

Pearson BTEC Entry Level Award in Construction (Entry 3)

Pearson BTEC Level 1 Award/Certificate/ Extended Certificate/ Diploma in Construction

Specification

Issue 6: June 2016

First teaching 2009

Amended specification for first teaching September 2013

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

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These qualifications were previously entitled:

Pearson BTEC Entry Level Award in Construction (Entry 3) (QCF)

Pearson BTEC Level 1 Award in Construction (QCF)

Pearson BTEC Level 1 Certificate in Construction (QCF)

Pearson BTEC Level 1 Extended Certificate in Construction (QCF)

Pearson BTEC Level 1 Diploma in Construction (QCF)

The QNs remain unchanged.

This specification is Issue 6. Key changes are listed in the summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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ISBN 9781446934906

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Summary of Pearson BTEC Entry Level Award in Construction (Entry 3)/ Pearson BTEC Level 1 Award/Certificate/ Extended Certificate/ Diploma in Construction specification Issue 6 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

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.

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Purpose of this specification

The purpose of a specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level Award in Construction (Entry 3)
Qualification Number (QN)	500/6054/5
Date registrations can be made	1 September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the <i>Edexcel Access and Recruitment Policy</i> (see Section 10, Access and recruitment).

Qualification title	Pearson BTEC Level 1 Award in Construction
Qualification Number (QN)	500/6600/6
Date registrations can be made	1 September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	7 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
Guided learning hours	70
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the <i>Edexcel Access and Recruitment Policy</i> (see Section 10, Access and recruitment).

Qualification title	Pearson BTEC Level 1 Certificate in Construction
Qualification Number (QN)	500/6591/9
Date registrations can be made	1 September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	13 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	130
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the <i>Edexcel Access and Recruitment Policy</i> (see Section 10, Access and recruitment).

Qualification title	Pearson BTEC Level 1 Extended Certificate in Construction
Qualification Number (QN)	601/0124/6
Date registrations can be made	1 September 2013
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	27
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	270
Guided learning hours	270
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the <i>Edexcel Access and Recruitment Policy</i> (see Section 10, Access and recruitment).

Qualification title	Pearson BTEC Level 1 Diploma in Construction
Qualification Number (QN)	500/6668/7
Date registrations can be made	1 September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	Minimum of 37 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	370
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the <i>Edexcel Access and Recruitment Policy</i> (see Section 10, Access and recruitment).

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

The Pearson BTEC Entry Level (Entry 3) (and the Pearson BTEC Level 1 qualifications in Construction) have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry, or Level 1 vocationally related qualification
- progress to employment in the construction sector
- progress to related vocational qualifications.

Progression opportunities through Pearson qualifications

Pearson BTEC Entry 3 and Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14–19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.
- The intended destinations for Learners who successfully achieving these qualifications can progress to:
 - GCSEs and/or A Levels
 - Diplomas
 - apprenticeships
 - supported employment
 - independent living.

The Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Construction supports progression onto Level 2 vocational qualifications such as Pearson BTEC Level 1/Level 2 certificate in construction and the built Environment.

The 6-credit Pearson BTEC Entry Level Award (Entry 3) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

The 7-credit Pearson BTEC Level 1 Award is an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

The 13-credit Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The 27-credit Pearson BTEC Level 1 Extended Certificate extends the work-related focus from the Pearson BTEC Level 1 Certificate.

The 37-credit Pearson BTEC Level 1 Diploma extends the work-related focus from the Pearson BTEC Level 1 Extended Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Industry support and recognition

These qualifications are supported by Construction Skills, the Sectors Skills Council (SSC) for Construction.

Relationship with National Occupational Standards

These qualifications relate to the following National Occupational Standards:

- the National Occupational Standards from Construction Skills for Trowel Occupations, Maintenance Operations, Wood Occupations and Painting and Decorating Occupations
- the National Occupational Standards from Summit Skills for Electrotechnical Services and Plumbing
- the CISC Occupational Standards.

The mapping document in *Annexe A* shows the links between the units within these qualifications and the National Occupational Standards.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications.

General resource requirements

Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet:

Unit

Unit 1: Producing a Timber Product

Resources required

Learners will require access to carpentry workbenches, carpentry and joinery hand tools, materials, fixings and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber. In addition there must be adequate washing facilities, access to first aid facilities and storage for Personal protective equipment (PPE).

Unit 2: Decorating Household Goods

Learners will require access to hand tools, PPE and materials of a nature and standard typical of those used to decorate household goods to an acceptable standard. The tasks must be undertaken in a safe place of work with sufficient space, adequate ventilation and access to both washing and first aid facilities. Learners will also require access to a technical library with current textbooks and reference material on decorating household goods. Internet access will give learners the opportunity to develop skills in e-learning but this will

need careful management by the tutor. There is an obvious requirement for a wide range of different household goods to be decorated. Old furniture, in need of some refurbishment, would be ideal. It would be useful, but must not, of course, be made mandatory if the goods were provided by learners so that they could use and enjoy the finished objects at home.

Unit 3: Developing Home Improvement Skills

Learners will require access to low-level access equipment, hand tools, PPE and materials of a nature and standard typical of a home improvement or DIY environment. The home improvement tasks must be undertaken in a safe place of work with sufficient space, adequate ventilation, and access to both washing and first aid facilities. Learners will also require access to a technical library with current textbooks and reference material on home improvement and DIY. Internet access will give learners the opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Unit 4: Preparing for an Interview

To prepare for an interview, learners will need a given brief for an appropriate job, work placement or place on a training course.

Unit 5: Interview Skills

Learners will need the opportunity to participate in a real life or simulated interview.

Unit 6: Producing a Product

Learners will need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood and metal will enable learners to become familiar with the properties of different materials. Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and the location of first aid supplies and support need to be known. Where photographs and recordings or audio and video are to be used as evidence, appropriate equipment will be needed.

Unit 7: Working Towards Goals	Learners will need access to professionals who can support them in achieving specific goals (for example careers adviser, literacy or numeracy tutor).
Unit 8: Working as Part of a Group	Learners will need the opportunity to work as part of a group.
Unit 9: Starting Work in Construction	<p>The most significant resources for this unit are:</p> <ul style="list-style-type: none"> • structured visits to workshops, offices and building sites • work experience in workshops, in offices or on building sites • contact with personnel working at all levels in the industry. <p>This offers a perspective on the nature of work in the construction and built environment sector that will inform the learner's choice of units and hence their 'taster' experience. Internet access will give learners an opportunity to develop a range of skills in e-learning but the tutor will need to manage it carefully.</p>
Unit 10: Health, Safety and Welfare in Construction	This is a theory-based unit and it is expected that centres will have suitable classroom facilities with appropriate resources.
Unit 11: Working as a Team to Move and Handle Resources	<p>The main resources needed for this unit are items to move and handle and a large enough space, with sufficient headroom, in which to carry out the moving and handling. The resources to be moved and handled should clearly relate to the construction industry and should include bulky and unwieldy loads. Learners should have access to some or all of the following lifting aids: shelf trolleys, sheet trolleys, sack trucks, lift trucks, pallet trucks, sheet hoists, chutes, roll cages and lifting hooks. There must be access to adequate washing and first-aid facilities, and space for the storage of PPE such as hard hats, high visibility jackets, gloves and safety boots.</p>

Unit 13: Developing Bricklaying Skills	<p>Learners will require access to hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work, with adequate space for spot boards and the safe construction of brickwork models, adequate washing facilities for the removal of mortar from exposed skin, access to first-aid facilities and storage of PPE.</p>
Unit 14: Developing Carpentry Skills	<p>Learners will require access to carpentry workbenches, hand tools, materials, fixings and equipment of a nature and standard typical of a proper work environment.</p> <p>The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber, as well as adequate washing facilities, access to first-aid facilities and storage for PPE.</p>
Unit 15: Developing Joinery Skills	<p>Learners will require access to joinery work benches, joinery hand tools and materials of a nature and standard typical of a proper work environment.</p> <p>The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber, as well as adequate washing facilities, access to first-aid facilities and storage for PPE.</p>
Unit 16: Developing Construction Painting Skills	<p>Learners will require access to a wall of at least 2 m² to paint. They will also need access to hand tools, materials and equipment of a nature and standard typical of a proper work environment.</p> <p>The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of paint, as well as adequate washing facilities, access to first-aid facilities and storage for PPE.</p>
Unit 17: Developing Construction Decorating Skills	<p>Learners will require access to a wall of at least 3 m² to decorate, and to hand tools, materials and equipment of a nature and standard typical of a proper work environment.</p> <p>The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of decorating materials,</p>

as well as adequate washing facilities, access to first-aid facilities and storage for PPE.

Unit 18: Developing Plumbing Skills

Learners will require access to workbenches, hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work to carry out the mechanical plumbing tasks, with appropriate work areas and storage for tools, equipment and PPE. Learners will also require access to a technical library with current texts on construction and the built environment and building services. Internet access will give learners an opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Unit 19: Developing Electrical Installation Skills

Learners will require access to work benches, hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work to carry out electrical tasks, with appropriate work areas and storage for tools, equipment and PPE. Learners will also require access to a technical library with current texts on construction and the built environment. Internet access will give learners an opportunity to develop skills in e-learning but this will need careful management by the tutor.

Unit 20: Developing Building Maintenance Skills

Learners will require access to low-level access equipment, hand tools and materials of a nature and standard typical of a proper work environment. The maintenance tasks must be undertaken in a safe place of work with adequate space and ventilation, access to washing and first-aid facilities, and storage for PPE. Learners will also require access to a technical library with current textbooks and reference material on construction and the built environment. Internet access will give learners the opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Unit 21: Preparing for an Interview	In order to prepare for an interview, the learner will need a given brief for an appropriate job, placement or place on a training course. They will also require access to sources of additional information about the proposed employer/educational organisation.
Unit 22: Interview Skills	Learners need the opportunity to participate in a real-life or simulated interview.
Unit 23: Producing a Product	Learners will need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood and metal will enable learners to become familiar with the properties of different materials. Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and the location of first aid supplies and support need to be known. Where photographs and recordings, audio and video, are to be used as evidence, appropriate equipment will be needed.
Unit 24: Developing Plastering Skills	Learners will require access to hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work, with adequate space for spot boards and the safe application of 2-coat plastering models, adequate washing facilities for the removal of plaster from exposed skin, access to first-aid facilities and storage of PPE.

