

# Pearson BTEC Level 1 Introductory in Construction



## Specification

*First teaching from September 2019*

Pearson BTEC Level 1 Introductory Award in Construction

Pearson BTEC Level 1 Introductory Certificate in Construction

Pearson BTEC Level 1 Introductory Diploma in Construction





**Pearson  
BTEC Level 1  
Introductory Award  
in Construction**

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Introductory Certificate  
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BTEC Level 1  
Introductory Diploma  
in Construction**

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Issue 3

### **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

## A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Construction Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 139
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 144

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Construction Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The BTEC Level 1 Introductory Award in Construction has been added to the specification title.	Title page
The BTEC Level 1 Introductory Award in Construction has been added to the Welcome message.	Welcome page
References to the BTEC Level 1 Introductory Award in Construction have been added to the <i>Overview of the BTEC Introductory qualifications</i> pages.	Pages 1 and 2
The BTEC Level 1 Introductory Award in Construction has been added to <i>Section 1 Qualification Purpose and Objectives</i> .	Pages 6 and 7
In <i>Section 1 Qualification purpose and objective, Who are the qualifications for?</i> has been changed to include all learners.	Page 6
The structure for the BTEC Level 1 Introductory Award in Construction has been added to <i>Section 2 Structure</i> and the structures for the Certificate and Diploma have been updated.	Page 8
Two new units have been added to the specification. <i>CON13: Developing Plastering Skills</i> and <i>CON14: Developing Building Maintenance Skills</i> .	Pages 111-126
The BTEC Level 1 Introductory Award in Construction has been added to <i>Section 4 Planning your programme</i> .	Page 127
Detail on understanding the qualification grades for the BTEC Level 1 Introductory Award in Construction has been added to <i>Section 8 Understanding the Qualification Grade</i> .	Pages 144-146
References to internal units have been removed from <i>Points available for units</i> .	Page 145

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).

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# Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Construction. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed primarily for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them; typically alongside maths and English studies.

In the construction sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Construction (70 GLH)  
(Qualification Number 603/5132/9)

Pearson BTEC Level 1 Introductory Certificate in Construction (180 GLH)  
(Qualification Number 601/8543/0)

Pearson BTEC Level 1 Introductory Diploma in Construction (360 GLH)  
(Qualification Number 601/8544/2)

The information in this specification is correct at the time of publication.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 1 Introductory Award in Construction</b>	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: <i>Developing a Personal Progression Plan</i> .
<b>Pearson BTEC Level 1 Introductory Certificate in Construction</b>	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the construction sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
<b>Pearson BTEC Level 1 Introductory Diploma in Construction</b>	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the construction sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Construction is a qualification having:

- Total Qualification Time: 75 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Construction is a qualification having:

- Total Qualification Time: 195 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Construction is a qualification having:

- Total Qualification Time: 390 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

## Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

### Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

<b>Communication</b> <ul style="list-style-type: none"><li>• Writing, speaking and listening to others</li><li>• Using body language to help communication</li><li>• Using communication for different purposes</li><li>• Communicating in a variety of ways, including electronic and social media</li></ul>
<b>Working with others</b> <ul style="list-style-type: none"><li>• Setting common goals</li><li>• Showing respect for others in the team and valuing their contributions</li><li>• Listening to others in the team, being open minded</li><li>• Taking on roles and responsibilities</li></ul>
<b>Problem solving</b> <ul style="list-style-type: none"><li>• Identifying issues by being able to examine information</li><li>• Dealing with change</li><li>• Decision making to find solutions</li><li>• Staying with a problem until it is resolved</li><li>• Using IT to help solve problems</li></ul>
<b>Managing information</b> <ul style="list-style-type: none"><li>• Collecting and using information from different sources</li><li>• Determining relevance and accuracy of information</li><li>• Organising information</li><li>• Representing information in different ways</li><li>• Using IT to present and store information</li></ul>
<b>Self-management and development</b> <ul style="list-style-type: none"><li>• Setting goals and planning ahead</li><li>• Being proactive and flexible</li><li>• Being resilient and able to work under pressure</li><li>• Monitoring performance and devising strategies for improvement</li><li>• Using IT for time management</li></ul>

## **Sector skills coverage**

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

## **Functional skills**

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

## **Assessment**

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

## Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

## Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.



# 1 Qualification purpose and objective

## Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Construction

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

### What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Construction are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a basic introduction to the construction sector and could be studied alongside other subjects.

The Certificate offers an introduction to the construction sector and could be studied alongside other subjects in a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the construction sector.

### Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Construction are primarily for all learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

### What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offer a broad introduction to the skills and knowledge within that sector allowing the delivery to be practical and active in order to engage the learners. For construction, the units cover topics such as building a brick wall or making electrical circuits and activities such as costing or making minor repairs.

### What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in construction. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in construction could lead to Pearson BTEC Level 2 qualifications in this sector, or to the Pearson BTEC Level 2 Apprenticeship in Construction and the Built Environment, or to Level 2 qualifications in other sectors.

## **How do these qualifications enable learners to progress?**

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

## **How do the Award, Certificate and Diploma sizes differ in purpose?**

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

## 2 Structure

### Pearson BTEC Level 1 Introductory Award in Construction

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Construction			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete one unit</b>		
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete one unit</b>		
<b>CON5</b>	Drawing a Plan of a Room	<b>40</b>	<b>Sector</b>
<b>CON6</b>	Building a Simple Wall	<b>40</b>	<b>Sector</b>
<b>CON7</b>	Making Carpentry Joints	<b>40</b>	<b>Sector</b>
<b>CON8</b>	Fixing a Water Pipe	<b>40</b>	<b>Sector</b>
<b>CON9</b>	Costing a Small Repair Job	<b>40</b>	<b>Sector</b>
<b>CON10</b>	Making Minor Repairs in a House	<b>40</b>	<b>Sector</b>
<b>CON11</b>	Decorating an Inside Wall	<b>40</b>	<b>Sector</b>
<b>CON12</b>	Making an Electrical Circuit	<b>40</b>	<b>Sector</b>
<b>CON13</b>	Developing Plastering Skills	<b>40</b>	<b>Sector</b>
<b>CON14</b>	Developing Building Maintenance Skills	<b>40</b>	<b>Sector</b>

### Pearson BTEC Level 1 Introductory Certificate in Construction

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Construction			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete both units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete three units</b>		
<b>CON5</b>	Drawing a Plan of a Room	<b>40</b>	<b>Sector</b>
<b>CON6</b>	Building a Simple Wall	<b>40</b>	<b>Sector</b>
<b>CON7</b>	Making Carpentry Joints	<b>40</b>	<b>Sector</b>
<b>CON8</b>	Fixing a Water Pipe	<b>40</b>	<b>Sector</b>
<b>CON9</b>	Costing a Small Repair Job	<b>40</b>	<b>Sector</b>
<b>CON10</b>	Making Minor Repairs in a House	<b>40</b>	<b>Sector</b>
<b>CON11</b>	Decorating an Inside Wall	<b>40</b>	<b>Sector</b>
<b>CON12</b>	Making an Electrical Circuit	<b>40</b>	<b>Sector</b>
<b>CON13</b>	Developing Plastering Skills	<b>40</b>	<b>Sector</b>
<b>CON14</b>	Developing Building Maintenance Skills	<b>40</b>	<b>Sector</b>

## Pearson BTEC Level 1 Introductory Diploma in Construction

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Construction			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete all units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>A3</b>	Working with Others	<b>30</b>	<b>Core</b>
<b>A4</b>	Researching a Topic	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete six units</b>		
<b>CON5</b>	Drawing a Plan of a Room	<b>40</b>	<b>Sector</b>
<b>CON6</b>	Building a Simple Wall	<b>40</b>	<b>Sector</b>
<b>CON7</b>	Making Carpentry Joints	<b>40</b>	<b>Sector</b>
<b>CON8</b>	Fixing a Water Pipe	<b>40</b>	<b>Sector</b>
<b>CON9</b>	Costing a Small Repair Job	<b>40</b>	<b>Sector</b>
<b>CON10</b>	Making Minor Repairs in a House	<b>40</b>	<b>Sector</b>
<b>CON11</b>	Decorating an Inside Wall	<b>40</b>	<b>Sector</b>
<b>CON12</b>	Making an Electrical Circuit	<b>40</b>	<b>Sector</b>
<b>CON13</b>	Developing Plastering Skills	<b>40</b>	<b>Sector</b>
<b>CON14</b>	Developing Building Maintenance Skills	<b>40</b>	<b>Sector</b>

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
<b>Unit number</b>	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HSC1, HSC2 2.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
<b>Learning aims</b>	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.



Section	Explanation
<b>Essential information for assessment decisions</b>	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
<b>Essential resources</b>	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
<b>Delivery guidance</b>	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.



## Index of units

This section contains all the units developed for these qualifications. Please refer to *page 8* to check which units are available for the construction qualifications.

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# Unit A1: Being Organised

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

## Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

## Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> <li>Techniques to improve organisation</li> </ul>	<ul style="list-style-type: none"> <li>A planner for a two-week period.</li> <li>Supporting documentation that demonstrates the techniques used.</li> </ul>
<b>B</b> Review the use of techniques to improve own organisational skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Time management</li> <li>Use of ICT management tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Managing information</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculations with common measures, including time and money.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

#### Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore techniques to improve own organisational skills</b>		
<b>A.P1</b> Use limited techniques to improve own organisational skills.	<b>A.M1</b> Use appropriate techniques to improve own organisational skills.	<b>A.D1</b> Use appropriate and effective techniques to improve own organisational skills.
<b>Learning aim B: Review the use of techniques to improve own organisational skills</b>		
<b>B.P2</b> Identify the techniques used to improve own organisational skills, giving outline examples.	<b>B.M2</b> Review the techniques used, giving some examples of how they improved own organisational skills.	<b>B.D2</b> Review the techniques used, giving detailed examples of how they improved own organisational skills.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

**For merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

**For pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

**Suggested time:** about 2 hours.

### Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

**Suggested time:** about 1 hour.

### Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

**Suggested time:** about 1 hour.

### Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels. Learners work through their folders, using some of the filing and labelling techniques they have learned.

**Suggested time:** about 2 hours.

### Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

**Suggested time:** about 2 hours.

### Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Complete a study plan for a particular assignment or activity in your sector units.



# Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

## Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>
<p><b>B</b> Produce a progression plan to meet intended progression goal</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>

## Unit content

### Knowledge and skills

#### Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

#### Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

#### Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

#### Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

#### Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

#### Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

### Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the skills and behaviours needed to meet personal progression goal</b>		
<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>Learning aim B: Produce a progression plan to meet intended progression goal</b>		
<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

**For merit standard**, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

**For pass standard**, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

**Suggested time:** about 1 hour.

### Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

**Suggested time:** about 3 hours.

### Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

**Suggested time:** about 3 hours.

### Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

**Suggested time:** about 3 hours.

### Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

**Suggested time:** about 3 hours.

### Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

**Suggested time:** about 3 hours.

**Matching skills and behaviours to progression opportunities**

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to produce a new audit and progression plan for a different progression opportunity.

# Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

## Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

## Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Demonstrate the ability to work with others on a given activity</p>	<ul style="list-style-type: none"> <li>Communicating with others</li> <li>Working with others to achieve common goals</li> <li>Carrying out an outline review of own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>A log/blog that provides evidence of:               <ul style="list-style-type: none"> <li>role in a set activity where they have worked with others</li> <li>review of the activity.</li> </ul> </li> <li>Witness statement from tutor.</li> </ul>
<p><b>B</b> Review own and others' performance on a given activity</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to communicate effectively through listening and talking</li> <li>Building effective teams</li> <li>Ways to assess own performance</li> <li>How to plan to improve own performance</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> <li>Teamwork</li> <li>Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>Make different kinds of contributions to discussions.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

#### Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

#### Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

#### Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the ability to work with others on a given activity</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to complete a given activity.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to complete a given activity.	<b>A.D1</b> Demonstrate effective communication skills when working with others to complete a given activity.
<b>A.P2</b> Undertake an activity with others, taking some responsibility for own role within it.	<b>A.M2</b> Undertake an activity with others, taking responsibility for own role within it.	<b>A.D2</b> Undertake an activity with others, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own and others' performance on a given activity</b>		
<b>B.P3</b> Produce an outline review of own performance during an activity.	<b>B.M3</b> Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	<b>B.D3</b> Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
<b>B.P4</b> Deliver positive feedback to others that is relevant to the activity.	<b>B.M4</b> Deliver positive and negative feedback to others, using examples from the activity.	<b>B.D4</b> Deliver constructive feedback to others, using relevant examples from the activity.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

### For distinction standard, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

### For merit standard, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

### For pass standard, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club. Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

**Suggested time:** about 1 hour.

### What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

**Suggested time:** about 1 hour.

### Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

**Suggested time:** about 1 hour.

**Working with a group on an activity**

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

**Suggested time:** about 2 hours.

**Communicating in teams**

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

**Suggested time:** about 5 hours.

**Relaying instructions to others**

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

**Suggested time:** about 1 hour.

**Debating a topic with others**

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work with a different group of people to produce a stand for the college open day.

