauging tools Tape measure Spirit level Tiling trowels (serrated) Tile nippers / Nibblers Scribing tools Mitre block Hacksaws Builder's square Files Carborundum stone Chisels Mallets (rubber)	Knives Hammers Trimming tools Mosaic tile cutters Saws Floats Screwdriver Rule Feather/straightedge Devil's float Scrapers Notched spreaders (as appropriate)
Equipment	Chalk lines Laser levels	Abrasive wheels Diamond hole borers

	Mixing equipment / paddle mixer Powered tile cutters Buckets Sponges Brushes Drills Waste sacks	Gauge rods Sealant gun Cloths Shovels Access equipment (hop up, working platforms, trestles etc.)	
Materials	Tiles (plain, patterned, vitrified) Adhesive Grouts (various) Movement joints Trims Tile spacers Ancillary items Abrasive materials	Sealants Impregnators Primers Bonding agents Nails Screws Water Beads	
Types of tiles	Terracotta Tiles Natural Stone Tiles Cement Tiles Encaustic Tiles	Mosaics Porcelain glazed and unglazed Ceramics	
Background surfaces	Plastered (range of backgrounds) Uneven surfaces	Brick Manufactured board	Block Concrete Tanking systems
Personal protective equipment	Steel toe-capped boots Gloves Goggles	Hard hat High-visibility clothing Knee pads	Respiratory protection Hearing protection
Collective protective equipment	Barriers Signage Sheeting	Local exhaust ventilation (LEV)	
Hazards	Slips, trips and falls Working at height Confined spaces Cuts and abrasions	Manual handling Hazardous substances Fire	Electrical equipment and leads Plant and equipment
Setting out methods	3:4:5 method Using a builder's square Levelling with spirit level and straight edge	Levelling with laser and automatic levels Use of gauge rods Range of plumbing methods	Centring from focal points Centring from centre lines
Obstacles, openings and features	Reveals Cills Windows Doors Hatches Extractor fans / units	Columns Internal and external corners Geometric patterns/shapes Worktops	Bathroom suites Cooker hoods Light switches Sockets Coving/moulding requirements

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