4 Qualification structures

Pearson BTEC Entry Level Award in Construction (Entry 3) units

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	6
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Minimum number of credits required from Group 1	3
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/502/3684	Producing a Timber Product	Entry 3	3	30
2	T/502/3682	Decorating Household Goods	Entry 3	3	30
3	A/502/3683	Developing Home Improvement Skills	Entry 3	3	30

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
4	L/503/2808	Preparing for an Interview	Entry 3	1	10
5	R/503/2809	Interview Skills	Entry 3	1	10
6	R/503/2826	Producing a Product	Entry 3	1	10
7	J/502/0463	Working Towards Goals	1	2	20
8	R/502/0465	Working as Part of a Group	1	2	20

Pearson BTEC Level 1 Award in Construction units

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	7
Minimum number of credits required from Group 1	4
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
9	M/502/3695	Starting Work in Construction	1	4	40
10	D/502/3692	Health and Safety and Welfare in Construction	1	4	40
11	T/502/3696	Working as a Team to Move and Handle Resources	1	4	40
12	D/502/3689	Developing Construction Drawing Skills	1	4	40
13	J/502/3685	Developing Bricklaying Skills	1	4	40
14	R/502/3687	Developing Carpentry Skills	1	4	40
15	H/502/3693	Developing Joinery Skills	1	4	40
16	R/502/3690	Developing Construction Painting Skills	1	4	40
17	Y/502/3688	Developing Construction Decorating Skills	1	4	40
18	K/502/3694	Developing Plumbing Skills	1	4	40
19	Y/502/3691	Developing Electrical Installation Skills	1	4	40
20	L/502/3686	Developing Building Maintenance Skills	1	4	40
24	T/502/7473	Developing Plastering Skills	1	4	40

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/502/3684	Producing a Timber Product	Entry 3	3	30
2	T/502/3682	Decorating Household Goods	Entry 3	3	30
3	A/502/3683	Developing Home Improvement Skills	Entry 3	3	30
7	J/502/0463	Working Towards Goals	1	2	20
8	R/502/0465	Working as Part of a Group	1	2	20
21	M/503/2865	Preparing for an Interview	2	1	10
22	T/503/2866	Interview Skills	2	1	10
23	L/503/2890	Producing a Product	2	1	10

Pearson BTEC Level 1 Certificate in Construction units

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	13
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Minimum number of credits required from Group 1	8
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
9	M/502/3695	Starting Work in Construction	1	4	40
10	D/502/3692	Health and Safety and Welfare in Construction	1	4	40
11	T/502/3696	Working as a Team to Move and Handle Resources	1	4	40
12	D/502/3689	Developing Construction Drawing Skills	1	4	40
13	J/502/3685	Developing Bricklaying Skills	1	4	40
14	R/502/3687	Developing Carpentry Skills	1	4	40
15	H/502/3693	Developing Joinery Skills	1	4	40
16	R/502/3690	Developing Construction Painting Skills	1	4	40
17	Y/502/3688	Developing Construction Decorating Skills	1	4	40
18	K/502/3694	Developing Plumbing Skills	1	4	40
19	Y/502/3691	Developing Electrical Installation Skills	1	4	40
20	L/502/3686	Developing Building Maintenance Skills	1	4	40
24	T/502/7473	Developing Plastering Skills	1	4	40

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/502/3684	Producing a Timber Product	Entry 3	3	30
2	T/502/3682	Decorating Household Goods	Entry 3	3	30
3	A/502/3683	Developing Home Improvement Skills	Entry 3	3	30
7	J/502/0463	Working Towards Goals	1	2	20
8	R/502/0465	Working as Part of a Group	1	2	20
21	M/503/2865	Preparing for an Interview	2	1	10
22	T/503/2866	Interview Skills	2	1	10
23	L/503/2890	Producing a Product	2	1	10

Pearson BTEC Level 1 Extended Certificate in Construction units

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	27
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Minimum number of credits required from Group 1	16
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
9	M/502/3695	Starting Work in Construction	1	4	40
10	D/502/3692	Health and Safety and Welfare in Construction	1	4	40
11	T/502/3696	Working as a Team to Move and Handle Resources	1	4	40
12	D/502/3689	Developing Construction Drawing Skills	1	4	40
13	J/502/3685	Developing Bricklaying Skills	1	4	40
14	R/502/3687	Developing Carpentry Skills	1	4	40
15	H/502/3693	Developing Joinery Skills	1	4	40
16	R/502/3690	Developing Construction Painting Skills	1	4	40
17	Y/502/3688	Developing Construction Decorating Skills	1	4	40
18	K/502/3694	Developing Plumbing Skills	1	4	40
19	Y/502/3691	Developing Electrical Installation Skills	1	4	40
20	L/502/3686	Developing Building Maintenance Skills	1	4	40
24	T/502/7473	Developing Plastering Skills	1	4	40

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/502/3684	Producing a Timber Product	Entry 3	3	30
2	T/502/3682	Decorating Household Goods	Entry 3	3	30
3	A/502/3683	Developing Home Improvement Skills	Entry 3	3	30
7	J/502/0463	Working Towards Goals	1	2	20
8	R/502/0465	Working as Part of a Group	1	2	20
21	M/503/2865	Preparing for an Interview	2	1	10
22	T/503/2866	Interview Skills	2	1	10
23	L/503/2890	Producing a Product	2	1	10

Pearson BTEC Level 1 Diploma in Construction units

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	37
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Minimum number of credits required from Group 1	28
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
9	M/502/3695	Starting Work in Construction	1	4	40
10	D/502/3692	Health and Safety and Welfare in Construction	1	4	40
11	T/502/3696	Working as a Team to Move and Handle Resources	1	4	40
12	D/502/3689	Developing Construction Drawing Skills	1	4	40
13	J/502/3685	Developing Bricklaying Skills	1	4	40
14	R/502/3687	Developing Carpentry Skills	1	4	40
15	H/502/3693	Developing Joinery Skills	1	4	40
16	R/502/3690	Developing Construction Painting Skills	1	4	40
17	Y/502/3688	Developing Construction Decorating Skills	1	4	40
18	K/502/3694	Developing Plumbing Skills	1	4	40
19	Y/502/3691	Developing Electrical Installation Skills	1	4	40
20	L/502/3686	Developing Building Maintenance Skills	1	4	40
24	T/502/7473	Developing Plastering Skills	1	4	40

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/502/3684	Producing a Timber Product	Entry 3	3	30
2	T/502/3682	Decorating Household Goods	Entry 3	3	30
3	A/502/3683	Developing Home Improvement Skills	Entry 3	3	30
7	J/502/0463	Working towards Goals	1	2	20
8	R/502/0465	Working as Part of a Group	1	2	20
21	M/503/2865	Preparing for an Interview	2	1	10
22	T/503/2866	Interview Skills	2	1	10
23	L/503/2890	Producing a Product	2	1	10

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including Level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate a Standards Verifier annually to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

12 Units

All units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Some units may also have these sections

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following sub-sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Outline learning plan* – gives guidance for suggested activities and assignments
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Producing a Timber Product

Unit reference number: F/502/3684

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to enable learners to produce a three-dimensional timber product (for example tray, picture frame, mirror frame). Learners will develop the skills needed to manufacture a product in timber and timber sheet materials.

Unit introduction

The first part of the unit gives the learner the opportunity to practise cutting corner halving joints. The second part of the unit requires the learner to manufacture a frame using the same joints. The frame is fixed to a sheet material.

Emphasis is placed on the correct selection and safe use of the appropriate tools, materials, components and fixings required to produce a three-dimensional timber product.

Learners will be given the opportunity to practise basic woodworking techniques and to use these techniques to produce a three-dimensional timber product.

Learners will learn that, when they produce a three-dimensional timber product, they must always wear the personal protective equipment (PPE) provided, and follow all instructions given.

Although learners will work independently when producing a three-dimensional timber product, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, by working responsibly with others, and by seeking and responding to guidance from colleagues and teachers.

Essential resources

Learners will require access to carpentry workbenches, carpentry and joinery hand tools, materials, fixings and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber. In addition there must be adequate washing facilities, access to first aid facilities and storage for Personal protective equipment (PPE).

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools, materials, fixings and personal protective equipment (PPE) used in basic woodworking processes	1.1	Select the hand tools to use in producing a three-dimensional timber product	<ul style="list-style-type: none"> □ <i>Hand tools</i>: steel rule, tri-square, pencil, marking/mortice gauge, mallet, tenon saw, mortice/bevel-edged chisels, nail punch, claw hammer, hand router (not electrical), screwdrivers, abrasive paper and block, portable battery operated screwdrivers and drills □ <i>Basic woodworking processes</i>: forming corner halving joint, using wood-screws
		1.2	Select the materials and fixings to use in producing a three-dimensional timber product	<ul style="list-style-type: none"> □ <i>Materials</i>: softwood timber, plywood, Polyvinyl Acetate glue (PVA), use of panel pins and wood-screws
		1.3	Select the personal protective equipment (PPE) to use in producing a three-dimensional timber product	<ul style="list-style-type: none"> □ <i>Personal protective equipment (PPE)</i>: eye protection, safety boots, dust mask, ear defenders, and other PPE as appropriate
2	Be able to apply safe working practices to produce a three-dimensional timber product	2.1	Use hand tools safely to produce a three-dimensional timber product	<ul style="list-style-type: none"> □ <i>Timber product</i>: timber frame comprised of corner halving joints on sheet material, e.g. tray, picture frame, mirror frame, noticeboard, photograph display product, board game □ <i>Safe working practices</i>: safe use of tools and equipment; being aware of hazards; following safety signs and instructions
3	Be able to work responsibly with others	3.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibilities, strengths and skills of self and other team members, cooperation, working responsibly, tidying 'as you go', cleaning workshop as a team
		3.2	Work responsibly in the workshop	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to seek and respond to guidance when working as part of a team	4.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions in an appropriate manner
		4.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit is likely to give learners their first experience of the practical skills associated with the production of a three-dimensional item, together with the knowledge required to underpin these practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise forming a corner halving joint, and develop their use of wood-screws (pre-drilling/countersinking and fixing of wood-screws). Learners should use hand tools for drilling, countersinking and fixing the wood-screws. Tutors must demonstrate these skills and techniques. Learners will use their skills and techniques to produce the assessment evidence (a three-dimensional product of timber and timber sheet material, for example a tray, picture frame, mirror frame, noticeboard, photograph display product, board game).

The most important requirement of the unit is that learners are given opportunities to practise woodworking techniques and procedures. To do this they must be able to recognise and select the hand tools, materials, fixings and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials and PPE. They must also demonstrate the practical woodworking skills required and monitor learners' performance as they practise their skills. Tutors should correct poor practice and commend good practice. They must encourage learners to ask for help and advice when it is needed and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in basic woodworking processes. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets.
Know about the materials and fixings used in basic woodworking processes. Whole-class, tutor-led discussion about materials and fixings. Individual work on identification sheets.
Know about personal protective equipment (PPE) to be used in the joinery workshop. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners provided with opportunities to select and wear the full range of PPE used in a joinery workshop.