# Unit A4: Researching a Topic

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

## Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

## Learning aims

In this unit you will:

**A** Carry out research into an agreed topic

**B** Present a summary of research findings into an agreed topic.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out research into an agreed topic	<ul style="list-style-type: none"> <li>• Selecting a suitable topic</li> <li>• Collecting information on topic</li> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• A summary of research findings.</li> </ul>
<b>B</b> Present a summary of research findings into an agreed topic		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• The research topic can be in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>• Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use correct grammar, including correct and consistent use of tense.</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

#### Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

#### Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

#### Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

### Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into an agreed topic</b>		
<b>A.P1</b> Search for information on an agreed topic using given research sources.	<b>A.M1</b> Search for information on an agreed topic using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into an agreed topic.
<b>A.P2</b> Select simple information from given sources on the agreed topic.	<b>A.M2</b> Select mostly relevant information from sources on the agreed topic.	<b>A.D2</b> Select relevant information from sources that link clearly to the agreed topic.
<b>Learning aim B: Present a summary of research findings into an agreed topic</b>		
<b>B.P3</b> Present an outline summary of research findings on an agreed topic.	<b>B.M3</b> Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	<b>B.D3</b> Present a focused summary of research findings, with clear referencing to the research sources used.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

**For merit standard**, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

**For pass standard**, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

**Suggested time:** about 3 hours.

### Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

**Suggested time:** about 3 hours.

### Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

**Suggested time:** about 2 hours.

### Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

**Suggested time:** about 3 hours.

### Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

**Suggested time:** about 3 hours.

### What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

**Suggested time:** about 3 hours.

**How to present outcomes**

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select a different topic for your research.

# Unit CON5: Drawing a Plan of a Room

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed to understand and produce different room plans, gaining experience of construction drawings. They will learn common symbols, scale and layout as well as how to prepare a plan that records construction information.

## Unit introduction

Drawings in the construction industry are used to pass ideas, information and plans to other people. These drawings are known as plans. They tell builders where to construct walls and floors and show where pipes and electric wires should be laid. They help construction teams to estimate the cost of a build.

In this unit, you will learn how to produce a plan of a room to a simple scale and communicate important information. There are a number of different symbols that you will come across that are important when designing a plan of a room. You will also use templates and other equipment to produce a neatly laid out plan that is easy to read.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you be in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Produce a plan of a room
- B** Manage and communicate construction information on a plan.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Produce a plan of a room	<ul style="list-style-type: none"> <li>Plans and common symbols</li> <li>Materials and drawing equipment</li> </ul>	<ul style="list-style-type: none"> <li>Plan of a room to a given scale.</li> <li>Learners' construction information on the plan using drawing symbols.</li> </ul>
<b>B</b> Manage and communicate construction information on a plan		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Reading construction information</li> <li>Interpreting construction information</li> <li>Producing plans</li> <li>Communicating information</li> </ul>	<ul style="list-style-type: none"> <li>Information contained on plans</li> <li>Symbols used in drawing</li> <li>Equipment required to produce drawings</li> <li>Scale and layout</li> </ul>	<ul style="list-style-type: none"> <li>Managing information</li> <li>Communicating information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Present information/points of view clearly and in an appropriate form.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Solve simple problems involving ratio, where one number is a multiple of the other in a drawing scale.</li> <li>Convert units of measure in the same system.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Plans and common symbols

- Plans:
  - interpreting and communicating information from the room to a plan
  - aspects of a plan of a room:
    - features, position of walls, fittings, doors and windows
    - drawing scales – 1 : 1, 1 : 10, 1 : 20.
- Symbols used in construction drawings for:
  - materials – brickwork, blockwork, timber, concrete
  - sanitary fittings – bath, wash hand basin, WC, pipes and valves
  - components, doors and windows
  - line weighting and dimensions.

#### Materials and drawing equipment

- Materials and equipment required to produce drawings: paper of various sizes, pencils, erasers, set squares, templates, compasses, scale ruler and drawing boards.
- Drawing skills:
  - setting out the drawing paper with suitable border and title block
  - choosing the scale and carrying out conversion of units
  - producing a two dimensional drawing using appropriate symbols to a simple scale.

#### Transferable skills

- Managing information: producing a plan of a room to a simple scale, collecting and organising information, representing information in different ways.
- Communicating information: using common symbols to identify important construction information, communicating information to others through common symbols, using written language to inform others.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Produce a plan of a room</b>		
<b>A.P1</b> Produce a simple plan of a room that has a scale and common symbols.	<b>A.M1</b> Produce a clear plan of a room showing use of scale and common symbols.	<b>A.D1</b> Produce an accurate plan of a room showing correct use of scale and common symbols.
<b>Learning aim B: Manage and communicate construction information on a plan</b>		
<b>B.P2</b> Transfer basic construction information about a room on to a plan.	<b>B.M2</b> Transfer construction information about a room on to a plan.	<b>B.D2</b> Transfer key construction information about a room on to a plan.

## Essential information for teachers

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a clear, relevant and accurate plan that shows:
  - correct layout
  - use of correct symbols
  - use of an accurate scale and dimensions
- measure a room accurately and transfer to a plan.

**Accurate** in this instance means that learners will measure accurately and manage information effectively when transferring on to a plan. All features of the room will be recorded correctly.

**For merit standard**, learners:

- produce an appropriate plan that shows:
  - a layout where a minor amount of features (doors/windows or other fixtures) have disproportionate dimensions
  - use of correct graphical symbols
  - use of an appropriate scale and plan is dimensioned
  - main symbols of important features of the room
- interpret information with minor errors.

**Appropriate** in this instance means that there will be minor errors and miscalculations of scale. The drawing of the plan itself may contain minor errors or may not be as clear in parts. Overall all features of the room will be recorded but may not be in the correct order.

**For pass standard**, learners:

- produce a plan that shows:
  - a layout where significant features (doors/windows or other fixtures) have not been dimensioned correctly
  - main symbols or important features of the room
  - use of scale and dimensions that may not be accurate in all sections
- may make errors with use of graphical symbols and scale
- interpret basic information with some errors/missing information.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Introduce the unit by giving examples of plans of rooms and environments. Follow this introduction by showing examples of various types of plans and where they are used. Use simple examples that learners are able to relate to such as a plan of a kitchen, a living room, an office space etc.

Learners measure and sketch out the room they are being taught in and indicate features such as windows, electrical sockets and doors using pen and paper and their own symbols.

Learners plan out and draw two interconnecting spaces such as a canteen area into a corridor, a bathroom into an annexe, a common room into a kitchen etc.

**Suggested time:** about 6 hours.

### Activity: Types of drawings

Show learners simple plans and elevations and ask if they understand the information contained in them, such as components (walls, doors and windows) and materials (brickwork, blockwork and timber). Building on this discussion, introduce learners to the graphical symbols commonly used in drawings. Introduce the symbols used for sanitary fittings (bath, wash hand basin, WC and pipes). Learners should practise drawing symbols freehand using templates. Using flashcards, show a series of symbols and give a timed response of 10–20 seconds to test learners recall and understanding of symbols. Give learners a plan of the room they are learning in. Mix up the symbols and ask learners to correct the plan.

**Suggested time:** about 4 hours.

### Activity: Scale 1

Introduce the concept of a scale and demonstrate by making a quick, scaled sketch of the room using a basic size. Learners work on a 1 : 10 scale drawing of a simple room plan given by tutors. Once confident, stretch learners' understanding by introducing 1 : 20 scale and symbols etc. Learners create their own scale using a measured body part to scale and plan a room of their choice. They could use their finger, foot, hand etc. to work around the room, gaining a wider understanding of scale.

**Suggested time:** about 7 hours.

### Activity: Scale 2

Learners print out/copy their drawings and swap with peers. Learners then check each other's plans for accuracy. Feedback discussion.

**Suggested time:** about 4 hours.

### Activity: Preparing for the production of drawings

Introduce learners to materials and equipment used in producing drawings. Show learners how to correctly layout the drawing sheet and use line weights. Learners will then set out drawing sheets in a suitable manner. Guest speaker/site visit to an architect/building site – this should form a half day activity.

**Suggested time:** about 6 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are helping a friend with an extension that they are building on the back of their house. The builder wants to know where the doors, windows, electrics, water pipes and other aspects need to be positioned. Your friend is not very good at planning out what they want and where they want it but you are very good at planning. Your friend asks you to draw out their plan for them so that they can give it to the builder.

Using a given room, draw out the plan of the room in the correct format to a scale of 1 : 10 and use the correct symbols for all aspects of the room. You should present your work and all relevant information in a professional format and make sure that you communicate all information clearly.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You are working with a neighbour to help repair the ground floor of their house following a large flood. Draw a plan of a given room in the correct format to a scale of 1 : 10 and use the correct symbols for all aspects of the room. You should present your work and all relevant information in a professional format and make sure that you communicate all information clearly.



# Unit CON6: Building a Simple Wall

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed for building a simple brick wall using construction methods and different materials. They will develop skills to prepare and construct simple walls safely.

## Unit introduction

Most buildings are built using bricks and mortar to make walls. Our homes are built using the skills that a bricklayer has learned. Without these skills, our homes and other buildings would fall down as the walls would not be strong enough.

This unit will help you start developing the skills needed to build a simple wall using bricks. You will find out about the tools and materials that are used in wall building. You will learn about the methods that make sure the wall is strong enough to remain standing and you will develop your skills in pointing so that your wall is neat and attractive. You will find out about calculating measurements, angles and quantities of materials, which will develop your problem-solving skills. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Prepare the tools and materials to build a simple wall
- B** Build a simple wall and solve problems.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare the tools and materials to build a simple wall	<ul style="list-style-type: none"> <li>• Selection of materials, tools and equipment used in preparation for building a wall</li> <li>• Building a wall</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of the wall that has been built.</li> <li>• Log of progress, including calculations.</li> </ul>
<b>B</b> Build a simple wall and solve problems		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Constructing a wall</li> <li>• Knowledge of materials used</li> <li>• Methods of construction</li> <li>• Use of brickwork in houses and buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Types of bricks used to build a wall</li> <li>• Setting up the working area</li> <li>• Working safely</li> <li>• Using bricklaying tools</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Selection of materials, tools and equipment used in preparation for building a wall

- Bricks, sand, mortar and stretcher bond agents.
- The bricklaying trowel, lines and pins, bricklaying level, jointer, mortar board, shovel and wheelbarrow.

#### Building a wall

- Building simple structures up to three courses of brick in height, free standing walls, double skinned walls and foundations.
- Reading drawings to understand what has to be built, working out dimensions, using a tape measure, using a level to check horizontal and vertical levels.
- Awareness of the hazards and precautions that need to be taken before starting bricklaying.
- Using materials, calculation of quantities to meet the drawn information and specification.
- Laying bricks to line and level following given dimensions, laying courses of bricks, laying mortar beds, hand-eye coordination, maintaining vertical plumb, maintaining horizontal control for level.
- Pointing, vertical and horizontal joints, bucket handle or tooled finish, reason why the joint is pointed, keeping the finished wall clean and free of mortar staining.

#### Transferable skills

- Planning: the skills required to read and understand a drawing of a wall and the courses and positioning of each brick, building simple corners in a wall, brickwork dimensions, relaying bricks that exceed the calculated specification, redesigning a wall and calculating measurements.
- Problem solving: solving calculation of quantities and course dimensions, addressing calculations by measuring using a tape measure, using a gauge lat, interpreting and calculating brickwork dimensions, responding to errors and spillages, responding to problems in design and construction.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare the tools and materials to build a simple wall</b>		
<b>A.P1</b> Use basic tools and materials in preparation to build a wall.	<b>A.M1</b> Use appropriate tools and materials in preparation to build a wall to a given plan.	<b>A.D1</b> Use correct tools and materials in preparation to build a wall to a given plan.
<b>Learning aim B: Build a simple wall and solve problems</b>		
<b>B.P2</b> Build a simple wall to a given plan $\pm$ 20 mm vertically and horizontally, solving simple problems.	<b>B.M2</b> Build a wall to $\pm$ 15 mm vertically, horizontally and correctly using a given plan, demonstrating planning and problem-solving skills.	<b>B.D2</b> Build a wall to $\pm$ 10 mm vertically, horizontally, accurately using a given plan and demonstrating coherent planning and problem-solving skills.

## Essential information for teachers

### Essential information for assessment decisions

**For distinction standard**, learners:

- record detailed information in a log that explains how they have responded to and addressed problems. Their solutions will be accurate
- select the correct tools and materials for building an accurate wall with an attractive finish
- construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height  $\pm 10$  mm and within  $\pm 10$  mm of plumb
- accurately plan and place bricks and pointing that is neat, clean and attractive
- ensure the finished wall is strong and remains standing
- ensure the wall has an accurate corner built
- accurately solve problems during the planning stages and building of a simple wall, including those related to quantity calculations and building a corner.

**Accurately** means that learners should find correct ways of responding to potential problems and providing accurate solutions, detailed in their log as well as commenting on planning of their wall. The final wall will be accurate and clean and meet the purpose of the assessment, with correct tools and materials used.

**For merit standard**, learners:

- record information in a log that coherently describes how they have responded to and addressed problems. Their solutions will be appropriate but more complex problems may include workable solutions
- select the most appropriate tools and materials for building a suitable wall that has a good level of finish. Some selections may be moderately incorrect where other tools and materials would provide better usage
- construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height  $\pm 15$  mm and within  $\pm 15$  mm of plumb
- appropriately plan and place bricks (some may be slightly out of line) and pointing that is relatively clean and attractive
- ensure the finished wall is supported and stands
- ensure the wall has an appropriate corner built
- solve problems coherently during the planning stages and building of a simple wall, including those related to quantity calculations.