Topic and suggested assignments/activities

Practise the processes used to produce basic wood jointing.

Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with wood jointing are best taught by the tutor demonstrating the skills required, followed by learners practising these skills. The tutor should monitor learners as they practise their skills and provide guidance, advice, correction or praise, as appropriate.

Be able to apply safe working practices to produce a three-dimensional timber product.

Assessment learners have two hours to produce the paperwork required in the form of tool identification sheets and eight hours to produce a three-dimensional timber product.

Be able to work responsibly with others.

Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical woodworking sessions. Cleaning workshop as a team at end of the sessions. Cleaning monitor rota delegates to team.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through practical tasks designed with the assessment criteria in mind. During practical activities many criteria will need to be assessed directly by the tutor. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements, plus photographs of the completed work.

For 1.1, learners must select the hand tools to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders or tool 'identification' sheets.

For 1.2, learners must select the materials and fixings to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 1.3, learners must select the items of PPE to be used in the practical task. This will be evidenced most clearly by completion of a witness statement or an observation record.

For 2.1, learners must be able to produce a three-dimensional timber product (for example a tray, picture frame, mirror frame, noticeboard, photograph display product, board game).

It is anticipated that learners will need considerable guidance at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed.

Photographs, observation records and witness statements could be provided as evidence. Learners need to follow safe working practices.

For 3.1 and 3.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when producing the basic carpentry item in the workshop. The evidence could take the form of a witness statement.

For 4.1 and 4.2, learners must be able to seek guidance from tutors and other experienced people and to follow instructions. Learners must communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *Wood Occupations: Level 1* (Nelson Thornes, 2007) ISBN 9780748781836

Porter B – *Carpentry and Joinery Volume 1* (Butterworth-Heinemann, 2001)
ISBN 9780750651356

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book*
(Pearson, 2010) ISBN 9781846909207

Websites

www.geoffswoodwork.co.uk

www.getwoodworking.com

www.hse.gov.uk

Unit 2: Decorating Household Goods

Unit reference number: T/502/3682

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

This unit introduces learners to the hand tools and materials used to decorate household goods and provides opportunities to develop the practical skills needed to decorate household goods.

Unit introduction

Emphasis is placed on the correct selection and safe use of hand tools and materials and the development of the skills needed to decorate household goods.

Learners will be given the opportunity to practise the techniques used to decorate household goods, and to use these techniques to perform a variety of practical tasks safely.

Learners will learn that they must always wear the personal protective equipment (PPE) provided and follow all instructions given, including guidance on the Control of Substances Hazardous to Health (COSHH) when they carry out practical decorating tasks.

Although learners will work independently while decorating household goods, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, by working responsibly with others, and by seeking and responding to guidance from colleagues and teachers.

Essential resources

Learners will require access to hand tools, PPE and materials of a nature and standard typical of those used to decorate household goods to an acceptable standard. The tasks must be undertaken in a safe place of work with sufficient space, adequate ventilation and access to both washing and first aid facilities. Learners will also require access to a technical library with current text books and reference material on decorating household goods. Internet access will give learners the opportunity to develop skills in e-learning but this will need careful management by the tutor.

There is an obvious requirement for a wide range of different household goods to be decorated. Old furniture, in need of some refurbishment, would be ideal. It would be useful, but must not, of course, be mandatory, if the goods were provided by learners so that they could use and enjoy the finished objects at home.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used to decorate household goods	1.1	Select hand tools to be used to decorate household goods	<ul style="list-style-type: none"> □ <i>Hand tools</i>: for stripping, e.g. blowtorch or heat gun, sanding block, abrasive paper, scraper, steel wool; for painting, e.g. scrapers, paint brushes, paint kettles; for stencilling, e.g. pens, stencils, masking tape, knife, cutting board, stencil brushes; for sponging eg sponges, paint kettle, palette □ <i>Household goods</i>: e.g. furniture, storage chests and boxes, trays, shelving, frames, mirrors
2	Know the materials used to decorate household goods	2.1	Select materials to be used to decorate household goods	<ul style="list-style-type: none"> □ <i>Materials</i>: for stripping, e.g. chemical paint strippers; for painting, e.g. wood primer, undercoat, eggshell and gloss finish paints; for stencilling, e.g. paints, solvents; for sponging, e.g. glazes, washes, stainers, solvent
3	Be able to decorate household goods and apply safe working practices	3.1	Use appropriate PPE when decorating different household goods	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: use of PPE provided; compliance with instructions and COSHH guidance; safe use of tools and equipment; following safe working practice instructions □ <i>Decorative techniques</i>: initial preparation, e.g. rubbing down, cleaning; stripping paint, e.g. chemical paint stripper, sanding, application of heat; painting, stencilling, sponging
		3.2	Use hand tools safely to decorate different household goods	
		3.3	Use materials according to instructions	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work responsibly with others and seek and respond to guidance when working as part of a team	4.1	Maintain a clean and tidy workplace	<ul style="list-style-type: none"> □ <i>Behaviour:</i> responsibility; enthusiasm; following instructions; cooperation; tidying 'as you go'
		4.2	Work responsibly with others	
		4.3	Follow instructions when working with others	
		4.4	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with decorating household goods, together with the knowledge required to underpin the practical skills. Learners must be given opportunities to develop their practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it provides an opportunity to experience the type of work involved in decorating household goods. The learner will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use them to perform the specified tasks.

A wide range of different household goods in need of decoration must be provided. Old furniture would be ideal. If the furniture was provided by learners, they could then enjoy the finished objects at home.

Health and safety is, of course, paramount. The risks associated with decorating household goods are generally not high, but learners must be carefully instructed in the use of blowtorches and heat guns, and should be supervised closely while using such equipment. Tutors must produce COSHH risk assessments for the use of chemical paint strippers and organic solvents. Learners must be familiar with these risk assessments and should be supervised closely when using both strippers and solvents.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know the hand tools used to decorate household goods.

The tools to be used will depend on the type of decoration chosen. There is no requirement for the learner to know about any tools that they will not be using.

Whole-class, tutor-led discussion about tools. Individual work on tool identification sheets. Evidence of either selection or de-selection required. This can be achieved using in-house requisition forms.

Know the materials used to decorate household goods.

The materials to be used will depend on the type of decoration chosen. There is no requirement for the learner to know about any materials that they will not be using. The resources are clearly implied by the tasks and are too numerous to mention here. Delivery as for hand tools above.

Practise using safe working practices to decorate household goods.

Practical demonstration of how to keep individual work areas tidy. The skills associated with decorating household goods are best taught by the tutor demonstrating the skills required, followed by learners practising the skills. The tutor should monitor learners as they practise and provide guidance, advice, correction or praise, as appropriate.

Topic and suggested assignments/activities

Be able to decorate household goods and apply safe working practices.

Assessment – two hours for learners to demonstrate knowledge of the tools and materials to be used in practical assessment tasks. Ten hours for learners to demonstrate the use of safe working practices to decorate different household goods.

The appropriate PPE must be made available, must be properly maintained and must be worn at all times. Assessors must suspend assessment if and when learners do not wear the PPE provided or fail to comply with COSHH Regulations.

Be able to work responsibly with others and seek and respond to guidance when working as part of a team.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of importance of behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical sessions.

Question and answer sessions to monitor and promote enthusiasm for learning. Other than the video/DVD/discussion session, this requires no formal allocation of time.

Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related, practical experiences with tasks designed with the assessment criteria in mind. The use of one assessment instrument is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment instrument would comprise 1.1, 2.1, 3.1, 4.1, 4.2, 4.3 and 4.4.

For 1.1, the learner must select commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, the learner must select the correct materials to be used to decorate household goods. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, 3.2 and 3.3, the learner must use the selected tools and materials, and the PPE provided, to decorate two items of household goods to an acceptable standard. It is anticipated that learners will be given reasonable guidance. Learners need to follow safe working practices.

For 4.1, 4.2, 4.3 and 4.4, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors, as and when appropriate, and by following the instructions received. They should communicate appropriately with tutors and other learners at all times. They should 'tidy as they go' when performing their chosen decorative tasks. The evidence could take the form of a witness statement.

Suggested resources

Books

Better Homes and Gardens – *Painted Furniture: Decorating Ideas and Projects* (Meredith Books, 2001) ISBN 9780696211980

Innes J – *Paint Magic* (Frances Lincoln Ltd, 2003) ISBN 9780711222724

McGraw S – *Painting and Decorating Furniture* (Firefly Books, 2001)
ISBN 9781552093801

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Wagstaff L – *Furniture Facelifts* (Quadrille, 2006) ISBN 9781844002771

Websites

www.artsparx.com/paintingfurniture.asp

www.doityourself.com/stry/qnapaintfurniture

Unit 3: **Developing Home Improvement Skills**

Unit reference number: A/502/3683

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce learners to the hand tools, materials, components, fixings and personal protective equipment used in home improvement, and offers learners opportunities to develop the skills needed to make home improvements.

Unit introduction

In this unit, emphasis is placed on the correct selection and safe use of the appropriate tools, materials, components and fixings required to carry out basic home improvement tasks.

Learners will be given the opportunity to practise basic home improvement techniques, and to use these techniques to carry out home improvement tasks.

Learners will learn that they must always wear the personal protective equipment (PPE) provided, and follow all instructions given, when they carry out home improvement tasks.

Although learners will work independently when performing home improvement tasks, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, by working responsibly with others, and by seeking and responding to guidance from colleagues and tutors.

Essential resources

Learners will require access to low-level access equipment, hand tools, PPE and materials of a nature and standard typical of a home improvement or DIY environment. The home improvement tasks must be undertaken in a safe place of work with sufficient space, adequate ventilation, and access to both washing and first aid facilities.

Learners will also require access to a technical library with current textbooks and reference material on home improvement and DIY. Internet access will give learners the opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in home improvement tasks	1.1	Select hand tools to be used in home improvement tasks	<ul style="list-style-type: none"> □ <i>Hand tools</i>: e.g. drill, hacksaws, hammers, files, chisels, screwdrivers, pliers, measuring tape, sanding blocks, clamps, pencils, spirit level, trowels, adjustable wrench, radiator key, electrician's screwdriver
2	Know the materials, components and fixings used in home improvement tasks	2.1	Select materials, components and fixings to be used in home improvement tasks	<ul style="list-style-type: none"> □ <i>Materials, components and fixings</i>: appropriate to the home improvement tasks being undertaken (see below)
3	Be able to apply safe working practices to perform home improvement tasks	3.1	Use appropriate PPE when performing home improvement tasks	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: use of PPE provided, compliance with advice and guidance given; safe use of tools and equipment; following instructions on safe working practice □ <i>Home improvement tasks</i>: e.g. fix shelving and/or curtain rails, coat hooks and picture fixings to traditional and lightweight walls; fix hinges to doors; point brickwork; make good plasterwork; change washers and ball valves; remove airlocks and balance radiator systems; install a radiator cover; disconnect and refit a radiator; seal round a bath or shower; wire plugs and change fuses; install a simple light fitting; tile to splashback; install draught exclusion and/or secondary glazing and/or loft insulation; lag pipes and cisterns □ <i>Instructions</i>: instructions from tutor, supervisor, manufacturers guidelines
		3.2	Use hand tools safely to perform different home improvement tasks	
		3.3	Use materials according to instructions	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work responsibly with others and seek and respond to guidance when working as part of a team	4.1	Maintain a clean and tidy workplace	<ul style="list-style-type: none"> □ <i>Behaviour</i>: responsibility; enthusiasm; following instructions; cooperation; tidying 'as you go'
		4.2	Work responsibly with others	
		4.3	Follow instructions when working with others	
		4.4	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the performance of home improvement tasks, together with the knowledge required to underpin such practical skills. Learners must be given opportunities to develop their practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it affords the learner an opportunity to experience the type of work involved in home improvement.

Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should select the tools, equipment, materials and PPE appropriate for the task in hand, and then use these to perform the specified tasks.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know the hand tools used in home improvement tasks.

Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Evidence of either selection or deselection required. This can be achieved by completion of in-house requisition forms or similar.

Know the materials, components and fixings used in home improvement tasks.

The materials, components and fixings to be used will depend on the home improvement tasks to be performed. There is no requirement for learners to know about any materials, components and fixings they will not be using. The resources are clearly implied by the tasks and are too numerous to mention here. Delivery as for hand tools above.

Practise using safe working practices to perform home improvement tasks.

Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with home improvements are best taught by the tutor demonstrating the skills required, followed by the learners practising these skills. The tutor should monitor learners as they practise and provide guidance, advice, correction or praise, as appropriate.

Be able to apply safe working practices to perform home improvement tasks.

Assessment—two hours for learners to demonstrate knowledge of the hand tools, materials, components and fixings to be used in practical assessment tasks. Eight hours for learners to demonstrate the use of safe working practices to perform home improvement tasks. The appropriate PPE must be made available, be properly maintained and worn at all times. Assessors must suspend assessment if and when learners do not wear the PPE provided.

Topic and suggested assignments/activities

Be able to work responsibly with others and seek and respond to guidance when working as part of a team.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of importance of behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical home improvement sessions.

Question and answer sessions to monitor and promote enthusiasm for learning. Other than the video/DVD/discussion session, this requires no formal allocation of time.

Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related, practical experiences with tasks specifically designed with the assessment criteria in mind. The use of one assessment instrument is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment instrument would comprise 1.1, 2.1, 3.1, 4.1, 4.2, 4.3 and 4.4.

For 1.1, learners must select commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, learners must select the correct materials, components and fixings to be used to complete the home improvement tasks. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, 3.2 and 3.3, learners must be able to use the selected tools, materials, components and fixings, and the PPE provided, to perform two different home improvement tasks. It is anticipated that reasonable guidance will be given to learners.

For 4.1, 4.2, 4.3 and 4.4, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by following the instructions received. They should communicate appropriately with both tutors and other learners at all times. They should 'tidy as they go' when performing their chosen decorative tasks. The evidence could take the form of a witness statement.

Suggested resources

Books

Barnard N and Schept K – *You Can Do It: The Complete B&Q Step-by-Step Book of Home Improvement* (3rd Edition, Thames & Hudson, 2007) ISBN 9780500513590

Jackson A and Day D – *Collins Complete DIY* (Collins, new edition with DIY Survival Video, 2007) ISBN 9780007252602

Reader's Digest DIY Manual (Reader's Digest, vinyl edition with CD ROM, 2007) ISBN 9780276442315

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Websites

www.diynetwork.com

www.doityourself.com

www.hintsandthings.co.uk

Unit 4: Preparing for an Interview

Unit reference number: L/503/2808

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to ways in which they can get ready for an interview by preparing for interview questions and by planning travel to an interview.

Unit introduction

This unit introduces learners to the most important aspects of preparing for an interview. The emphasis is on planning before the interview to enhance the chances of a successful outcome to the interview itself. Learners will develop the ability to identify the key requirements of the job role, work placement or course for which they are being interviewed. They will also look at how to prepare answers for likely interview questions and find the appropriate means of travel to the interview.

Essential resources

To prepare for an interview, learners will need a brief for an appropriate job, work placement or a place on a training course.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the requirements of the job, placement or course following an application	1.1	Identify the main tasks and activities associated with the job role or placement or areas of learning to be covered in the course	<ul style="list-style-type: none"> □ <i>Main tasks or activities:</i> job role, requirements and responsibilities; routine or working/study hours; required attitude and behaviour; expectations of employer or training provider; relevant organisational rules or structure
2	Be able to prepare for interview questions	2.1	Prepare answers to a given set of questions likely to be asked at the interview	<ul style="list-style-type: none"> □ <i>Answers to likely interview questions:</i> preparing answers that are accurate and relevant to the questions; using appropriate language in the answers
		2.2	Identify questions to ask at interview	<ul style="list-style-type: none"> □ <i>Questions to ask at interview:</i> relevant to the job, placement or course, e.g. will I need special clothing/equipment? What are the hours of attendance?
3	Know how to plan travel for an interview	3.1	Identify from information provided, the time and place where the interview will be held	<ul style="list-style-type: none"> □ <i>Planning travel:</i> e.g. timekeeping, route of travel, travel information, maps/travel plans, interview address and location
		3.2	Identify the route and means of transport to travel to the interview	

Essential guidance for tutors

Delivery

The emphasis of this unit is on helping learners to prepare for an interview in order to assist them when they are seeking employment or further training.

For learning outcome 1, learners might find out about the main tasks and activities associated with the job role, work placement or main areas of learning through group discussion, directed investigation (for example internet searches on given websites) or via leaflets, newspapers or other publications given to them.

For learning outcome 2, learners could work in groups to determine suitable answers for different interview questions. Tutors or line managers should provide examples of likely interview questions, although learners may also be able to refer to previous interview questions they have encountered.

Learners could work in groups to plan travel to interviews for different scenarios. Group discussion about which travel plans are workable, and any difficulties arising from those options, could give learners an understanding of how to make appropriate travel choices. Solutions could be collated on a board or flipchart.

The interview being prepared for may be for a job, work placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests. The interview should also relate to a job, work placement or course which learners at this level could reasonably be expected to perform or enrol in.

Assessment

The assessment criteria for this unit may be combined into one assessment task. Learners could participate in group discussions or one-to-one tutorials which could be recorded by the tutor/line manager for verification purposes. Alternatively, learners could complete a pro forma or leaflet which covers all assessment criteria.

For 1.1, learners need to give information about three main tasks and/or activities associated with the job role, work placement or areas of learning to be covered in the course.

For 2.1, tutors should provide lists of likely interview questions (for example Why do you want this job? What do you hope to achieve on this placement? What do you hope to do once you have completed this course?). Learners may discuss possible answers with others but must come up with their own final versions which need to relate to the job, work placement or course identified in 1.1.

For 2.2, tutors should provide lists of possible questions to ask (for example What time will I start? Do I have to attend on Saturdays? Will I need to wear special clothes?). Learners will need to give two questions to ask the interviewer about the job, work placement or course identified. Learners may discuss possible questions with others but must come up with two of their own questions which are relevant to the job, placement or course identified in 1.1.

For 3.1, learners must independently identify the time and place of the interview from straightforward, clearly presented information supplied by the tutor/line manager.

For 3.2, learners need to identify their route and means of transport to the interview. They may be assisted in choosing and planning their route and means of transport.

Indicative resource materials

Websites

www.bbc.co.uk/skillswise/e3

<http://directgov.transportdirect.info>

www.direct.gov.uk/en/Employment/Jobseekers/index.htm

Unit 5: Interview Skills

Unit reference number: R/503/2809

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to appropriate conduct for interviews and to develop skills to respond to interview questions.

Unit introduction

Knowing how to conduct yourself during an interview, whether in the context of work or study, requires a variety of skills that can be learned and refined with practice.

This unit introduces learners to the key aspects of conduct appropriate for interview scenarios. Learners will be equipped with basic interview skills so that they are able to present themselves at an interview, answer the interviewer's questions in an appropriate manner, paying attention to both verbal and non-verbal aspects of communication, and be able to reflect on how well they did in the interview.

Essential resources

Learners will need the opportunity to participate in a real life or simulated interview.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to prepare to be interviewed	1.1	Identify clothing to wear for an interview	<ul style="list-style-type: none"> □ <i>Clothing for an interview:</i> different dress codes for interview situations; personal appearance affects the interviewer's impression of the learner □ <i>Importance of personal hygiene:</i> makes a good impression; demonstrates care which will be reflected in approach to job/course; personal hygiene important for all jobs/courses, e.g. in care, customer service, hospitality □ <i>Preparing for the interview:</i> preparing background information about the job course; prepare for the different kinds of interview questions
		1.2	Identify why personal hygiene is important for an interview	
		1.3	Describe the job role	
		1.4	List possible interview questions	
2	Be able to respond to the interviewer's questions	2.1	Demonstrate non-verbal communication to show attention in an interview	<ul style="list-style-type: none"> □ <i>Non-verbal communication:</i> how it affects the interviewer's impression of the learner, e.g. appropriate body language, posture and facial expressions □ <i>Giving clear, straightforward answers:</i> listening carefully to a question so that the appropriate answer can be given, asking for the question to be repeated if necessary, thinking about the answer before responding, communicating clearly, giving accurate information in the answer
		2.2	Give clear, straightforward answers to the questions asked	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to recognise effectiveness of own performance in an interview	3.1	Identify what went well in the interview and what did not	<ul style="list-style-type: none"> □ <i>What went well and what did not:</i> the outcome of the interview; parts of the interview that were easy or enjoyable, e.g. able to answer all the interviewer's questions, answered questions clearly, gave relevant information; parts of the interview that were challenging, e.g. couldn't remember answers to some of the interview questions, felt nervous and had to ask for several questions to be repeated, found it difficult to concentrate for entire duration of the interview

Delivery

In thinking about the skills needed for an interview, learners need to understand the different situations that may require interviews, for example for a course, for a job or for voluntary work. The tutor or line manager could facilitate a question and answer session to determine a range of interview situations and the purpose of the interview in each case, for example an interview for a course is to ensure that the learner has selected a course which is appropriate for them and will enable them to succeed.