**Coherent** means that learners should find suitable and appropriate ways of responding to potential problems and providing possible solutions, detailed in their log as well as describing planning processes. The final wall will be suitable for purpose but will have minor errors with appropriate tools and materials used.

**For pass standard**, learners:

- record information in a log that identifies basic/simple problems but solutions will not address complex issues
- select basic tools and materials – not all will be correct or most appropriate
- construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height  $\pm 20$  mm and within  $\pm 20$  mm of plumb
- provide evidence of some planning and placing of bricks (some may be out of line) and pointing that shows limited attractiveness and has not been cleaned thoroughly
- ensure the finished wall remains standing and has a corner built
- solve basic problems during the planning stages and building of a simple wall, including those related to quantity calculations, detailed in their log.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners are shown visual examples of unique brickwork that has been used to enhance structures and domestic homes. Learners find examples of different brickwork images by using the internet and by undertaking a site visit in their immediate environment. Learners debate and discuss findings of the different bricks, how they are put together and the use of colours.

**Suggested time:** about 2 hours.

### Activity: Observation of construction of a simple wall

Tutors or a guest visitor set up the observation of a simple wall being built. Learners observe, followed by a question and answer session. Learners could note down or draw the stages of construction/make notes of different aspects of construction. Opportunity should be given to talk to a qualified bricklayer about their experiences working in the industry, the role on site, the types of work they undertake, where they can work, who they work for etc.

**Suggested time:** about 2 hours.

### Activity: Hazard awareness and problem solving

Tutors show videos and photographs of construction sites. Learners discuss and debate the hazards and risks that a bricklayer may experience on the construction site. Learners debate who might be harmed by the construction activities. Learners discuss the personal protective equipment (PPE) that must be worn on a site when undertaking bricklaying activities. Assess what to do in the event of an emergency or hazard issue.

**Suggested time:** about 3 hours.

### Activity: Research tools and equipment

Learners establish the basic tool kit that would be required in order to lay bricks by looking through examples provided by tutors and trying out the correct tools. Learners could take part in a visit to a DIY store to view the tools and equipment first hand and establish what the cost of each tool is for a bricklayer. This could be combined with a site visit where learners can see brick working in action and can time how long builders take to lay down a course of bricks.

**Suggested time:** about 3 hours.

### Activity: Preparation and problem solving

Learners prepare the work area by setting up the mortar boards, obtaining mortar, interpreting the drawn information, calculating quantities, listening to instructions, practising rolling mortar, practising brick triangles, practising first course to level and line.

Learners could be given examples of real problems that occur during brickwork and building and could be asked to present solutions to each other: calculating mortar, calculating bricks, removing mortar, cleaning up pointing.

**Suggested time:** about 6 hours.

### Activity: Stretcher bond and pointing

Learners are shown how brick courses are used in a stretcher bond arrangement. Learners are shown the different types of pointing that can be applied to walls by demonstration of the techniques.

**Suggested time:** about 8 hours.

**Activity: Researching materials and quantities**

Learners research the different types of bricks used for facing work. Learners research what mortar is made of and the additives that are used. Learners calculate how much mortar and bricks they will need to construct the simple wall they are going to build.

**Suggested time:** about 2 hours.

**Activity: Practise building a simple wall**

Learners read a drawing and interpret what resources they will need to construct a simple wall. Learners set up the work area and any profiles that they are going to build against. Learners mark out the courses on gauge lats to the required drawn height.

Learners lay each course of bricks to stretcher bond to line and level and vertical plumb. Learners point each course of bricks.

**Suggested time:** about 7 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to build a simple retaining wall in a garden. The garden is only three metres in length and the person who has asked you to build it has small children so they do not want it to be built too high. They would like to use different coloured bricks in a simple pattern. You will need to build the wall no more than three courses high.

You should record all your research in a log and any plans or designs. You should also record details of practice attempts and any problems you come across, providing solutions for them. The build itself should be within the specified guidance.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Your friend would like a simple wall built in their lounge as they intend to mount a new fireplace on it. The wall should be no more than three courses high and should use different size bricks to create a pattern.

You should record all your research in a log and any plans or designs. You should also record details of practice attempts and any problems you come across, providing solutions for them. The build itself should be within the specified guidance.

# Unit CON7: Making Carpentry Joints

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed to work with timber to produce a simple wooden frame using joints and basic woodworking and joinery skills.

## Unit introduction

Have you ever wondered who made the kitchen in your home? Or how the timber was shaped for the staircase? These items, and many more, are often made by skilled joiners and carpenters. The skills of a joiner or carpenter are often used when a building is being constructed.

This unit will help you to start developing the skills needed to make carpentry joints. You will find out how to read from a drawing, measure out timber and mark cuts. You will learn how to use the correct tools and equipment to make a wooden frame. You will develop the skills needed to join the pieces of timber together by making joints. You will learn about hazards when using woodworking tools and how to work safely.

This unit will help you develop skills to progress to qualifications in different sectors, as well as to progress to other qualifications in construction. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan tasks and manage own responsibilities when making carpentry joints
- B** Use selected tools and materials to make a wooden frame.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan tasks and manage own responsibilities when making carpentry joints	<ul style="list-style-type: none"> <li>• Tools, equipment and materials</li> <li>• Forming joints from timber</li> <li>• Making and assembling a wooden frame</li> </ul>	<ul style="list-style-type: none"> <li>• A design plan for construction of wooden frame.</li> <li>• Simple wooden frame made by learners.</li> </ul>
<b>B</b> Use selected tools and materials to make a wooden frame		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Working with timber</li> <li>• Knowledge of materials used</li> <li>• Reading measurements</li> <li>• Assembly and finishing</li> </ul>	<ul style="list-style-type: none"> <li>• The different types of timber</li> <li>• Use of woodworking tools</li> <li>• How a joint is formed</li> <li>• The use of fixings for timber</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Problem solving</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Read and understand texts.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Understand and use whole numbers.</li> <li>• Understand fractions and percentages and angles/calculations.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Tools, equipment and materials

- The use of a Tenon saw, square, ruler, marking gauge, bench vice, saw bench and drill.
- Using a drill and drill bits to form holes.
- Using a plane and sand paper to finish wood.
- Fixings – screws, pins, nails and hinges.
- Glues and clamps, sash, frame cramp.
- Timber – different types, stains and finishes.

#### Forming joints from timber

- Planning the type of joints you would use for the wooden frame.
- Working out how much timber is required by reading the drawing and interpreting information.
- Marking out simple half lap or butt/mitre joints in any format.

#### Making and assembling a wooden frame

- Using a tape measure and ruler to transfer dimensions from the drawing or setting out rod to construct the wooden frame.
- Selecting the correct tools for the construction of the wooden frame.
- Planning time to construct the wooden frame.
- Planning the type of finish that will be applied to the wooden frame.
- Finishing the wooden frame by sanding or application of a secondary finish.

#### Transferable skills

- Planning: using joinery knowledge to plan and make a wooden frame.
- Problem solving: selecting suitable joints, overcoming issues and errors, identifying and giving solutions.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan tasks and manage own responsibilities when making carpentry joints</b>		
<b>A.P1</b> Produce a plan that identifies the stages of making a wooden frame and why types of joints have been chosen.	<b>A.M1</b> Produce a coherent plan that describes the stages of making a wooden frame and why types of joints have been chosen.	<b>A.D1</b> Produce a detailed plan that explains the stages of making a wooden frame and why types of joints have been chosen.
<b>Learning aim B: Use selected tools and materials to make a wooden frame</b>		
<b>B.P2</b> Select and use basic tools and materials to make a wooden frame.	<b>B.M2</b> Select and use appropriate tools and materials to make a suitable wooden frame.	<b>B.D2</b> Select and use correct tools and materials to make an attractive wooden frame.

## Essential information for teachers

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a clear, concise and detailed plan that explains the types of joints they will use to make a wooden frame, explaining why they have chosen these joints (strength/resilience). Information is clear and identifies and comments on the stages of how the frame will be made
- select the correct tools and materials for making an attractive wooden frame
- produce a wooden frame that is attractive and has well cut joints. The final finish is smooth and applied very well. Learners will select the right tools and materials to make the wooden frame and it will be constructed to their plan.

A **detailed** plan will evidence a variety of information, explanations and descriptions and could also use drawings and sketches in support to justify decisions, planning and choices/selections.

**For merit standard**, learners:

- produce a coherent plan that describes/annotates the types of joints they will use to make a wooden frame, giving some valid reasons why they have chosen them (strength/resilience). The joints selected may not be the most appropriate for the task but do meet the requirements of the brief. Learners describe the stages of how the frame will be made but some minor information may be missing
- select the appropriate tools and materials for making a wooden frame. Some tools and materials may be incorrect but used competently
- produce a wooden frame that is competently made with minor errors. They will select the appropriate tools and materials but better choices could have been made to make a wooden frame that is more attractive. The wooden frame is constructed in part to their plan but misses some elements or stages.

A **coherent** plan will show evidence of planning and the right stages of construction but may miss minor steps or not be as detailed in places. Reasons may appear in a list form and may not be wholly justified/present arguments for choice/selection, decisions and planning.

**For pass standard**, learners:

- produce a plan that identifies or lists the types of joints they will use for a wooden frame. Reasons for choice and use of joints may be unclear and incorrect for this type of work. Stages may not be complete or as detailed
- select tools and materials for making a wooden frame. Some tools and materials may not be correct for purpose and may restrict construction and final finish, with the result being that the frame is not as attractive as it could be
- produce a wooden frame that is basic and has apparent errors such as joints not meeting. The construction of the frame does not follow their plan. Selection and use of tools and materials is unclear or incorrect.

The plan may list the stages of planning and making a frame but not in the correct order or may miss out significant steps in the process. Reasons for the selection of joints used may be listed or noted but without clear justification for choices.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners will explore the different types of tools and equipment used to shape and cut timber. Learners experiment with tools and equipment. Learners will be shown two L-shape sections of a wooden frame that they are going to make to practise their skills. This needs to be engaging and appropriate at Level 1 and should meet the available resources at the centre. The choice of product needs to contain at least one joint and learners could be stretched and challenged with other carpentry and joinery skills. Tutors could explain how joining the frames together can construct whole wooden frames.

**Suggested time:** about 5 hours.

### Activity: Practice joints

Learners are shown a setting out rod for the two L-shape sections of a frame that they are going to make. Learners will need to learn how to measure from a drawing or setting out rod and transfer this to their work. Marking out of joints and timber lengths for cutting needs to be practised so they can use a Tenon saw correctly and form a clean and straight cut across the grain. Assembly of joints also needs to be practised to ensure an appropriate fit is made.

**Suggested time:** about 8 hours.

### Activity: Constructing two L-shape sections of a frame

Learners prepare the timber for marking out. They transfer the dimensions from the setting out rod to their assessment work and mark out and prepare any joints for cutting. The joints are then cut and shaped. Work is dry assembled for fit. The two L-shape sections of the frame (half frame) are assembled and glued if required. To finish, the half frame is sanded down and decorated/stained.

**Suggested time:** about 8 hours.

### Activity: Finishing timber

Learners are shown finishing techniques by demonstration, using sand paper and a sanding block to produce an acceptable finish for a coat of secondary paint, varnish or stain. Learners should be given different types of wood to explore and mark out into a variety of different shapes. To stretch and challenge learners, alternative joints could be shown, which learners could practise to broaden their skills. Learners remove all the pencil lines from their frame and carefully clean them to a finish that can be painted. Timber product is given an initial coat of secondary finish and allowed to dry. Final coat applied and product checked.

**Suggested time:** about 4 hours.

### Activity: Site visit

Learners should visit a framing workshop for a site visit. They can observe different types of frames being produced and discuss size and shape, as well as possible problems during manufacture that have to be overcome. There could be opportunities during the visit to work on designing a window frame to support their learning. If a site visit is not possible, then tutors should select images and videos of framing in progress or similar activities and products.

**Suggested time:** about 6 hours.

### Activity: Designing and planning a picture frame

Learners are facilitated in exploring decorative finishes and customisation of their work in preparation for assessment. Learners could be stretched further by experimenting with the shaping of wood before assembly etc. Tutors can explain the assessment process at this stage.

**Suggested time:** about 5 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You want to present your friend with a picture frame as a surprise present for their birthday. Instead of buying one, you want to make it yourself.

Make this picture frame using carpentry skills to the required style and size according to your own plan and design. Finish the frame using a suitable finish.

Make sure that you make a plan before starting the work that explains the stages of how you intend to make the frame. Follow health and safety guidelines at all times. You should also identify and select the best tools and materials for the job, again explaining these in your planning stages.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You are participating in a carpentry and joinery competition where learners from various schools will demonstrate their skills.

Make a picture frame that the school could use to display important health and safety messages in the workshops. You should use carpentry skills to the required style and size. Finish the frame using a suitable finish.

Make sure that you make a plan before starting the work that explains the stages of how you intend to make the frame. Follow health and safety guidelines at all times. You should also identify and select the best tools and materials for the job, again explaining these in your planning stages.