To help learners understand the appropriate presentation for interview and appropriate answers to interviewers' questions, it would be useful for them to watch a video of an interview or clips from films or popular television programmes that feature interview scenes. Learners could also discuss various interview scenarios to determine what is meant by appropriate presentation and ways to answer questions. The key points could be collated on a board or flipchart. Learners could make posters of the key points which could be displayed in the classroom or working area to act as a reminder throughout the unit.

Tutors/line managers need to make learners aware of cultural differences in non-verbal communication which would be relevant in an interview situation. Where different cultures and nationalities are represented in the group, or learners have experience of other cultures, learners could also contribute ideas to the discussion. Examples could include cultural differences about whether or not to make eye contact with a senior or older person, or whether or not to shake someone's hand at the beginning or end of an interview.

Learners could work in small groups to practise their verbal and non-verbal communication skills. Role-play scenarios could cover a range of interview situations, for example for courses, jobs or voluntary work. Video cameras may be used to record the role play and learners should be encouraged to assess their own skills in answering questions. Learners at this level may need considerable support from the tutor/line manager in evaluating their own performance.

Assessment

The interview may be for a job, work placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. The interview should last for no more than 10 minutes. The learner should be fully briefed about what to expect in terms of format, length and likely content. The interviewer should use straightforward language and make sure that questions are phrased clearly and easy to understand. Where possible, the interviewer should be familiar to the learner.

For 1.1, learners need to give brief information about appropriate clothing to wear for a given interview. What is 'appropriate' will differ from one workplace or course to another, depending on the nature of the job, work placement or training course applied for and should be consistent with that normally expected of interviewees in the particular setting. Regardless of the setting, learners should have paid attention to their personal hygiene and should be wearing clean clothes. Their choice of clothing may be based on the advice or guidance of others.

To achieve 1.2, learners need to provide two reasons why personal hygiene is important for an interview.

To achieve 2.1, learners must demonstrate that they are paying attention, concentrating on what is being said and avoiding distractions, using appropriate body language to show they are listening to the interviewer and interest in the discussion.

Learners should refrain from fidgeting or other behaviour that suggests that they are not concentrating on the interview. Tutors or line managers should assess the appropriateness of the learner's non-verbal communication in the light of any relevant cultural factors.

To achieve 2.2, learners' answers may be brief and unsophisticated but they must contain clear, relevant information which demonstrates an understanding of the question.

Evidence to support observation of the learner's performance in the interview for 2.1 and 2.2 could take the form of a written statement by the tutor, line manager or interviewer or could be a video with supporting commentary from the tutor/line manager.

For 3.1, learners must identify one aspect of their performance that went well and one aspect that did not go so well. These might relate to particular questions or to aspects such as body language or careful listening. They might reflect on the interview by watching it back on video, listening to a recording or discussing it with the interviewer or other observers. It is appropriate for any of these parties to offer constructive criticism and for the learner to include this feedback in the review of their performance, should they wish to do so. However, from the given feedback, the learner must independently identify what they include in their evaluation.

Evidence to support this can either be written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.worksmart.org.uk/career/interviews

Unit 6: Producing a Product

Unit Reference number: R/503/2826

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit looks at how to make a product or item, safely. Learners will assess the skills needed to complete the product as well as assessing the finished product.

Unit introduction

Producing a product offers an opportunity to learn and develop skills in choosing an appropriate product to make. Valuable entrepreneurial ideas and skills may be gained from being involved in a production activity, even if on a small scale. In this unit, learners will learn to understand simple production processes, work safely, describe practical skills in the use of tools and equipment and evaluate their product or item.

Essential resources

Learners will need to access to an area suitable for the practical activities undertaken, for example a workshop or practical workroom. A variety of materials including wood, metal, soft-cottons and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and the location of first aid supplies and support need to be known.

Where photographs and recordings or audio and video are to be used as evidence, appropriate equipment will be needed.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to make a product or item	1.1	List the steps needed to make the product or item	<ul style="list-style-type: none"> □ <i>Steps needed to make the product or item:</i> choice of appropriate product or item to make; planning product or item to make; resources or materials for product or item; plan for effective use of different types of equipment, e.g. tools, measuring instruments, appliances, containers; plan for safe use of equipment
2	Be able to identify the skills required to make the product or item	2.1	Identify the skills required to make the product or item	<ul style="list-style-type: none"> □ <i>Skills required:</i> operate piece of machinery, know certain techniques, e.g. painting, baking, welding, creative skills, problem-solving skills
3	Be able to produce the product or item safely	3.1	Demonstrate appropriate levels of safety when making the product or item	<ul style="list-style-type: none"> □ <i>Appropriate levels of safety in making product or item:</i> use correct materials and equipment as required; use any equipment safely and correctly; use appropriate safety clothing and protection if required, e.g. safety glasses, appropriate footwear, gloves; first-aid supplies available; produce safe product or item
4	Know how to examine the finished product or item	4.1	List qualities and any faults of the finished product or item	<ul style="list-style-type: none"> □ <i>Qualities and faults of the product or item:</i> quality of the item or product; quality of materials used

Essential guidance for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. Whilst producing their product or item, learners will need to consider and apply the relevant safety measures.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes, as well as larger-scale products which might require the use of workshop facilities.

It would be helpful if the learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving the learners an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the steps needed to make a product or item. Learners should be asked to list the steps needed to make a product or item which that they are familiar with; such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work, will allow learners to develop their skills in assessing the quality of the finished product.

Learners will need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement

At this level, learner activities should require them to sequence their assessment evidence using basic reading, writing and other communication skills appropriate for learners working at Entry Level 3. The unit focuses on developing the skills needed to make a product or item under supervision.

Assessment

This unit can be assessed through a series of structured tasks or activities. Photographs and video or audio recordings could be used to record the evidence.

For 1.1, the learner can receive support from the tutor for example using a simple planning template supplied by the tutor, but the learner must make their own decision about which steps to put into the template. Alternatively, the tutor could record a discussion with an individual as a witness statement, or a brief presentation witnessed by the tutor could be used.

For 2.1, the learner must be able to identify at least two skills needed to make the product or item. A question and answer session could be used as evidence for this purpose. Alternatively, appropriate forms of evidence such as written notes or recordings of discussions with the learner may be used.

To achieve 3.1, tutor observation of the learner making the product or item safely, or an aspect of the product or item safely, needs to be recorded. It must be clear from the observation that the learner has demonstrated appropriate levels of safety in making the product or item.

For 4.1, learners could describe of the qualities and faults of the final product or item in writing, or the assessor could record a discussion with the learner. A question and answer session with a witness statement could also be used. At least two observations about the product or item (positive qualities, faults or a combination of both) must be made by the learner.

Suggested resources

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseuk.org/

www.stridingout.co.uk

Unit 7: Working Towards Goals

Unit reference number: J/502/0463

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

To help the learner understand how to identify and work towards goals appropriately.

Unit introduction

This unit aims to help learners examine their strengths and weaknesses in relation to personal and social skills development. This is a practical unit designed to help learners identify realistic goals and work towards meeting at least one. Learners will explore and explain the benefits of achievement supported by a range of people to help them build on strengths and improve on weaknesses.

Learners' current areas of weakness will be self-evaluated, and assessed by both peers and tutors. Learners will be guided in identifying a range of appropriate sources of support and engage in structured activities which will lead to the success of a short-term goal, within a specific timescale. This will promote their independence in personal and working life. In order to identify how effective learners have been in following an agreed plan to achieve a short-term goal, learners will be encouraged to prepare an action plan, regularly review their activity progress and amend it where necessary.

Completing this unit will contribute to learners' overall personal and social development and develop Personal, Learning and Thinking skills in the areas of Independent Enquirers and Self Managers. It will foster skills necessary to become independent in decision making and encourage taking responsibility for planning, reviewing and achievement of short-term goals.

Essential resources

Learners will need access to professionals who can support them in achieving specific goals (for example careers adviser, literacy or numeracy tutor).

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to identify and explain their goals	1.1	Describe own strengths and what they need to improve	<ul style="list-style-type: none"> □ <i>Strengths and weaknesses</i>: identifying own personal skills and qualities gained from education, work experience and other life experiences, e.g. computer skills, numeracy, literacy, ability to relate to others, assertiveness, communication skills, reliability, trustworthiness, patience, friendliness, team skills, punctuality, emotional responses, time management, organisation skills
		1.2	Identify at least one goal which is important for their development	<ul style="list-style-type: none"> □ <i>Goals</i>: improving numeracy, literacy, IT skills, improving punctuality at school, college, work, grades, changing negative behaviour, developing specific communication skills and social skills, following a healthier lifestyle, creating a CV, preparing for work placement, preparing for paid or volunteer work, identifying if goals are achievable and measurable
		1.3	Explain why achieving the goal is important	<ul style="list-style-type: none"> □ <i>Importance of achieving goal</i>: different ways achieving a goal can be important, e.g. improved life chances and opportunities, self-esteem, confidence, wider range of options in work, education and social life, improved health and wellbeing, improved earnings, build relationships, join new social groups
		1.4	Agree the goal with an appropriate person	<ul style="list-style-type: none"> □ <i>Appropriate person to agree goal with</i>: appropriate person, e.g. careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician

Learning outcomes		Assessment criteria		Unit amplification
2	Prepare an action plan to meet their goal	2.1	Identify the activities needed to work towards the goal	<ul style="list-style-type: none"> □ <i>Activities:</i> types of activity eg attending training on offer by, e.g. employer, job centre, college, school; joining healthy eating or lifestyle clubs, e.g. diet group, self-help group, sports club or projects, attend study support; independent research, e.g. building a CV applying for paid or voluntary work; recording activities, e.g. create an action plan with staff, keep a diary of events, peer and self-assessment, create a code of conduct and agree rights and responsibilities □ <i>Timescales and deadlines:</i> realistic and measurable goal; specific timescale for short-term goal; duration of activities □ <i>Resources:</i> people, e.g. careers adviser, job centre, tutor, support staff, colleagues, employer, peer group, sports coach; multi-media, e.g. internet, library books, leaflets from health centres, local newspapers
		2.2	Identify timescales and deadlines for the achievement of the goal	
		2.3	Identify the resources needed to support them in achieving the goal	
3	Be able to review progress towards achieving their goal	3.1	Follow the activities outlined in the action plan	<ul style="list-style-type: none"> □ <i>Regularly review activities and outcomes:</i> reviewing completed tasks through discussion with peers and professionals; diary reflection; checklists and questionnaires; tutorial paperwork
		3.2	Regularly review the activities and outcomes with an appropriate person	
		3.3	Identify what has been achieved and what still needs to be done	
		3.4	Amend the action plan to reflect their progress	

Information for tutors

Delivery

For learning outcome 1, learners could be encouraged to examine their own strengths and weaknesses in personal and social skills. Tutors could provide a SWOT analysis form and devise a checklist of skills and qualities which learners will complete in order to identify their own strengths and weaknesses.

Learners could reflect on their skills gaps and describe one area they believe would benefit their development. This could relate to college, work or personal life.

Learners could use self, peer and tutor feedback, review paperwork, appraisal or supervision paperwork from workplace, if applicable, to support their description of areas which need development.

Once learners have identified areas for improvement they could be encouraged to set one realistic short-term goal and agree, with an appropriate person, a plan of working towards the achievement of the goal. Learners should be supported to identify the difference between long-term and short-term goals; this can be achieved by examining a range of case studies (real-life stories of achievement in the media, for example the magazine *Take a Break*). The tutor could give specific goals and ask the learners to produce a chart which outlines activities that are required in order to achieve the goal (hand out cards with a range of goals – for example losing 3lb in six weeks, creating a CV, planning a party).

Learners could be encouraged, after this, to compare peers' goals and identify activities that will be required in order to achieve their own goal. Learners could also be encouraged, through group discussion, to share their personal experiences of goal achievement, detailing the stages they had to go through in order to achieve the goal. The implied agreement must be defined by the tutor and learners should sign documentation to reflect agreement of their chosen short-term goal, with an appropriate person.

For learning outcome 2, learners could begin to create an action plan which outlines their goal, lists activities planned, identifies resources needed and includes a proposed date of completion. Tutors could encourage learners to identify what steps are required to achieve their specific goal, the use of case studies and recall of personal experiences can be used as a prompt for learners to consider typical stages of goal development.

Learners must be guided in selecting appropriate individuals and or specific resources that could support them to achieve their goal, for example a Connexions adviser, dietician, sports coach, relevant textbooks, leaflets and websites. A list of resources should be created by the tutor and given to the learner so they can identify relevant sources of information to use independently.

Learners should be made aware of the importance in allocating deadlines and working within specific timescales. They could be encouraged to consider the consequences of failing to meet deadlines through the use of case studies. Learners must estimate timescales for the achievement of their chosen goal and their action plan should reflect this. At this stage learners should be encouraged to start recording diary entries in order to view progress which links with learning outcome 3.

For learning outcome 3, learners could follow the activities outlined in their action plan and amend the plan appropriately wherever necessary. Monitoring of the learners' progress will be necessary (tutors should identify at least three review dates with the learner in order to assess progress). Tutors should encourage

learners to reflect on their action plan, diary entries, checklist results and discussion with peers, tutors and other support, in order to identify what has been achieved.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – to clarify range of skills, qualities.</p> <p>Activity – design checklist to use when assessing personal skills and qualities.</p> <p>Practical – use checklist to record own skills and qualities.</p> <p>Assessment – learners identify strengths and what needs to be improved on checklist.</p> <p>Group discussion:</p> <ul style="list-style-type: none"> • what are goals? why are goals important? • difference between short and long-term goals • need for to goals to be realistic. <p>Guest speakers – to speak about personal goals set and achieved.</p> <p>Tutor demonstration – using SWOT (strengths, weaknesses, opportunities, threats) analysis to identify goals using a case study.</p> <p>Practical – using SWOT analysis to identify personal goals.</p> <p>Assessment – learners record one goal for own development and reasons why achievement of goal is important. One-to-one tutorial to agree goal (learning outcome 1). [Functional Skills Level 1 writing].</p>
<p>Tutor-led discussion – ‘What is action planning?’ ‘How to use action planning to help achieve goals?’ ‘Why do plans need to be reviewed and amended?’</p> <p>Group discussion – what should be included in an action plan? Agree an action plan template.</p> <p>Activity – use action plan template to record activities needed to work towards agreed goal, timescales and deadlines for achievement.</p> <p>Activity – present plans to group for peer assessment of feasibility.</p> <p>Research – resources needed to support achievement of goal.</p> <p>Assessment – record activities, time scales, deadlines and resources needed (learning outcome 2).</p>
<p>Practical – carry out planned activities.</p> <p>One-to-one tutorial to review activities and outcomes.</p> <p>Assessment – record achievements and what activities still need to be done and make amendments to action plan (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet the requirements of assessment criteria 1.1 and 1.4, learners could complete a checklist showing ranges 1–5 (1 being weak, 5 being strong) of their own personal and social skills, alongside a statement of their opinion on what areas need improvement, outlining the benefits of developing specific weaknesses. Learners could use tutor review paperwork, appraisal/supervision paperwork from workplace, if applicable, as supporting evidence. To meet 1.2, evidence of a

discussion with the tutor outlining the learners chosen short-term goal could be produced. To achieve 1.4, documentation which reflects an implied agreement of short-term goal between the learner and tutor will be sufficient (documented evidence could include an informal contract or witness statement).

To meet the requirements of assessment criteria 2.1, 2.2 and 2.3, learners could complete an action plan which lists activities they will undertake in order to achieve their goal, identifies sources of support they will be using and outlines proposed completion dates for each activity.

In order to meet 3.1, learners could produce appropriate evidence which supports their action plan, so as to ascertain the activities that have been undertaken. This could be in the form of photographs, video footage, witness statements, employer feedback, review and tutorial paperwork. To achieve criteria 3.2 and 3.3, documented evidence of learners taking part in regular reviews with their tutor will be sufficient. To achieve criterion 3.4, an action plan, showing amendments made by the learner or appropriate others, should be produced.

Suggested resources

Websites

www.direct.gov.uk/en/youngpeople

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/index.htm

www.fasttomato.com

www.lifecoachexpert.co.uk

Unit 8: Working as Part of a Group

Unit reference number: R/502/0465

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

To help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

Unit introduction

This unit aims to help learners develop the skills required for working in a group through involvement in a group work task. This includes being able to review the progress of the group and their own progress and skills development and to suggest ways they could improve.

This unit provides valuable opportunities for learners to build up skills that help to develop positive attitudes and are therefore very valuable in learning and employment. In addition, the skills required to work successfully as a group member are those which contribute to effective leadership. Good leaders must have a good idea of how a group works, what makes a good group and a good group worker. These skills include planning, taking turns in discussion, collaborating and cooperating, extending ideas through sharing with others, supporting and building on the contributions of others and receiving feedback.

In this unit learners will review their achievements, both as individuals and as a group and make suggestions for ways they could improve their group work skills in a stress free situation, providing opportunities for increased motivation and enhanced self-esteem.

For learning outcome 1, learners will establish the ground rules needed for group-work. There will be the opportunity for learners to take part in planning the group-work task and the individual activities needed to complete the group task.

Learners participate in a group task for learning outcome 2. They will be able to demonstrate they are able to work with others in a positive way to carry out individual tasks and achieve the aims of the group task. This includes: making suggestions appropriately, dealing with instructions, dealing with feedback, supporting others and requesting support from others, when needed.

For learning outcome 3, learners appraise the progress made by the group and their own contribution. They review aspects of the task that went well and those which were less successful. Finally they propose ways they could improve their skills in working with others.

Completing this unit will contribute to the development of Personal Learning and Thinking Skills in the areas of Team Workers and Effective Participators, as well as

contributing to the learners overall personal and social development. This unit relates to Level 1 key skills standards in working with others.

Essential resources

Learners will need the opportunity to work as part of a group.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to contribute to working as part of a group in appropriate ways	1.1	Suggest appropriate ground rules for working with others	<ul style="list-style-type: none"> □ <i>Establishing ground rules for working as part of a group:</i> clear goals; ensuring everyone is listened to; respect others opinions and views; democratic decisions; sharing understanding of expected behaviour and attitudes; sharing tasks fairly; recognising individual strengths; taking ownership
		1.2	Contribute to the planning of group and individual activities	<ul style="list-style-type: none"> □ <i>Recognising skills and strengths to plan activities:</i> organising skills; encouraging contributions from everyone; motivating others; punctuality; reliability; creativity; helping others; accepting help from others; accepting constructive criticism; practical skills, e.g. computer literacy; honesty and openness; flexibility; maintaining confidentiality; individual activities, e.g. researching and finding out about resources, travel, timetables, opening times, booking travel tickets, providing food, drinks, taking notes at meetings

Learning outcomes		Assessment criteria		Unit amplification
2	Demonstrate how to work as an effective group member	2.1	Work with others in a positive way to carry out individual and group activities	<ul style="list-style-type: none"> □ <i>Respect others' contribution</i>: listening to ideas of other group members without interrupting; agreeing group decisions; following decisions of group
		2.2	Make suggestions appropriately	<ul style="list-style-type: none"> □ <i>Contribute to group decisions</i>: offering own ideas; suggesting solutions to problems faced by group; suggesting a better way of doing something; offering practical skills
		2.3	Deal with instructions appropriately	<ul style="list-style-type: none"> □ <i>Complete own task</i>: following instructions for task; completing agreed task on time; completing task to satisfactory standard
		2.4	Deal with feedback appropriately	<ul style="list-style-type: none"> □ <i>Respond to feedback from others</i>: accepting feedback positively; listening carefully; asking for clarification; asking for suggestions of ways to improve
		2.5	Support others and ask for support when required	<ul style="list-style-type: none"> □ <i>Support other group members</i>: asking other group members if they need help; showing group members how to do something; helping group members to complete their task; completing task for absent group member □ <i>Ask for support from others</i>: e.g. when instructions need explaining, when clarification needed, to complete aspects of task

Learning outcomes		Assessment criteria		Unit amplification
3	Review the group's progress and their contribution to it	3.1	Review the progress the group has made in working together	<ul style="list-style-type: none"> □ <i>Group progress in working together:</i> e.g. all members contributed, individual strengths recognised, communication skills developed, learnt to trust one another □ <i>Individual contribution to group task:</i> e.g. contributed ideas to planning, asked advice from another group member, helped another group member to complete their task
		3.2	Describe how they contributed to the work of the group	<ul style="list-style-type: none"> □ <i>Successful aspects of group task:</i> e.g. all aspects of task completed, timeframe met, group task met its aim, completed to a good standard
		3.3	Describe what went well and what went less well	<ul style="list-style-type: none"> □ <i>Less successful aspects of group task:</i> e.g. some group members were absent, some individuals did not follow agreed instructions
		3.4	Suggest how they could improve their skills in working with others	<ul style="list-style-type: none"> □ <i>Improving own skills in working with others:</i> e.g. learning about responding positively to feedback

Information for tutors

Delivery

The emphasis in this unit is on developing learners' skills in working as an effective member of a group through involvement in a practical group task.

To establish appropriate ground rules for group working, learners could work in small groups to analyse case studies of different group tasks, some which were more successful than others. A question and answer session could determine the reasons the success in the group, for example some people did not complete their tasks, some group members did not follow the group agreements. From this, key points could be collated on a board or flipchart. Learners could produce posters of group-working ground rules to display in the classroom for learners to refer to throughout the unit.