# Unit CON8: Fixing a Water Pipe

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed to carry out plumbing operations, including cutting, bending and jointing to fix a water pipe.

## Unit introduction

Plumbing is an important and essential operation in construction works. If you want to become a plumber, there are important skills you need to learn. Plumbers install the pipes and boilers that supply hot and cold water to a building. They also install radiators to keep buildings warm during the cold, winter months.

In this unit, you will develop the skills needed to use the tools and equipment to fix a water pipe. You will learn about the best materials to use and learn how to cut, bend and join copper and PVC pipes. All of this will help you to construct a pipe rig, develop your plumbing skills and manage information.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Manage information and self when constructing a pipe rig
- B** Construct a pipe rig using plumbing skills.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Manage information and self when constructing a pipe rig	<ul style="list-style-type: none"> <li>Find out about tools, equipment and materials required</li> <li>Know about safe working practices</li> <li>Carry out plumbing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Construction of pipe rig using two joints.</li> <li>Observation of following given instructions.</li> <li>Log.</li> </ul>
<b>B</b> Construct a pipe rig using plumbing skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Using tools and equipment</li> <li>Measuring and marking out</li> <li>Planning and preparing tools and equipment</li> <li>Carrying out plumbing tasks (bending and jointing)</li> </ul>	<ul style="list-style-type: none"> <li>Tools and equipment required to carry out plumbing tasks</li> <li>Materials required to carry out plumbing tasks</li> <li>Hazards, risk and control measures</li> <li>Personal protective equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>Managing information</li> <li>Managing self and development</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Present information/points of view clearly and in appropriate form.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Understand and use whole numbers in practical contexts.</li> <li>Add, subtract, multiply and divide whole numbers using a range of strategies.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Find out about tools, equipment and materials required

- Hand tools: pencil and measuring tape, tube and wheel cutters, junior hacksaw, hand saw, blow torch, spanners, wrench and screwdrivers, half round file, pipe grips and cutters, bench vice, tube bending machine, spirit level.
- Power tools: cordless drill/screwdriver and hammer action drill.
- Materials:
  - copper pipe and fittings, copper tubes, standard copper jointing fittings, straights, 90°, elbows, 'T' junctions, solders and fluxes
  - plastic pipe and fittings, plastic pipes and standard push fit jointing.

#### Know about safe working practices

- Use of PPE.
- Keeping a clean and tidy work area.
- Using tools and equipment correctly.
- Cleaning tools and returning them after completing the work.
- Hazard identification in practical work.

#### Carry out plumbing tasks

- Common plumbing tasks: cutting, bending and jointing.
- Pipe rig: simple network, copper and plastic pipes, soldering and push fit joints, pipe and PVC.

#### Transferable skills

- Managing information: identifying issues and providing solutions, responding to information and transferring to joint work.
- Managing self and development: working under pressure positively, reflecting on developments, using correct tools, methods and equipment, working to deadlines.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Manage information and self when constructing a pipe rig</b>		
<b>A.P1</b> Carry out simple pipe cutting and bending operations.	<b>A.M1</b> Carry out complex pipe cutting and bending operations.	<b>A.D1</b> Carry out complex pipe cutting and bending operations accurately.
<b>Learning aim B: Construct a pipe rig using plumbing skills</b>		
<b>B.P2</b> Follow instructions and carry out the construction of a pipe rig using given joints.	<b>B.M2</b> Follow instructions competently and carry out the appropriate construction of a pipe rig using joints and describe the processes followed.	<b>B.D2</b> Follow instructions accurately and carry out the construction of a pipe rig using joints and explain the processes followed.

## Essential information for teachers

### Essential information for assessment decisions

**For distinction standard**, learners:

- prepare the correct tools and equipment to ensure accuracy in pipe cutting and jointing operations
- use correct tools to conduct accurate work using joints correctly
- follow given instructions correctly and responsibly
- explain how they managed self and own time during the process
- construct an accurate and usable pipe rig.

**Correct** selection of tools means that learners will choose the right tools appropriate for roles. Learners will perform operations correctly and accurately with no errors (or errors visible). They will follow all given instructions in an accurate and correct manner without deviating from them to construct work and will explain how they undertook tasks and managed their time well.

**For merit standard**, learners:

- prepare suitable tools and equipment to ensure appropriate pipe cutting and jointing operations
- use appropriate tools to conduct competent work using joints – competent means that work will be adequate but lacks final finish or refinement
- follow given instructions to complete work but may miss steps/stages that otherwise would have enabled work to be completed to the correct standard
- describe how they managed self and own time during the process
- construct a usable but unrefined pipe rig.

**Suitable** selection of tools means that learners should show evidence of being able to use the majority of correct tools for roles, with minor errors. Tools may be used to perform roles but work may not be of the highest standard. **Competent** means that learners will manage to complete more complex roles with some errors or work may not be wholly completed. To be able to competently follow instructions, learners will manage to complete tasks, again with minor errors, but with practice could improve further. Learners will describe how they undertook tasks and managed their time to the best of their ability with some omissions/lack of higher detail.

**For pass standard**, learners:

- prepare tools and equipment for pipe cutting and jointing operations. Some tools will be incorrect or only appropriate for simple operations in cutting and bending. More complex joint work will not be undertaken
- use tools and equipment to make a pipe rig. The pipe rig may not be usable or suitable for its purpose and will contain errors
- identify how they managed self and own time during the process – they may list stages
- follow instructions but may miss steps all times.

### Essential resources

For this unit, learners will need access to:

- a plumbing workshop with suitable benches, tools, equipment and materials
- suitable PPE that must be worn while carrying out a practical activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Introduce the unit by giving examples of jobs that involve a large variety of plumbing operations: construction of houses, extension and renovation works. It is essential to understand and develop skills in plumbing. Follow this introduction by showing examples of various plumbing activities using web-based video resources.

Give learners practical examples of pipework that have problems and issues – learners discuss them with each other and suggest formative solutions.

**Suggested time:** about 3 hours.

### Activity: Tools and equipment

For this activity, tutors should discuss tools and safe working practices with learners. Learners create a checklist of health and safety requirements for a variety of tasks. Tutors could show DVDs or films of unsafe use of tools and equipment.

Tutors set tasks for learners to complete using tools and equipment for specific jobs, with learners being supervised using equipment for relevant tasks.

**Suggested time:** 4 hours.

### Activity: Materials

Introduce the various pipe sizes for both copper and plastic pipes. Start a question and answer (Q&A) session with learners about their experience and observation of where these two materials are used.

Give learners a set of both plastic and metal fittings and ask them to identify their use. These could include tees, elbows, bends, solders, flux and plastic joints.

Summarise the session by showing learners which tool and equipment is suitable for which type of material. Carry out learning checks through Q&A.

**Suggested time:** about 4 hours.

### Activity: Hazards and control measures

Learners are shown a health and safety video to demonstrate the hazards associated with plumbing operations such as slips, trips and falls, cuts and injuries and dangers of working with blow torches. Follow this with a group activity where learners will go around the workshop and identify any potential hazards.

Start a Q&A session by asking learners to suggest control measures. This is where tutors could introduce the importance of using appropriate PPE and other control measures.

**Suggested time:** about 4 hours.

### Activity: Performing plumbing tasks

Make sure that learners are working safely while carrying out any practical activities. Give them details of cutting lengths, including both copper and plastic pipes. Learners will also do a threading exercise.

Give learners details of bending. Do not use complicated drawings carrying details which are neither required nor suitable at this level.

**Suggested time:** about 6 hours.

**Activity: Constructing a pipe rig**

Make sure that learners are working safely while carrying out any practical activities. Give learners details of lengths and types of joints. Learners use both copper and plastic pipes. Learners will work individually to construct the pipe rig. Stretch and challenge learners further by asking them to connect pipes to each other's work.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to fit a new sink in a downstairs toilet for a new customer. You need to impress this customer as they can recommend you to the neighbourhood so you are given more work. As part of your preparation, you have decided to lay out and build the pipework arrangement on a board to make sure that all the pipes and fitting are in the right place.

Prepare a pipe rig arrangement under the instructions and drawing given to you by your supervisor. This must contain three types of plastic and copper pipe fittings and you must demonstrate using seven tools.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Break into the pipe rig as constructed and insert a T joint, from the T joint supply and fix a drain point for the system and a fitting for a tap connector.

# Unit CON9: Costing a Small Repair Job

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed to cost a small repair job and learn how to prepare quotes for customers. They will learn how important small repair jobs are for a builder or handy person.

## Unit introduction

Small repair jobs can be an important part of the workload for a builder or handy person. Small jobs like mending a door or fixing a gate don't take you much time but can help you to make money, so it is important that you learn how to cost these jobs properly. Once you have given the customer a quote, they will then decide if they want you to do the job or not. The customer will expect your quote to explain every part of the repair job. This should include costs of all parts and fixings as well as the cost of your time that will be needed to complete the job. They will also expect the price of your quote to be presented clearly and professionally.

This unit will help you to start developing the skills needed to cost a small repair job. You will consider what repairs need to be made and what you need to do in order to make them. You will learn how to prepare a quote for the customer that gives all the information they need to make a decision.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out the costing of a small repair job
- B** Present information and costings for a small repair job.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out the costing of a small repair job	<ul style="list-style-type: none"> <li>• Small repair jobs</li> <li>• Researching and costing resources required for a small repair job</li> <li>• Calculating the costs and time</li> <li>• Preparing a quote for a small repair job</li> </ul>	<ul style="list-style-type: none"> <li>• A quote for a small repair job.</li> </ul>
<b>B</b> Present information and costings for a small repair job		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Skill requirements for small repair jobs</li> <li>• Costing and time management</li> <li>• Preparing quotes</li> </ul>	<ul style="list-style-type: none"> <li>• Types of small repair jobs</li> <li>• Sequence of activities required when making a repair</li> <li>• Finding suppliers and identifying costs of materials</li> <li>• Calculating time and equipment needed and costs</li> </ul>	<ul style="list-style-type: none"> <li>• Present information</li> <li>• Money management</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in an appropriate form.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> <li>• Solve problems requiring calculation with common measures, including money and time.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Small repair jobs

Suitable projects for this purpose include:

- minor repairs such as kitchen drawers, leaky pipes, dripping taps etc.
- minor construction jobs such as laying a carpet, painting a wall or inserting window panes etc.

#### Researching and costing resources required for a small repair job

- Costing and time management: the ability to calculate costs from source and research, estimating labour charges (time allocation).
- Decision making: selecting sources and suppliers, knowledge of making small repairs for costing and obtaining materials/equipment.
- Activities to be carried out: in sequential order from start to finish (for example if this was a repair to fix door hinges then new hinges would have to be sourced prior to removing the door).
- Labour required to undertake the repair job: number of people.
- Materials and equipment required to undertake the repair: tools, e.g. hammer, screwdriver, tape measure, work bench; accessories, e.g. nails, glue, bonding agents, washers, hinges; materials, e.g. wood, metals, fabrics, piping.

#### Calculating the costs and time

To calculate the cost of a repair activity, using:

- labour costs – per hour, half day, full day etc.
- materials costs
- equipment costs or hire
- estimated timings of the repair job completion
- trade suppliers versus public suppliers
- profit and loss.

#### Preparing a quote for a small repair job

- Gathering information for a specific job and how to present it for others to read and understand.
- What to include in a quote.

#### Transferable skills

- Present information: obtaining costings, pricings, estimations for similar small repair jobs, using information for the quote.
- Money management: calculating and producing quotes in line with budgets and meeting customer needs.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out the costing of a small repair job</b>		
<b>A.P1</b> Produce a list of the requirements of a small repair job, identifying how costs were calculated.	<b>A.M1</b> Produce a list of the main requirements of a small repair job, showing how costs were calculated.	<b>A.D1</b> Produce a detailed list of all requirements of a small repair job, showing how costs were calculated.
<b>Learning aim B: Present information and costings for a small repair job</b>		
<b>B.P2</b> Present a quote showing simple calculations.	<b>B.M2</b> Present a detailed quote showing appropriate calculations.	<b>B.D2</b> Present a detailed and accurate quote showing comprehensive calculations.

## Essential information for teachers

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a detailed, fit-for-purpose and professionally presented quote that lists all the requirements of the small repair job
- refer to all costs of supplies and materials. All costs should be accurately listed and independently calculated in the quote
- provide evidence of costs (i.e. trades catalogues; calculation of labour costs; materials costs etc.). Labour costs should be accurately calculated
- present the layout of the quote professionally and in a clearly understandable format, including name and address of customer, contact information of self and full details of work to be carried out
- make sure that a final total calculation of the cost of the whole job is detailed and accurate.

**Detailed** in this instance means that learners will provide evidence of specific costs from a range of sources and will explain the nature of each aspect and the costs involved (where applicable including VAT and excluding VAT). Explanations will give relevant information and why they are costed in such a way rather than be a description or list of costs.

**For merit standard**, learners:

- produce a detailed, appropriate and clearly presented quote that lists the main requirements of the small repair job
- give clear reasons as to why research into specific costs were carried out and calculated
- refer to the costs of the main supplies and materials, individually costed
- present the layout of the quote in a clearly understandable format, which may not have all customer or contact details evident
- provide final total calculation of the cost of the whole job, the cost is within the agreed budget, with minor errors or omissions in terms of materials and costs such as calculations of labour charges.