Identification of the group task, the group members and the individual activities is required at this stage of the unit. Learners could be involved in selecting the group task. Teams could be made up of around four to seven people. In groups, learners could discuss possibilities for appropriate tasks and report back to the whole class. Learners could develop a discussion to decide which group work tasks are manageable, achievable and match the skills and interests of the group members in 'what if' scenarios.

The groups could work together to produce a clear plan to include all tasks involved in the group work, the roles and responsibilities of all individuals and timescales. The tutor will need to use prompts to help the group to develop this plan to ensure all activities and roles for each group member have been included. This could be presented as a mind map or a colour-coded flow chart to act as an aid memoir during completion of the group work task.

For learning outcome 2, learners need to implement the agreed group task. Learners could work in groups to devise a checklist to log the group-work skills they demonstrate during the task.

Learners should be encouraged to review their own performance in the group task for learning outcome 3, using evidence from their checklist. This needs to include the effectiveness of their individual group work skills and how their individual contribution affected the success of the overall group task. Ways for learners to develop their group working skills could be explored through tutorials or small group discussions.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Case studies – compare case studies of group tasks, some of which were more successful than others.

Group discussion – ‘Why were some tasks less successful? ‘What are the features of successful group working?’

Activity – watch DVDs or videos of group work, for example *The Apprentice*, to consider the skills and strengths of individuals which contribute to success in group work tasks.

Team-building activities.

Tutor-led discussion – issues to consider when choosing a group work task:

- manageable in timescale
- costs
- provide opportunity for all to be involved
- match the skills and interests of group members.

Activity – groups discuss and select options for group task.

Group tutorials to agree group task.

Activity – groups plan task and allocate activities.

Record plan and activities on a time line. Provide a copy for all group members.

Assessment – witness statements to support contribution to discussions for suggestions of ground rules, and flexible contribution to planning decisions (learning outcome 1) [Functional Skills Level 1 Speaking and Listening].

Activity – group-working skills – design a format to log group working skills and their contribution as a group member.

Practical – carry out group task. Record progress and skills used during task.

Group tutorials to monitor progress.

Assessment – present evidence of group work skills identified in unit content in agreed format (learning outcome 2).

Tutor-led discussion – ‘What is the value of by reviewing the progress made by the group during the task?’ ‘How may individuals benefit from assessing their contribution to the task?’

Activity – group review of progress made during group task.

Activity – individual review of own contribution to group task and ways to improve skills in working with others.

One-to-one tutorial to review individual contribution to group, successes, what did not go well and how to improve in working with others.

Assessment – record assessment of group’s progress, own contribution and ways to improve skills in working with others (learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

For assessment criterion 1.1, learners will need to list at least five ground rules required for working with others. This may be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For assessment criterion 1.2, learners will need to play a part in the planning or the whole group task and the allocation of individual activities. This may be presented in the form of a record of group discussions. The contribution of individuals will need to be identified and assessed which may be through witness statements, peer group assessment or by the tutor. To meet the requirements for 1.2, documentation will need to be retained for internal and external verification.

The evidence required for assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 may be provided by a checklist completed by the learner during the task. The checklist may take a variety of formats. The checklist will need to be verified by the tutor. Alternative methods of evidencing may be used, for example an observation or video recording.

For assessment criterion 3.1, learners need to assess how well the group worked together during planning and completing the group task. Learners may use the checklist completed during the task to review their own group-working skills for 3.2 and 3.3. For 3.2, learners need to give brief detail about how they contributed to the work of the group. For 3.3, the learner will need to give brief detail about one aspect of their group task which went well and one aspect which was less successful. For 3.4, more than one way for the learners to develop their skills in working with others could be explored through one-to-one discussion with the tutor. Responses should be recorded for verification purposes.

Suggested resources

Website

www.ehow.com/list_5988265_group-teamwork-activities.html

Ehow.com – Ideas for group activities

Unit 9: Starting Work in Construction

Unit reference number: M/502/3695

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to career opportunities in construction and the organisations that provide such opportunities. It encourages learners to make informed choices about their potential career options.

Unit introduction

This unit introduces learners to the different specialist areas that make up the construction and built environment sector and helps them identify the variety of careers available in each of these specialist areas, at all levels.

Learners will have the opportunity to explore the different types of organisation that operate within the construction and built environment sector in terms of their size and the type of work they undertake.

Learners will use this information to make decisions concerning possible career choices in construction, and to reflect on the effect of such choices on their preferred lifestyle.

Although learners will work independently when making decisions about their career options, they will also function as effective members of a team by working responsibly and cooperatively.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

Essential resources

The most significant resources for this unit are:

- structured visits to workshops, offices and building sites
- work experience in workshops, in offices or on building sites
- contact with personnel working at all levels in the industry.

This offers a perspective on the nature of work in the construction and built environment sector that will inform the learner's choice of units and hence their 'taster' experience. Internet access will give learners an opportunity to develop a range of skills in e-learning but the tutor will need to manage it carefully.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different types of career opportunities available in construction	1.1	Describe different types of career opportunities in construction	<ul style="list-style-type: none"> □ <i>Types of career opportunity</i>: full-time or part-time; employed or self-employed; permanent or temporary; professional and technical, e.g. architecture, architectural technology, surveying, civil engineering, structural engineering, building services engineering, construction management, maintenance management, facilities management; craft or operative, e.g. bricklaying, carpentry, joinery, painting, decorating, plumbing, electrical installation, plastering, stonemasonry, roofing, wall and floor tiling, groundwork, concreting, general construction operative; skilled or unskilled
2	Know about different types of organisation offering career opportunities in construction	2.1	Describe different types of organisation that offer career opportunities in construction in terms of their size and the nature of the work they undertake	<ul style="list-style-type: none"> □ <i>Types</i>: limited number of large contractors; much larger number of small and medium enterprises (SMEs) □ <i>Work undertaken</i>: e.g. large public works, infrastructure, speculative house building, newbuild, conversion and adaptation, maintenance and repair, manufacture and supply of materials and components
3	Understand how career choices can impact upon an individual's lifestyle	3.1	Explain how an individual's lifestyle may be influenced by the career choices they make	<ul style="list-style-type: none"> □ <i>Lifestyle issues</i>: ambitions and aspirations; job satisfaction; sense of identity; financial and social benefits □ <i>Impact of career choice</i>: requirements, e.g. education, training and development, robust mental and physical good health; conditions of work, e.g. hard work, tight deadlines, working away from home or abroad, weekend working, flexitime, long hours of work, time spent travelling to work; impact, e.g. effect on family life, social life and personal relationships, stress levels, mental and physical demands
4	Be able to make informed career choices	4.1	Make realistic career choices based upon information provided	<ul style="list-style-type: none"> □ <i>Career choices</i>: career choice from content 1 above, potential employers from content 2 above, implications of career choice from 3 above

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to work responsibly with others	5.1	Demonstrate good team working skills by working responsibly and cooperatively	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths, knowledge and understanding of self and other team members, cooperation
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes</i>: e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

The purpose of this unit is to encourage learners to think realistically about what it would be like to be employed in the construction and built environment sector and, more particularly, to help the learner match their skills, qualities and aspirations to a job they feel they might want to do. The unit covers a wide range of jobs at all levels, but delivery should focus on those jobs the learner could access on completing a programme based on Level 1 units. Progression issues should be examined by considering the ambitions of individual learners and by matching these ambitions to further training and development opportunities.

The unit is designed to offer an overview of the work available in the construction and built environment sector, starting with the range of jobs available, their skills requirements and the different types of organisations that employ people to perform such jobs and offer good training and employment opportunities. In this unit the learner needs to consider job roles and responsibilities only in the broadest sense. This could include the difference between craft and technician roles, off-site or on-site working, construction craft or building services craft apprenticeships, together with examples of all of the above.

Learners should be made aware that, although the large organisations dominate the industry, the smaller organisations predominate. The reasons why people must work together as a team to plan, design and construct the built environment should be stressed throughout.

The unit gives learners the opportunity to think about the factors that affect job choice from a variety of perspectives, including:

- their personal skills and qualities
- the skills and qualities they might wish to develop
- the different types of organisation in the construction and built environment sector
- the needs and wants of different organisations in terms of work undertaken, physical location, size and structure
- how a job could affect their lifestyle
- how their lifestyle might have to change
- the relationship between lifestyles and job choices.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know about the different types of career opportunities available in construction</p> <p>Whole-class, teacher-led discussions supported by small group research into the different types of career opportunity available, followed by group presentations of findings. Source material to include books, CD ROMs, newspapers, trade magazines and the internet. Presentations by experienced construction personnel will prove very useful.</p>
<p>Know about the different types of organisation offering career opportunities in construction.</p> <p>Whole-class, tutor-led discussions supported by small group research into the different types of organisation working in construction and the built environment, followed by group presentations of findings. Source material to include newspapers, trade magazines and the internet. Presentations by representatives from appropriate organisations will be useful.</p>
<p>Understand how career choices can impact upon an individual's lifestyle.</p> <p>Whole-class, tutor-led discussions with a question and answer session to draw out the learners' thoughts on the potential personal impact of several different career choices at both professional/technical and craft/operative level. Presentations by experienced construction personnel on the personal advantages and disadvantages of their career choices will prove extremely useful.</p>
<p>Be able to make informed career choices.</p> <p>Career choices must be based on the information gathered above and should be realistic and coherent. Assessment evidence should take the form of clear choice of career(s), identification of at least one organisation that offers such careers and evidence that the learner has investigated the impact of their career choice on their preferred lifestyle.</p>
<p>Be able to work responsibly with others.</p> <p>Discussion of the benefits of behaving in a cooperative and responsible manner towards both staff and other learners. This requires no formal allocation of time and should occur during both delivery and assessment.</p>
<p>Be able to seek and respond to guidance when working as part of a team.</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, why they are doing it, the nature of the careers they are contemplating and the potential impact of such careers on their preferred lifestyle. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during delivery and assessment.</p>

Assessment

The use of one assessment instrument is suggested as being sufficient to allow full coverage of the learning outcomes, although the assessment may be conducted in two discrete parts to avoid assessment overload for learners. The assessment instrument would therefore comprise 1.1, 2.1, 3.1, 4.1, 5.1, and 6.2. The assessment could be divided up into two parts as follows: firstly 1.1 and 2.1 and secondly 3.1, 4.1, 5.1, 6.1 and 6.2 can be assessed over the whole period of assessment for both parts and will require no extra time.

For 1.1, learners must describe two different types of career opportunities in construction in terms of the skills and abilities needed. One career should relate to professional and technical career opportunities and the other should relate to craft and operative job opportunities. There is no requirement for a highly detailed answer but the two types of job role must be clearly differentiated.