**Detailed** in this instance means that learners will provide evidence of specific costs from a range of sources but may not fully justify costs – describing what they are. Appropriate calculations will be totalled correctly but may be simple in form and have some minor errors.

**For pass standard**, learners:

- produce a simple quote for the small repair job. Evidence of costs may be limited and requirements of the small repair job may be incomplete
- attempt to justify why research into specific costs were carried out and calculated
- identify the majority of the requirements for the small repair job in the quote but the presentation may be limited in content and detail, e.g. no contact details or customer address
- give a final total calculation, it may be inaccurate but individual items are correctly listed
- list items, supplies and materials identified from given materials
- produce a quote, it could be slightly outside of the budget, with some errors or omissions of costs such as calculations of labour charges.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Introduce the unit by giving examples of small repair jobs – simple examples such as repairs of walls or frames; minor repair jobs such as fixing leaky washers or replacing hinges on a door. Learners conduct a tour of different environments in their immediate setting, assessing issues and possible small repair jobs. Learners feed back their findings to others and discuss the sequencing of repair activities for each example.

**Suggested time:** about 3 hours.

### Activity: Stages of construction – estimation and budgeting

Learners estimate the cost of a small repair job activity such as repairing a front door. They follow up with research from trade product catalogues.

Tutors set budgets for small repair jobs and distribute to learners, facilitating research in budgeting for a small repair job. Tutors create an estimate for customers and give learners a 'client brief'. Learners then use IT to create an estimate and formal quote. Extend activity by asking learners to decide which quote would get the job and why (Q&A). Learners work in groups and select a mock activity to undertake. They may need to research using the internet (DIY and building suppliers) or undertake a research visit.

**Suggested time:** about 6 hours.

### Activity: Calculating costs

Introduce the work carried out by various people on a site in terms of making small repairs. Learners calculate given costs provided by tutors.

Meet the expert – guest speakers such as local 'handymen'/traders talk about the types of small repair jobs that customers will pay for.

**Suggested time:** about 8 hours.

### Activity: Site visit

Learners develop an understanding of small repair job stages and operations by going on a site visit. This could be a development site where a number of houses are being built and are at various stages of construction – interior and exterior, with the local council repair team etc. Learners should be given an easy-to-understand brief by the site staff, possibly at a trainee or junior level so that learners could relate it to possible progression opportunities. Learners must be adequately supervised to ensure that safe working practices are followed during any practical activity.

**Suggested time:** about 8 hours.

### Activity: Sequencing repair activities

Introduce sequencing by giving non-construction examples from daily life such as cooking and cleaning. Tutors give some examples of why sequence is important and show learners the logical order typical of a small repair job.

Give learners a list of activities for small repair jobs and ask them to put them in a logical order.

**Suggested time:** about 4 hours.

**Activity: Producing a quote and costing accurately**

Introduce resources required to carry out a set small repair job: labour, equipment, time and materials. Keep discussions within the scope of the unit content. Learners will put all activities in a logical order on a pre-created plan. For each activity, learners will list the materials and labour required, as well as times needed to make, create or collect necessary equipment or materials and prepare for the job. Learners will indicate the duration for each activity. The focus here is that learners know the factors to be considered while estimating time and calculating costs. Tutors support learners in this activity by providing relevant tables, charts and web links.

Learners will use IT to produce quotes that break down costs, time and final calculations etc.

**Suggested time:** about 5 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been asked to produce a quote for your aunt to carry out a small repair job. Your aunt has a front door that no longer closes because the hinges have become rusted and the lock is faulty. She knows about the building and construction course you are taking and asks you to repair the door. Your aunt does not have much of a budget and has asked that you keep costs under £150. To ensure that this happens, you are required to produce a quote that explains the costs of all items, materials required and estimated time for labour.

Research the materials using the internet and given trade catalogues or by visiting local trade suppliers. You are expected to cost up the materials required and calculate the cost of labour based on a given hourly rate. A total cost for the job should be presented in a quote that should give a breakdown of all the relevant information in a logical and appropriate format.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You have been asked to produce a quote for your aunt to repair her garden gate. This is very old, one of the panels has come loose and a new bolt is required. She has a budget of £100 for this repair and would like a quote before she agrees to any work taking place.

# Unit CON10: Making Minor Repairs in a House

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed to make minor home improvements and maintenance repairs.

## Unit introduction

A lot of people enjoy doing DIY in their homes but there are also many people who do not have the skills or confidence to try it for themselves. These people are more likely to hire the services of someone who can make minor repairs for them.

This unit will help you start developing the skills and qualities needed to make minor repairs in a house. You will find out about the best methods, tools and materials to use when making a minor repair. You will develop the skills needed to manage your own workload and to work with others. These skills will help you work effectively with your customer and in a team so the repairs are carried out efficiently and professionally.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Make minor repairs in a house using maintenance skills
- B** Manage own responsibilities and communicate effectively with others when making minor repairs in a house.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Make minor repairs in a house using maintenance skills	<ul style="list-style-type: none"> <li>Tools, equipment and materials used for making minor repairs</li> <li>Minor repair jobs</li> <li>Working with customers and communicating</li> </ul>	<ul style="list-style-type: none"> <li>Logbook detailing completion of minor repairs.</li> <li>Tutor observation of self-management and communicating with customers/others.</li> </ul>
<b>B</b> Manage own responsibilities and communicate effectively with others when making minor repairs in a house		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Interpreting information</li> <li>Planning for repairs</li> <li>Health and safety</li> <li>Self-management</li> </ul>	<ul style="list-style-type: none"> <li>Minor repair jobs</li> <li>Reading and following instructions</li> <li>Working responsibly to complete jobs</li> </ul>	<ul style="list-style-type: none"> <li>Managing self</li> <li>Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Interpret information from texts.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Tools, equipment and materials used for making minor repairs

- The use of screwdrivers to assemble and take apart home items, slotted head, Phillips and posi-drive types, sizes of screwdrivers and use of cordless screwdrivers.
- Instruction leaflets from manufacturers and suppliers and provided tools.
- Wire cutters for electrical cables, wire strippers, 5 amp and 13 amp fuses.
- Electrical plugs and electrical wiring, 3-core flexible lighting cable, 1.5 mm cross section conductors.
- Use of low level access platforms to reach ceilings safely to work on light fittings.
- Light fitting types: rose and cable, pendant type etc.
- Flat packed cabinet units: kitchen, bathroom, bedroom and living spaces.
- Door locks: level lock handles, Yale night latch type, cylinder removal and replacement, mortise recessed type lock.
- General woodworking tools – saws, sander etc.

#### Minor repair jobs

- Small electrical jobs: fuse replacement, light fitting replacement, wiring a plug etc.
- General DIY: fixing doors, cupboards, drawers, replacing toilet seats, minor redecoration following plastering, fixing curtain rails etc.
- Home security: installing door chains and locks, checking smoke alarms and replacing batteries.
- Home support: installing grab rails, minor disability aids and adaptations.

#### Working with customers and communicating

- Responding to requests and needs of customers.
- Maintaining a professional and responsible attitude.
- Informing customers at regular intervals of progress.
- Delivering quality service provision.
- Ensuring works are fit-for-purpose.

#### Transferable skills

- Managing self: developing skills required to work independently and deliver a quality service within given timescales, managing own roles and responsibilities, completing tasks using correct resources and methods.
- Communication: maintaining a professional attitude and communicating information to customers, making minor repairs within set timescales, remaining positive and respectful, completing own roles and communicating work progress to customers.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Make minor repairs in a house using maintenance skills</b>		
<b>A.P1</b> Select methods, tools and equipment and complete minor repair tasks.	<b>A.M1</b> Select appropriate methods, tools and equipment and competently complete minor repair tasks.	<b>A.D1</b> Select correct methods, tools and equipment and correctly complete minor repair tasks.
<b>Learning aim B: Manage own responsibilities and communicate effectively with others when making minor repairs in a house</b>		
<b>B.P2</b> Demonstrate ability to communicate with others and manage own time to complete minor repairs.	<b>B.M2</b> Demonstrate ability to communicate positively with others and manage own time competently to complete minor repairs.	<b>B.D2</b> Demonstrate ability to communicate positively and effectively with others and manage own time productively to complete minor repairs.

## Essential information for teachers

### Essential information for assessment decisions

**For distinction standard**, learners:

- select the correct methods, tools and materials to fix given minor repair jobs
- complete minor repair jobs accurately and to a high standard
- communicate positively and effectively with customers/others – responsibly managing own tasks and roles
- manage time effectively to complete tasks within given timescales, and/or manage own time to move tasks and repairs to completion (productive working).

**Correct** and **accurate** in this instance means that learners will complete tasks in the right manner and to a high standard, with very few errors. **Communicating positively** means that learners will respond proactively and complete their role to the best of their ability, ensuring that work is completed and information/progress discussed regularly. **Productive** use of time means that learners will be focused at all times on the work at hand, without allowing for distractions.

**For merit standard**, learners:

- select relevant methods, tools and materials to fix given minor repair jobs – methods may not be correct but they do manage to complete the work to a good standard
- complete minor repair jobs competently and to a good standard, although there is room for improvement or refinement in some tasks and repairs
- communicate positively with customers/others with few distractions
- manage time well to complete tasks within given timescales and/or manage own time with some activities requiring minor adjustments for improvement.

**Relevant** selection in this instance means that learners will choose to use suitable tools and materials, although some may not be as accurate as others but will perform roles adequately. **Competently** means that they will fulfil their roles well but there is room for improvement in their skills through further practice or work with others.

**For pass standard**, learners:

- select methods, tools and materials to fix given minor repair jobs – methods may not be correct and learners may not complete jobs to a high standard. Use of tools and equipment may be incorrect and learners may struggle to undertake the repair(s) and could ask for assistance/guidance
- complete minor repair jobs with errors
- communicate with others to complete tasks, showing some ability to be responsible and productive at times
- manage time over a longer period to complete minor repairs
- complete a minimum of three minor repairs.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners will be introduced to the unit by exploring the different types of tools and equipment used to repair and maintain home items, fittings or fixtures. Tutors demonstrate simple tasks and learners practise them. Learners are shown a typical home and the items that have to be maintained, repaired or fixed during its lifetime. Learners can then select three minor repair jobs, research how to undertake them and present information/feedback to peers.

**Suggested time:** about 6 hours.

### Activity: Dealing with electrical repairs/tasks

Introduction to electricity and the dangers working with it. Learners take the covers off a plug to an appliance that is isolated and view the wiring and the different colours used. Tutors explain the meaning of the colours and why they changed from UK to European colour system.

Learners are given a plug and cable and asked to wire it correctly using wire cutters, cable strippers and screwdrivers.

Electrical games: stretch and challenge learners by asking them to strip and reassemble a plug correctly in a competitive style within set timescales. Reduce the time allowed as learners improve. Repeat all activities as above for light fittings/feeding cabling through a lamp/fuse replacement.

**Suggested time:** about 4 hours.

### Activity: Replacing locks

Learners are handed a Yale lock in a mock door and are asked to disassemble it to understand how it works, removing the cylinder and replacing it. Learners are shown a Mortise lock in a mock door which they have to remove and replace. Learners practise these skills.

**Suggested time:** about 4 hours.

### Activity: Assembling flat-pack furniture

Learners are given a set of flat-pack instructions and asked to assemble a small product such as a bookshelf or cupboard unit. Peer assessment as to durability, strength and appropriateness – Q&A/feedback.

Flat-pack challenge: learners are given a simple flat-pack item (tutors to remove all or parts of the instructions) and in pairs or small groups, assemble the pieces in a given timescale. The winning team are those who assemble the best attempt and learners can discuss the merits of professionalism versus speed.

**Suggested time:** about 5 hours.

### Activity: General DIY site visit

Learners visit a site where there may be a range of small DIY roles to undertake. This could be in a centre environment, building site or other environment if appropriate. Tutors must ensure health and safety standards are adhered to at all times. If a site visit cannot be accommodated or is not possible, then tutors could set up an environment where learners need to determine the minor repairs to be completed.

**Suggested time:** about 6 hours.

**Activity: Home security, aids and adaptations**

Learners will explore elements of home security installation, aids and adaptations using tools and equipment to ensure durability and strength for overall purpose.

Tutors should facilitate a range of activities such as installation of chains, spy holes, hand rails, grab rails – all on different surfaces such as woods, PVC and tiles.

**Suggested time:** about 5 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You are part of a charity who are helping elderly people to do some minor repairs in their homes. You have been given a home where locks are to be replaced on the main entrance door and a bedroom door. You will also need to rewire a plug and replace a toilet seat.

Make the minor repairs, ensuring that you complete your role effectively and responsibly. Make sure the working area is clean and tidy before, during and after the work is completed. Follow health and safety guidelines at all times.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

The charity require some access aids and adaptations to be fitted to some elderly people's homes. You have been asked to take these repairs on as a part of a small team.

Make the minor repairs, ensuring that you complete your role effectively and responsibly. Make sure the working area is clean and tidy before, during and after the work is completed. Follow health and safety guidelines at all times.

# Unit CON11: Decorating an Inside Wall

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed to decorate an inside wall. They will learn about the tools, materials and equipment needed for painting and wallpapering inside walls and will develop the skills to prepare and paint walls, surrounding frames and to apply wallpaper.

## Unit introduction

Painted and papered walls surround us. They are found in our homes, in shops and in workplaces. Being able to paint an inside wall or apply wallpaper to a high standard is a skill. Look around you and you will see examples of good and bad paint and wallpaper jobs. A badly painted inside wall looks scruffy. Wallpaper that has bubbles in it or is mismatched looks unprofessional.

In this unit, you will develop the skills needed to paint an inside wall, skirting boards, dado rails and coving. You will develop the skills needed to cut, paste and apply wallpaper to a wall. You will find out which tools and equipment are needed for each job and learn why thorough preparation is needed for a quality finish.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

**A** Manage self and communicate information when decorating an inside wall

**B** Decorate an inside wall.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Manage self and communicate information when decorating an inside wall	<ul style="list-style-type: none"> <li>The skills required for painting: preparation and keeping work areas clean</li> <li>The methods and materials used in painting and decorating</li> <li>The types of hand tools used to apply paints and wallpapers</li> </ul>	<ul style="list-style-type: none"> <li>Decoration of a wall.</li> <li>Record of process.</li> </ul>
<b>B</b> Decorate an inside wall		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Painting and decorating</li> <li>Decision making</li> <li>Measuring and calculation</li> </ul>	<ul style="list-style-type: none"> <li>The different types of paints and their finishes</li> <li>Preparing timber and wall surfaces</li> <li>Filling and knotting, emulsion paint, undercoat and gloss coat</li> <li>Wallpaper patterns</li> </ul>	<ul style="list-style-type: none"> <li>Managing self and development</li> <li>Communication</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Read and understand texts in detail.</li> <li>Use information contained in texts.</li> </ul>

## Unit content

### Knowledge and sector skills

#### The skills required for painting: preparation and keeping work areas clean

- Decision making: selecting sources and suppliers, knowledge of decoration techniques.
- Measuring and calculation: quantities of supplies, mixing and calculating lengths.
- Health and safety: aware of hazards, the risks in painting, keeping safe, personal protective equipment (PPE) and working safely with others.
- Reading drawings and colour charts to understand what has to be painted, working out dimensions, using a tape measure and using a plumb line to check vertical paper lines.
- Looking at the working area and preparing for painting and wallpapering, filling and sanding, sizing walls.
- Review how to cover over carpeting and furnishing, dust-free environments before decorating.

#### The methods and materials used in painting and decorating

- Using emulsion and gloss paints on wall surfaces and frames.
- Sanding, knotting, primer, undercoat and gloss paint to timber surfaces.
- Double coating walls using paint.
- Mixing wallpaper paste, sizing walls, applying paste to paper, hanging paper, smoothing and cutting to line.

#### The types of hand tools used to apply paints and wallpapers

- Sand paper, sanding block, filling knife, paint brushes, paper paste brush, paint kettle, paste bucket, wallpaper brush, wallpaper scissors and other related decorating items.

### Transferable skills

- Managing self and development: assessing finish of preparation and quality of paint and wallpaper hanging work to identify areas for improvement.
- Communication: identifying and selecting tools, materials and equipment, obtaining feedback from others.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Manage self and communicate information when decorating an inside wall</b>		
<b>A.P1</b> Identify own role in decorating a wall, responding to a brief.	<b>A.M1</b> Identify and describe own role in decorating a wall, responding to a brief.	<b>A.D1</b> Identify and explain own role in decorating a wall, effectively responding to a brief.
<b>Learning aim B: Decorate an inside wall</b>		
<b>B.P2</b> Use selected basic tools, methods and materials and decorate an inside wall.	<b>B.M2</b> Use selected suitable tools, methods and materials and decorate an inside wall competently.	<b>B.D2</b> Use selected correct tools, methods and materials and decorate an inside wall, meeting the requirements of the brief.

## Essential information for teachers

### Essential information for assessment decisions

**For distinction standard**, learners:

- record their process and selection of tools, materials and equipment, explaining why they are used in their work from a given brief
- produce work that is of a high quality, free from runs or blemishes, brush marks and responding effectively to a brief
- make sure cutting in is clean and concise between sections
- make sure wallpapering is vertical, smooth and free from defects and bubbles with clean cutting to straight edges
- respond to the brief fully and work effectively.

Learners should be able to list or detail their own role and will provide evidence of effectively responding to a brief by explaining their role and impact. Selection of tools, methods and equipment will be accurate and the right tools, methods and equipment chosen for the tasks to be completed. **Accurate** in this instance means that the work will be completed without errors and will be detailed, meet the brief and attractive.

**For merit standard**, learners:

- record their process and selection of tools, materials and equipment, describing why they are used in their work from a given brief
- apply paint to wall surfaces and wood with minimal drips and runs to the dry finishes
- apply wallpaper that may contain small bubbles and ripples to the applied finishes when dry
- apply gloss paints that may contain minimal runs to the finished dried paint surface
- respond to the brief with minimal interruption, distraction, product loss and reduced quality on the final finish.

Describing their role will mean that learners give an overview but without full details or analysis of their role and its impact. Positively responding to a brief will mean that learners show some good levels of commitment but with some minor errors or lack of attention to finer detail. Suitable selection of materials, tools and methods may not be wholly accurate and result in a good standard of work that could be improved with further practice or refinement of skills.

**For pass standard**, learners:

- record their process and selection of tools, materials and equipment, identifying and/or listing points as to why they are used in their work from a given brief
- apply paint to wall surfaces with some drips and runs to the dry finish
- apply wallpaper that may contain bubbles and ripples to the applied finishes when dry and cutting lines may have some inaccuracies and mismatching of patterns
- apply gloss paints that may contain runs to the finished dried paint surface
- apply paint to timber and paint finishes cleanly with minimal spread onto adjacent surfaces
- respond to the brief with distraction and lack of attention to detail.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners will explore the different types of paint and wallpapers by looking at colour charts, inside design books and their current environment. Learners could visit a DIY store to view the range of paints, tools and decorating materials that can be used to add colour and features to walls and woodwork. Learners will discuss with guest speakers the role of the painter and decorator historically in providing finishes to our homes and houses.

**Suggested time:** about 3 hours.

### Activity: Research tools and equipment

Learners establish the basic tool kit that would be required in order to paint and decorate an interior wall. Learners will discuss and debate how they will need to work safely.

Learners research overalls and PPE to keep themselves and their environment free from contact with wet paint.

**Suggested time:** about 3 hours.

### Activity: Preparation for working

Learners prepare a test area. This involves the preparation of timber and wall surfaces so they are ready for the first coats of paint and for wallpapering.

Learners are shown how the preparation time spent produces results in the quality of the finish produced. Learners practise preparation techniques and painting plaster surfaces.

**Suggested time:** about 5 hours.

### Activity: Researching materials and quantities

Learners research the different types of paint – matt, vinyl and soft-sheen paints. They investigate the mixing of wallpaper paste by reading the manufacturer's instructions on how this is achieved. Learners read the paint schedule and understand the colours required and pattern matches needed for the wallpaper.

**Suggested time:** about 3 hours.

### Activity: Painting a wall panel

The wall panel needs to contain:

- skirting
- dado rail
- coving
- plaster finishes.

Learners prepare the plaster and timber wall surfaces for painting and decorating. Application of primer coats of paint, undercoat and gloss paint to timber work. Application of emulsion paint to surface.

**Suggested time:** about 10 hours.

**Activity: Wallpapering an inside wall**

The wall panel needs to contain:

- skirting
- dado rail
- coving
- plaster finishes.

Learners prepare the plaster and timber wall surfaces for wallpapering and decorating. Learners mix paste, measure and cut paper, apply wallpaper to one dado panel.

**Suggested time:** about 8 hours.

**Activity: Reviewing performance**

Learners can peer assess each other's work and score accordingly, identifying areas of strength and weakness.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are part of a charity who are helping elderly people in maintaining their homes. You have been given a room in a house where painting and decorating is required.

Paint one of the plastered walls that has skirting board and coving. Apply wallpaper to another wall as required.

Aim for the paint work to be free from dips, runs and brush marks.

Aim for the wallpapering work to be vertical, without ripples and bubbles. The paper should be cut clean to straight edges with matching patterns.

Plan your work at the start so that you do not waste any materials.

Make sure that the working area is dust free, clean and tidy before, during and after the work is complete. Follow health and safety guidelines especially while using low level access equipment.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You have been asked by an elderly relative to help them decorate a room in their house.

You will need to decorate a wall that has a skirting board, coving and a dado rail. Apply wallpaper below the dado rail and paint the rest of the wall, including coving.

Aim for the paint work to be free from dips, runs and brush marks.

Aim for the wallpapering work to be vertical, without ripples and bubbles. The paper should be cut clean to straight edges with matching patterns.

Plan your work at the start so that you do not waste any materials.

Ensure that the working area is dust free, clean and tidy before, during and after the work is complete. Follow health and safety guidelines especially while using low level access equipment.

# Unit CON12: Making an Electrical Circuit

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed to safely carry out electrical installation tasks to make an electrical circuit.

## Unit introduction

Electricity can be dangerous so having the skills to work with it in a safe way is important. Many people are afraid of electricity and so if you are able to work with it, you can offer a valuable service.

This unit will help you start developing the skills and qualities needed to make an electrical circuit. You will learn about the tools and equipment needed and the different methods used to carry out electrical tasks, such as cutting and joining cables to make an electrical circuit. You will find out how to manage your own work safely.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out a basic risk assessment before making an electrical circuit
- B** Use equipment and tools safely to make an electrical circuit.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out a basic risk assessment before making an electrical circuit	<ul style="list-style-type: none"> <li>• Know the tools, equipment and materials required to make an electrical circuit</li> <li>• Know about safe working practices</li> <li>• Making electrical circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical circuit.</li> <li>• Log of process.</li> </ul>
<b>B</b> Use equipment and tools safely to make an electrical circuit		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Carrying out electrical installation tasks</li> <li>• Safe working and adherence to health and safety</li> <li>• Reading information</li> <li>• Interpreting information</li> <li>• Self-management</li> </ul>	<ul style="list-style-type: none"> <li>• Various tools and equipment required to carry out electrical installation tasks</li> <li>• Materials required to carry out electrical installation tasks</li> <li>• Hazards, risks and control measures</li> <li>• Personal protective equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>• Managing and developing self</li> <li>• Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in an appropriate form.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Understand and use whole numbers and understand negative numbers in practical contexts.</li> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Know the tools, equipment and materials required to make an electrical circuit

- Hand tools: pencil and measuring tape, cable cutters and strippers, junior hacksaw, pliers, stripping knife, spirit level.
- Power tools: cordless drill/screwdriver and hammer action drill.
- Materials:
  - final circuit power cable and single cable
  - electrical fittings – single and double sockets, flex outlets, fused spur units, ceiling roses
  - miscellaneous fittings – plastic conduit, conduit junction boxes, conduit elbows, conduit T-junctions, back boxes, surface boxes, conduit saddle clips.

#### Know about safe working practices

- Safe working when using electricity.
- Using PPE.
- Using risk assessments.
- Keeping a clean and tidy work area.
- Using tools and equipment correctly.
- Cleaning tools and returning them after completing the work.
- Hazard identification in practical work.

#### Making electrical circuits

- Marking out electrical runs and sockets.
- Marking out the lengths of cable required.
- Cutting cable to required length.
- Marking out the conduit required, cut to length and install.
- Installation of a circuit:
  - two socket outlets
  - a fused spur unit using surface mounted conduit.

### Transferable skills

- Managing and developing self: acquiring and improving new skills, appropriate behaviour, adhering to health and safety.
- Problem solving: responding to potential health and safety issues, wiring and electricity issues, recording issues/potential issues and problems using a risk assessment.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out a basic risk assessment before making an electrical circuit</b>		
<b>A.P1</b> Present a simple risk assessment, giving some solutions to prevent accidents and injuries from occurring.	<b>A.M1</b> Present a detailed risk assessment, describing solutions to prevent accidents and injuries from occurring.	<b>A.D1</b> Present a detailed risk assessment, explaining solutions to prevent accidents and injuries from occurring.
<b>Learning aim B: Use equipment and tools safely to make an electrical circuit</b>		
<b>B.P2</b> Safely construct a simple electrical circuit test rig by measuring and marking out sockets and fused spur units using equipment and tools.	<b>B.M2</b> Safely construct a simple electrical circuit test rig correctly by measuring and marking out sockets and fused spur units using equipment and tools.	<b>B.D2</b> Safely construct a complex electrical circuit test rig accurately by measuring and marking out sockets and fused spur units using equipment and tools.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- identify all risks associated with constructing a complex electrical circuit and suggest ways of overcoming them
- construct a safe electrical circuit that shows:
  - accurate measuring and marking out
  - correctly used sockets and fused spur units
  - level sockets
  - accurate and safe installation of all socket back boxes
  - correct wire sockets and fused spur units
- select the correct tools, materials and equipment appropriate to each task and use them accurately, safely and effectively
- explain in the risk assessment how safety measures prevent accidents by removing the risks and hazards and informing others to take action to prevent them.

**Accurate** in this instance means that learners will complete tasks in the right manner and to a high standard, with very few errors. **Complex** means that the circuit will be more challenging. Identified risks will be supported by examples of how to prevent incidents. The circuit must pass tests for continuity and insulation resistance.

**For merit standard**, learners:

- identify most risks associated with constructing a simple electrical circuit and make some suggestions for ways to overcome them
- construct a safe electrical circuit that shows:
  - competent measuring and marking out
  - appropriately used sockets and fused spur units
  - the majority of sockets are level
  - competent installation of most socket back boxes, with minor errors
  - wire sockets and fused spur units – with few errors requiring correction
- select suitable tools, materials and equipment for each task and use them safely and competently
- give reasons in the risk assessment why safety measures prevent accidents but they don't give explanations for them.

**Correct** in this instance means that learners will complete tasks in the right manner. Identified risks will be supported by a few examples of how to prevent incidents. The circuit must pass tests for continuity and insulation resistance. The circuit may pass the majority of tests for continuity and insulation resistance with few errors/minor errors.

**For pass standard**, learners:

- identify a few risks associated with constructing a simple electrical circuit
- construct a safe electrical circuit that shows:
  - evidence of measuring and marking out
  - sockets and fused spur units with some errors or requirements for adjustment/support and guidance
  - the majority of sockets are not level and require further support to amend
  - installation of most socket back boxes, with errors
  - wire sockets and fused spur units – with errors requiring correction
- select tools, materials and equipment for each task and use them safely (some tools, equipment and materials are not correct)
- include in the risk assessment simple and few safety measures but they lack further detail or reasoning.

The circuit may pass some of the tests for continuity and insulation resistance, with some errors.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Introduce the unit by giving examples of jobs that involve a large variety of electrical operations: construction of houses, extensions and renovation works. It is therefore essential to understand and develop skills in electrical installations. Follow-up this introduction by showing learners examples of various activities using web-based video resources. Use simple examples that learners are able to relate to such as extension work, a bungalow construction etc.

**Suggested time:** about 3 hours.

### Activity: Tools and equipment

For this activity, tutors should demonstrate the safe use of tools. While doing so, always start with an interactive question and answer (Q&A) session asking, for example: has anybody used a cable cutter? What is the purpose of a cable cutter and how should it be used? Building on this discussion, ask learners to use some hand tools and help them to use them correctly.

**Suggested time:** about 3 hours.

### Activity: Materials

Introduce the various materials as listed in the unit content section. Start a Q&A with learners about their experience and observation of where these materials are used. Give learners a set of these materials and fittings and ask them to identify their use. These could include tees, elbows, bends, sockets and spurs. Summarise the session by showing learners which tool and equipment is suitable for which task. Carry out learning checks through Q&A.

**Suggested time:** about 3 hours.

### Activity: Hazards and control measures

Show learners a health and safety video to demonstrate the hazards associated with electrical operations such as slips, trips and falls, cuts and injuries and dangers of working with electricity. Follow this with a group activity where learners will go around the workshop and identify any potential hazards. Start a Q&A session by asking learners to suggest control measures. This is where you could introduce the importance of using appropriate PPE and other control measures such as power isolation.

**Suggested time:** about 3 hours.

### Activity: Measuring and marking out

Give learners details of cutting lengths and sockets and back boxes and set a series of practical activities that they can carry out to measure cable lengths and mark out sockets. Learners explore further by setting out an electrical circuit.

**Suggested time:** about 3 hours.

### Activity: Constructing a power circuit

Make sure learners are working safely while carrying out any practical activities. Give learners details of the electrical circuit they will make, such as cable runs, sockets, spurs and back boxes. Learners will work individually to construct the electrical circuit.

**Suggested time:** about 3 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are a trainee electrician going to college to gain your first electrical installation qualification. You have been asked to wire a test board. This will be used to judge your skills and abilities in recognising colours and wiring correctly. You will have to accurately measure cable lengths, positions of sockets and where to fit conduit holding brackets.

Using the drawing supplied by your teacher, build the following circuit on the practice board.

- A final ring circuit in 20 mm conduits, to include all bends.
- Install two sockets in this circuit.
- Install one spur socket from one of the new sockets.
- Test the circuit.

At all times, demonstrate your skills in working safely with electricity, making sure that 'live' supplies are constantly isolated.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You have been asked to install a socket with spur to an existing ring main. Isolate the ring main and install one single socket with a spur from this. Test the socket and spur socket to see if they are working correctly.

# Unit CON13: Developing Plastering Skills

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

This unit introduces learners to the skills needed to apply plastering finishes.

## Unit introduction

In this unit, you will develop the skills needed to plaster an internal and an external wall. You will explore the tools and materials used to obtain a good plastering finish. You will learn how to prepare a plastering work area for a plastering job, identifying any problems that exist, the cause and how to resolve these. You will investigate risks associated with plastering work and how to mitigate these.

You will then practise the plastering techniques using the hand tools, materials and personal protective equipment that you have selected for the plastering work.

This unit will help you to develop skills to progress to qualifications in different sectors as well as to progress to other qualifications in construction. The skills you develop in this unit will be useful in completing units in group A.

## Learning aims

In this unit you will:

- A** Prepare to carry out plastering work
- B** Carry out plastering work.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare to carry out plastering work	<ul style="list-style-type: none"> <li>• Correct tools for plastering and their safe use</li> <li>• Techniques used to apply basic plastering techniques</li> <li>• Planning for plastering work with costs</li> </ul>	<ul style="list-style-type: none"> <li>• List / brief description of tools and materials needed for the task</li> <li>• Photographs, videos, observation records, witness statements of the learner carry out the task</li> </ul>
<b>B</b> Carry out plastering work		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Selecting correct equipment</li> <li>• Decision making</li> <li>• Skill required to carry out a plastering works</li> <li>• Working safely</li> </ul>	<ul style="list-style-type: none"> <li>• Hand tools, materials and techniques used when plastering.</li> <li>• Personal protective equipment (PPE).</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Self-management</li> </ul>

### There are opportunities to develop functional skills in this unit

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</li> <li>• Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</li> </ul>
<b>Mathematics</b>	<p>Representing</p> <ul style="list-style-type: none"> <li>• Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</li> <li>• Identify and obtain necessary information to tackle the problem</li> <li>• Select mathematics in an organised way to find solutions</li> </ul> <p>Analysing</p> <ul style="list-style-type: none"> <li>• Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes</li> <li>• use appropriate checking procedures at each stage</li> </ul>

## Unit content

### Knowledge and sector skills

#### Preparing to carry out plastering work

- Different hand tools used in basic plastering: laying trowel; hawk; gauging trowel; comb scratcher; plastic / wooden float; claw hammer; craft knife, mortars/hawkboards.
- Materials used in basic plastering processes, e.g. plasterboards, sand, lime, concrete, dust sheets, sandpaper.
- Personal Protective equipment: dust mask, hard hat, eye protection, safety boots, high-visibility jacket, hand barrier cream.
- Problems with wall e.g. dampness, cracks, holes.
- Plastering preparation processes, e.g. laying dustsheet, cleaning area, filling holes and cracks, sanding down, cleaning, applying PVA undercoat to raw walls, mixing plaster (ratios).

#### Basic plastering techniques

- Basic plastering techniques: apply 3m<sup>2</sup> solid background using dot and screen method.
- Applying plaster: finishing, vertical and horizontal surfaces in new situations, one-coat work; two-coat work, internal and external angles, reveals, walls.

#### Risks associated with a plastering work

- Working at height.
- Electric, shock caused by contact with defective equipment.
- Injuries caused by flying debris.
- Slips, trips and falls.
- Cuts and injuries caused by tools and equipment.
- Abrasive materials.
- Falling objects.
- Untidy work area.
- Musculoskeletal injuries resulting from lifting and moving heavy loads.
- Behaviour: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'.

#### Transferable skills

- **Planning:** setting deadlines for different stages of the process, identifying necessary resources.
- **Self-management:** reviewing own performance when carrying out maintenance tasks, accepting and acting on feedback.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare to carry out plastering work</b>		
<b>A.P1</b> Demonstrate some ability to prepare for plastering work to meet the some specified requirements.	<b>A.M1</b> Demonstrate the ability to prepare for plastering work to meet the most specified requirements.	<b>A.D1</b> Demonstrate the ability to fully prepare for plastering work to meet all the specified requirements.
<b>Learning aim B: Carry out plastering work</b>		
<b>B.P2</b> Carry out plastering work safely, using equipment, materials and techniques to meet some of the specified requirements.	<b>B.M2</b> Carry out plastering work safely, consistently using the equipment, materials and techniques to meet most of the specified requirements.	<b>B.D2</b> Carry out plastering work safely and comprehensively, using the equipment, materials and techniques to fully meet specified requirements.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- select the correct tools, materials and personal protective equipment, clearly identifying the reason for the plastering work to be carried out. Learners consider all problems that are evident, stating the cause and stating how they will address these. Learners will prepare the work area to good standard by consistently following processes for plastering preparation e.g. laying the dust sheet, sanding and cleaning the area to be plastered, filling holes or gaps to good standard, applying PVA undercoat to raw walls (if required), mixing plaster using the correct ratio mix of plaster to fully meet the requirements of the work. They carry out the preparation by resolving the problem e.g. filling cracks and holes.
- carry out the plastering work safely, consistently using the tools, materials, personal protective equipment and applying correct plastering techniques fit for the type of work required. They show awareness of the risks by ensuring that they work carefully to mitigate the risks. They maintain a clean and tidy workspace. The plastering work will be completed to a good standard. They work confidently and the amount of material used is minimised.

#### For merit standard, learners:

- select most of the correct tools, materials and personal protective equipment showing some understanding why the plastering work needs to be conducted. Learners identify any problems, stating the cause. Learners will prepare the work area to a reasonable standard by following most of the processes for plastering preparation e.g. laying the dust sheet, cleaning the area to be plastered, filling holes or gaps, applying PVA undercoat to raw walls (if required), mixing plaster using the adequate ratio mix of plaster to meet most of the requirements of the work.
- carry out the plastering work safely and using most of the appropriate tools, material and personal protective equipment effectively. They apply the plastering techniques needed for the work most of the time. Most of the plastering work will be properly completed but they may miss some elements or stages. The amount of material used is appropriate to the work and there is little wastage.

#### For pass standard, learners:

- select some tools, materials and personal protective equipment showing some understanding of the requirements of the plastering work. Learners will prepare the work area, but may omit essential items and will need prompting by the tutor. They will follow some of the processes for plastering preparation e.g. laying the dust sheet, cleaning the area to be plastered, filling holes or gaps, applying PVA undercoat to raw walls (if required), mixing plaster using a mix of plaster and water to meet the requirements of the work with prompting by the tutor.
- carry out the plastering work, under supervision of the tutor. They use the tools, materials and personal protective equipment selected, but not always appropriately. They follow some plastering techniques with prompting from their tutor. They work safely although they may need prompting by the tutor. The plastering work will be completed but may not be properly finished off. They may not complete some processes to an acceptable standard e.g. they may not have finished off the filling holes or gaps to an acceptable standard or ignore them. The amount of material used may not be effective with some wastage.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Introduce the unit by demonstrating the use of the necessary tools used in a typical plastering work, such as: laying trowel; hawk; gauging trowel; comb scratcher; plastic / wooden float; claw hammer; craft knife. Talk through basic plastering processes. Discuss appropriate personal protective equipment.

**Suggested time:** about 6 hours.

### Activity: Preparing a plastering work

Discussion on how to prepare an area for plastering or repair after damage. Tutor demonstrates how preparation is key to plastering work, selecting the correct equipment and materials and setting up the area for work. Tutor also demonstrates how to prepare the wall for plastering by filling in cracks and holes, using the correct mix of mortars, plasters and plasterboards.

Tutors show the various stages of a preparing for a plastering work including preparation of an area e.g. wall, different plastering techniques, the different materials used: mortars, plasters and plasterboards. Tutor demonstrates any problem areas in the work area needing attention e.g. holes, cracks and the reasons for them.

Learners practise in pairs to prepare the work area, select the correct equipment and materials and mixing mortar to plaster. They identify any problems such as cracks and holes caused by dampness and state how to overcome these.

**Suggested time:** 8 hours.

### Activity: Simulation interior walls

Simulate the different work carried out by an individual plasterer. Tutor demonstration of typical interior plastering work on various surfaces.

Learners practise in pairs plastering techniques on boards/walls of various surfaces.

**Suggested time:** 8 hours.

### Activity: Simulation exterior walls

Tutor demonstration of exterior plastering work discussing why this is different in protecting a building from the weather. Learners in pairs practise exterior plastering work.

**Suggested time:** 8 hours

### Activity: Site visit

Learners can develop an understanding of the role of a plaster, the different works a plaster carries out and techniques used, by making a site visit. This could be a development site where several houses are being built and are at various stages of construction – interior and exterior.

Learners should be given an easy-to-understand brief by the site staff. Learners must be adequately supervised to ensure that safe working practices are followed during any practical activity.

**Suggested time:** about 6 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You are asked to carry out a plastering work in a simulated environment. Select the tools, materials and personal protective equipment and prepare the area needing plastering by identifying any problems and reasons for these.

Carry out the plastering work by demonstrating plastering techniques on the 6x3 plasterboard provided.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

The plastering work will be different from the previous assignment.



# Unit CON14: Developing Building Maintenance Skills

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

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## Unit in brief

This unit introduces learners to the various disciplines, resources and processes used in building maintenance. The unit offers learners' opportunities to develop the skills needed to maintain buildings.

## Unit introduction

This unit will give you the opportunity to recognise building maintenance work that needs addressing, the cause and the solution to the problem.

You will learn the correct resources and processes that are needed to complete building maintenance work. You will have the opportunity to practise building maintenance skills to complete work safely and following the correct processes for the task at hand.

The knowledge and skills developed in this unit will help you to progress to other qualifications in different sectors as well as to other engineering qualifications. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out an audit in response to given scenarios for building maintenance work
- B** Carry out building maintenance work safely.



## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out an audit in response to given scenarios for building maintenance work	<ul style="list-style-type: none"> <li>• Equipment used in building maintenance processes</li> <li>• Materials used in building maintenance processes</li> </ul>	<ul style="list-style-type: none"> <li>• Document detailing possible building maintenance work with equipment, PPE and materials needed</li> <li>• Photographs, videos, observation records, witness statements of the learner carrying out the task</li> </ul>
<b>B</b> Carry out building maintenance work safely	<ul style="list-style-type: none"> <li>• Personal protective equipment (PPE) used in building maintenance processes</li> <li>• Safe working practices in building maintenance</li> </ul>	
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Understanding the importance of maintaining buildings</li> <li>• Identifying correct equipment</li> <li>• Planning and decision making</li> <li>• Skills required to carry out small maintenance jobs</li> <li>• Working safely</li> </ul>	<ul style="list-style-type: none"> <li>• Building maintenance work</li> <li>• How to select and use the equipment and materials for building maintenance work</li> <li>• Know and follow legal requirements relating to safe working practices in building maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Seek and respond to guidance when working as part of a team</li> <li>• Working responsibly as part of a team</li> </ul>

### There are opportunities to develop functional skills in this unit

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</li> <li>• Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</li> </ul>
<b>Mathematics</b>	<p>Representing</p> <ul style="list-style-type: none"> <li>• Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</li> <li>• Identify and obtain necessary information to tackle the problem</li> <li>• Select mathematics in an organised way to find solutions</li> </ul> <p>Analysing</p> <ul style="list-style-type: none"> <li>• Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes</li> <li>• Use appropriate checking procedures at each stage</li> </ul>

## Unit content

### Knowledge and sector skills

#### Building maintenance work types, processes, resources and issues

- Brick work maintenance including:
  - causes for brickwork maintenance e.g. cracks caused by settling building structures or contraction or expansion, dampness, failed mortar, ageing, staining, deterioration
  - solutions e.g. removing, replacing, filling cracks, cleaning
  - resources e.g. bricks, mortar, water, trowels, mason's rule, mason's hammer, convex jointer, brick set, brush
  - processes e.g. mortar mix, removing bricks, replacing bricks, filling cracks, damaged pointing and rendering, scrubbing.
- Painting and decorating maintenance work including:
  - causes of the need to paint and decorate e.g. peeling paint or wall paper or cracked or dirty tiles due to age, dampness
  - solutions e.g. painting walls, ceilings, trims and tiles; damaged pointing and rendering of tiles
  - resources e.g. scrapers, ladder/steps, masking tape, clothes, sander/sandpaper, paint brushes/rollers, extension poles, sprayers, paint trays, undercoat/primers, paint, varnish fillers, wallpaper, tiles, grouting
  - processes e.g. preparing area to paint or tile, cleaning, removing paint, sanding, taping for cutting in, primer, cutting in, painting walls, ceilings or trim methods, removing tape e.g. removing and replacing tiles and grouting.
- Carpentry and joinery maintenance work, including:
  - causes e.g. broken wooden desks, chairs, sticking doors or window frames, damaged skirting boards loose or creaking floor boards due to cupping or due to wear and tear or dampness
  - solutions e.g. repairs using relevant carpentry processes
  - resources e.g. wood, measuring tools – tape measure, metal steel rules, callipers; pencils, marking knife, hammer, drill, plane, saw, nails, fillers, glue, oil
  - processes e.g. repairing rotting timber, repairs or replacement of damaged or loose skirting or floorboards, oiling or replacement of broken hinges, draughty doors or windows, sticking doors.
- Plumbing maintenance work, including:
  - causes e.g. airlocks in pumps and radiators; blockages in drains, basins, lavatories, gullies; failed plumbing components due to wear and tear or age
  - solutions e.g. remove airlock, blockages or replacing taps/washers
  - resources e.g. washers, ball valves, diaphragms, drain unblockers, pipe shears/saw, tap spanners, pipe benders, joint pliers, piping, brazing torch/soldering iron, tape measure
  - processes for removing airlocks and blockages or replacing failed plumbing components.
- Electrical work
  - causes e.g. failed electrical components due to wear and tear or age
  - solutions e.g. replace failed electrical components
  - resources e.g. fuses, switches, sockets, plugs, ceiling roses, thermostats, light bulbs
  - processes e.g. removal, replacement.

### **Safe working practices to carry out building maintenance work**

- Personal Protective Equipment (PPE) used in building maintenance processes e.g. dust mask, overalls, safety boots, hard hat, eye protection, high-visibility jacket, hand barrier cream, gloves.
- Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of resources.
- Assessing the risks involved in working areas, including identifying and reporting potential hazards.

### **Transferable skills**

- **Planning:** setting deadlines for different stages of the process, identifying necessary resources.
- **Seek and respond to guidance when working as part of a team:** attitudes e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
- **Working responsibly as part of a team:** sharing ideas, giving and receiving peer-to-peer feedback, collaborative discussions and working together.
- **Behaviour:** e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out an audit in response to given scenarios for building maintenance work</b>		
<b>A.P1</b> Carry out an audit to identify the work type and resources required to complete given building maintenance work.	<b>A.M1</b> Carry out a detailed audit to identify the work type and resources required to complete given building maintenance work.	<b>A.D1</b> Carry out a detailed and comprehensive audit to identify the work type and resources required to complete given building maintenance work.
<b>Learning aim B: Carry out building maintenance work safely</b>		
<b>B.P2</b> Perform given building maintenance work, using hand tools and materials safely.	<b>B.M2</b> Perform given building maintenance work, by using hand tools and materials appropriately and safely.	<b>B.D2</b> Perform given building maintenance work, using hand tools and materials competently and safely.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- produce an accurate and thorough audit, fully determining the types building maintenance work that needs carrying out. They will identify correct resources required to carry out each type of work. The audit will include the consequences of not fully completing work. Learners will recognise the maintenance problem and cause in all three types of work. They will provide solutions for the problems e.g. a leaky tap caused by a faulty washer, solution, replace the washer. They hold initial technical discussions with the assessor when conducting the building maintenance work audit.
- They will sequence the building maintenance steps to fully ensure efficiency. Learners will work safely and will use the resources and personal protective equipment effectively. They maintain a clean and tidy workspace and work responsibly with others. Learners will confidently and diligently follow the processes and the work will be accurate and completed to a good standard. The amount of material used is minimised.

#### **For merit standard**, learners:

- produce a detailed audit identifying the building maintenance work that needs carrying out. They will identify most of the correct resources required to carry out each type of work. The audit will include some of the consequences of not fully completing work. Learners will show some recognition of the cause of the problem in all of the three types of work but may only state what the problem is and the cause but not provide a solution or state what the problem is with no cause but give a solution. They hold productive discussions with the assessor when conducting the building maintenance work audit.
- sequence the building maintenance steps are mostly effectively. Learners will work safely and use the resources and personal protective equipment effectively. Most of the work will be completed to a reasonable standard but they may miss some elements or stages in the processes. The sequence of operations and the amount of material used are effective.

#### **For pass standard**, learners:

- produce an outline audit identifying the building maintenance work type. They will include a list of some of the correct resources required to carry out each type of work. They may include some consequences of not completing work. Learners will show some recognition of what the problem is in all of the three types of work but may not give the cause or the solution.
- The sequence of the building maintenance steps may be flawed. Learners will work safely under supervision but some work may not be properly completed. The sequence of operations and the amount of material used may not always be effective e.g. the amount of waste of resources may be excessive.

## Delivery Guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Introduce the unit by demonstrating the use of the necessary tools, equipment and PPE used in a typical building maintenance role.

Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.

Discussion on the range of maintenance repairs carried out in the home and on other buildings

**Suggested time:** about 6 hours.

### Activity: Safety

Tutor presents on the basics on health and safety in workshops and in the workplace.

This includes safe working practices e.g. working with electricity

**Suggested time:** 4 hours

### Activity: Identify building maintenance work that need completing

Tutor assigns different types of work to groups of learners, rotating the groups so that all learners have had exposure to all the types of work, methods, equipment, resources and processes.

The Tutor works around each workstation demonstrating to each group of learners, the use of the equipment for each of the work they are required to do. Learners in their groups make notes/presentation/poster for each type of task, the type, method, equipment, resources and processes used for each. Tutor led discussion on issues and consequences of non-completion of work.

**Suggested time:** 6 hours

### Activity: Demonstrate the work of a building maintenance person

Tutor simulates the different work carried out by a building maintenance person.

Tutor revises with whole class by demonstrating typical work, resources, processes and PPE and their correct use and maintenance.

Learners individually practise the processes used to perform building maintenance work after each demonstration by the tutor.

The tutor should monitor the learners as they practise their skills and provide guidance, advice, and correction or praise, as appropriate.

**Suggested time:** about 15 hours.

### Activity: Site visit

Learners can develop an understanding of the role of a building maintenance person, the different jobs they carry out and techniques used, by making a site visit. This could be the actual learning environment the learners attend. Learners should be given an easy-to-understand brief by the site staff. Learners must be adequately supervised to ensure that safe working practices are followed during any practical activity.

**Suggested time:** about 4 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to carry out building maintenance work in a simulated working environment. You will conduct an audit for two building maintenance disciplines and the work that are required, including:

- identifying the building maintenance problem, the cause and solution
- the resources needed for each task.
- consequences of not completing the work.

You will then carry out the two building maintenance disciplines work, demonstrating safe working practices, following processes and completing the work to an acceptable standard.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

The maintenance work will be different from the previous assignment.

## 4 Planning your programme

### How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 7*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

### Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.



## Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

### What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 5* for further details.

# 5 Assessment

## Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

## Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

## Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

## Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

## The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

## **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

## **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 6*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

### Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).



## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 6 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

## Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

# 7 Quality assurance and centre approval

## Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

## Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.



## 8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

### Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

#### Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

#### Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

### Points available for units

The table below shows the number of **points** available for units. For each unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
<b>U</b>	0	0
<b>Pass</b>	6	8
<b>Merit</b>	12	16
<b>Distinction</b>	18	24

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

### Calculation of qualification grade

Applicable for registration from 1 September 2019.

Award		Certificate		Diploma	
70 GLH		180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2019

### Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>D</b>	<b>36</b>

The learner has sufficient points for a D grade

### Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>14</b>

The learner has met the minimum requirement for 70 GL at Pass or above

The learner has sufficient points for a P grade

### Example 3: An Award graded unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>24</b>

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GL

**Example 4: Achievement of a Certificate with a D grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
<b>Totals</b>	<b>180</b>	<b>D</b>	<b>96</b>

The learner has sufficient points for a D grade

**Example 5: Achievement of a Certificate with a P grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>P</b>	<b>36</b>

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

**Example 6: A Certificate graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>U</b>	<b>42</b>

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

**Example 7: A Diploma graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
<b>Totals</b>	<b>360</b>	<b>U</b>	<b>110</b>

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

**Example 8: Achievement of a Diploma with a DD grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
<b>Totals</b>	<b>360</b>	<b>DD</b>	<b>196</b>

The learner has sufficient points for a DD grade

**Example 9: Achievement of a Diploma with a PP grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
<b>Totals</b>	<b>360</b>	<b>PP</b>	<b>72</b>

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

## 9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.



# Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

<b>Term</b>	<b>Definition</b>
Accurate	Perform processes and procedures without error.
Appropriate	Suitable for the process.
Basic	Essential foundations, structure or starting points.
Coherent	Logically consistent.
Complex	Consists of many different parts or factors/features.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Correct	Free from error.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Detailed	Executed with attention; additional features added/identified and explained.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Focused	Directed attention to the aim or detail.
Limited	Restricted in size, amount or extent.
Main	The primary or key points overall.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Positive	Constructive and appropriate behaviour.
Relevant	Closely connected to the main aim or appropriate.
Simple	Easily understood; presents no difficulty.
Suitable	Right or appropriate for a particular purpose or situation.
Thorough	Complete with regard to all details.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Audit	Record/account of skills, strengths and weaknesses – an assessment.
Development log or report	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Observation records/Witness statement	An observation record is used to provide a formal record of an assessor's judgement of learners' performance.
Plan	A proposal that gives details for doing or achieving something or a physical outline drawing.
Planner	An account/record covering a set amount of time and activities that took place.
Photographs	Pictorial accounts of progress, process and/or final outcome.
Quote	A formal statement setting out the estimated cost for a particular job or service.
Review	A reflective account of an activity or performance.
Summary	An account of the main points, highlighting developments or improvements.

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