For 2.1, learners must describe two different types of organisation that offer career opportunities in construction, in terms of their size and the nature of the work they undertake. One should be a large organisation engaged in major construction projects and the other should be a small or medium enterprise (SME) engaged in smaller works. There is no requirement for a highly detailed answer but the two types of organisation, and the nature of the work they do, must be clearly differentiated.

For 3.1, learners must explain how an individual's lifestyle may be influenced by the career choices they make in terms of the training and development that will be needed, their general state of health, the conditions under which they will work, the possible effect on their personal relationships and the general demands of the chosen career. The treatment can be broad as there is no requirement for the learner to make a career or job choice at this point.

For 4.1, learners must make two realistic career choices. These need not relate to their desired career path as it is unlikely that this will be clear to the learner at this stage. Learners must demonstrate the ability to make career choices based on information provided by their tutor. This information should relate to the training and development needed for a range of jobs and the nature of the different organisations they might work for. As for 1.1 above, there is no requirement for a highly detailed answer, but learners' responses should be essentially correct and clearly differentiated from each other.

For 5.1, learners must demonstrate good team working skills by working in a responsible and cooperative manner and by sharing resources and ideas with other learners. They must, however, produce their own individual evidence. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with both tutors and other learners at all times. The evidence could take the form of a witness statement.

Suggested resources

Books

There is a wealth of careers information to be found. School, college and public libraries will have useful material, and trade magazines and local and regional newspapers will all help learners assess the job market at any given time.

Osbourn D – *Introduction to Building* (Longman, 2002) ISBN 9780582473034

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Websites

<http://careerplanning.about.com/cs/miskills/a/scans.htm>

www.citb.org.uk/careers

www.direct.gov.uk/en/youngpeople

www.icould.com

www.summitskills.org.uk

Unit 10: Health and Safety and Welfare in Construction

Unit reference number: D/502/3692

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit is designed to introduce learners to the health and safety and welfare issues in construction. It aims to help learners to be aware of the potential hazards to which they may be exposed in construction environments and how to reduce these risks.

Unit introduction

This unit introduces learners to the health and safety and welfare issues associated with developing practical skills in a construction environment.

The first part looks at causes of construction accidents. The second part looks at hazards in construction, safety signs, fire extinguishers and the use of personal protective equipment (PPE). The third part explores the HASAWA and COSHH Regulations.

Essential resources

This is a theory-based unit and it is expected that centres will have suitable classroom facilities with appropriate resources for effective delivery of the unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the causes of accidents in construction	1.1	Describe the causes of accidents in construction	<ul style="list-style-type: none"> □ <i>Causes:</i> falls, trips, electrocution, poor manual handling, poor maintenance, lack or misuse of personal protective equipment (PPE), messing about, untidiness, below ground, confined spaces, moving plant or machinery, drugs, tiredness, daylight
2	Know about the hazards and safety signs in a construction environment	2.1	Identify potential hazards in a construction environment	<ul style="list-style-type: none"> □ <i>Materials:</i> sawdust, nails, medium density fibreboard (MDF), lime, paraffin, solvent paints, solders, lead, asbestos □ <i>Tools:</i> tenon saw, wood chisel, bolster, hammer, basic pipe-welding equipment □ <i>Equipment:</i> stepladders, hop-ups, trestles
		2.2	Identify the safety signs used in a construction environment	<ul style="list-style-type: none"> □ <i>Safety signs:</i> mandatory prohibition, warning and safe condition signs
3	Know how to minimise the risk of hazards	3.1	Identify and select methods used to minimise the risks of hazards	<ul style="list-style-type: none"> □ <i>Risks:</i> basic risk assessment, reduce/minimise risks, types and uses of PPE, planning for work, correct use of ladder
		3.2	Describe ways to reduce risks	
4	Know about the different types of fire extinguishers and when to use them	4.1	List different types of fire extinguishers	<ul style="list-style-type: none"> □ <i>Types:</i> water, foam, powder, carbon dioxide; when they should be used
		4.2	Describe when different types of fire extinguishers should be used	

Learning outcomes		Assessment criteria		Unit amplification
5	Know about the legislation HASAWA and COSHH	5.1	Describe the purpose of HASAWA	<ul style="list-style-type: none"> □ <i>Legislation</i>: key concepts □ <i>Implications</i>: employers, employees, self-employed people and learners
		5.2	Describe the purpose of COSHH	

Information for tutors

Delivery

The most important requirement of the unit is that learners are given learning opportunities to develop health, safety and welfare awareness in construction environments.

Tutors should also encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees. The evidence required to satisfy the assessment criteria can be achieved in one carefully designed assignment.

This unit will be most effectively delivered using a combination of directed research on the part of the learner, case studies and hazard awareness exercises, with appropriate support from the tutor. The internet can be used to find details of PPE and its application, as well as information on material hazards. Development of hazard checklists prior to workshop activity would assist hazard awareness and this would form part of the assessment evidence required for this unit. An outline of the purpose of HASAWA and COSHH risk assessments is all that is required as part of the learner's work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know the causes of accidents in construction.

Whole-class, tutor-led discussion on statistics and causes of accidents. Learners draw graphs/pie charts/produce a health and safety information poster. Source material to include books, CD ROMs, newspapers, trade magazines and the internet. Presentations by experienced construction personnel will prove useful.

Know about the hazards and safety signs in a construction environment.

Whole-class, tutor-led discussion about hazards in construction/safety signs. Source material to include books, CD ROMs, newspapers, trade magazines and the internet. Presentations by experienced construction personnel will prove useful.

Know how to minimise the risk of hazards.

PPE identification sheets. What hazard(s) has/have been minimised/reduced by selecting particular PPE. Discussion of other methods of reducing risk in construction.

Know about the different types of fire extinguishers and when to use them .

Learners identify different types of fire extinguishers in the building and when to use them. Plan of building with types of fire extinguishers noted. Video/film on this subject.

Know about the HASAWA and COSHH Regulations.

Whole-class, tutor-led discussion on a government act/law. Brief content of HASAWA and COSHH. Implications for people working in construction.

Assessment

For 1.1, learners must describe the causes of accidents in the construction industry. This will be evidenced most clearly by the learner's assessment work.

For 2.1 and 2.2, learners must identify the hazards and safety signs in a construction environment. This will be evidenced most clearly by completion of topical identification sheets by the learner.

For 3.1 and 3.2, learners must identify, select and describe methods used to minimise the risks of hazards. This will be evidenced most clearly by completion of hazard identification sheets, possibly prior to vocational tasks assessment work.

For 4.1 and 4.2, learners must identify the different types of fire extinguishers and when to use them. This will be evidenced most clearly by the learner completing topical identification sheets.

For 5.1 and 5.2, learners must outline the purpose of HASAWA and COSHH. This will be evidenced most clearly their assessment work.

Suggested resources

Books

Health and Safety in Construction (3rd Edition, HSE Books, 2001)
ISBN 9780717661824

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book*
(Pearson, 2010) ISBN 9781846909207

Websites

www.hse.gov.uk

www.hss.com

Unit 11: Working as a Team to Move and Handle Resources

Unit reference number: T/502/3696

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to safe resource handling techniques and the physical consequences of poor resource handling. Learners are given opportunities to work in teams to handle resources safely.

Unit introduction

This unit introduces learners to the regulations and guidance that apply to manual handling operations and explains how unsafe manual handling techniques can lead to injury.

Learners will have the opportunity to explore the techniques used to move and handle resources such as materials, components and fixings. They will perform these techniques both with and without the use of simple lifting aids, alone and as part of a team.

Learners will learn to work in a responsible and cooperative manner as they move and handle resources safely. They will work as effective members of a team by following instructions and communicating effectively with other members of the team.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

Essential resources

The main resources needed for this unit are items to move and handle and a large enough space, with sufficient headroom, in which to carry out the moving and handling. The resources to be moved and handled should clearly relate to the construction industry and should include bulky and unwieldy loads.

Learners should have access to some or all of the following lifting aids: shelf trolleys, sheet trolleys, sack trucks, lift trucks, pallet trucks, sheet hoists, chutes, roll cages and lifting hooks.

There must be access to adequate washing and first aid facilities, and space for the storage of PPE such as hard hats, high visibility jackets, gloves and safety boots.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the regulations and guidance that apply to the safe moving and handling of resources	1.1	Identify the regulations and guidance that apply to the safe moving and handling of resources, including the Manual Handling Operations Regulations 1992	<ul style="list-style-type: none"> □ <i>Regulations:</i> Manual Handling Operations Regulations 1992 □ <i>Guidance:</i> to follow appropriate systems of work laid down for their own safety; to make proper use of equipment provided for their own safety; to cooperate with tutors on health and safety matters; to inform tutors if they identify any hazardous handling activities; to take care to ensure that their activities do not put others at risk
2	Understand how unsafe manual handling techniques can cause injury to self and others	2.1	Explain how unsafe manual handling techniques can cause injuries to themselves and others	<ul style="list-style-type: none"> □ <i>Unsafe manual handling techniques:</i> e.g. exceeding maximum load, holding loads away from the body, twisting, bending, stooping, reaching upwards, jerking, lifting over long distances, repetitive handling, moving too quickly, lifting bulky and unwieldy loads □ <i>Injuries:</i> e.g. musculoskeletal disorders (MSDs), pain, discomfort, tenderness, swelling, impaired movement

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to work as part of a team when carrying out safe moving and handling of resources	3.1	Perform safe moving and handling of resources as part of a team, without the use of lifting aids	<ul style="list-style-type: none"> □ <i>Safe moving and handling of resources</i>: maximum load guidelines; use of appropriate PPE; safe lifting (alone, in pairs, using lifting aids) □ <i>Maximum load guidelines</i>: depend on many factors, e.g. gender (male or female), position (standing or sitting), height (shoulder, elbow, knuckle or mid lower leg), arms (extended or not extended), number carrying out lifting (alone or with partner) □ <i>PPE</i>: to protect head, body, hands, chest, arms, feet as appropriate □ <i>Lifting</i>: set feet apart; place leading leg forward; bend knees; get a firm grip; keep back straight; keep load close to body; keep shoulders level; avoid twisting; lift in stages □ <i>Lifting in pairs</i>: as above but maximum load two-thirds the sum of individual capabilities, lift in tandem, follow instructions □ <i>Using lifting aids</i>: e.g. shelf trolleys, sheet trolleys, sack trucks, lift trucks, pallet trucks, sheet hoists, chutes, roll cages, lifting hooks; alone and as part of a team
		3.2	Perform safe moving and handling as part of a team, with the use of lifting aids	
4	Be able to work responsibly with others	4.1	Demonstrate team working skills by working responsibly and cooperatively when moving and handling resources with others	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of hazards to self and others, cooperation, clear communication with team when lifting
5	Be able to seek and respond to guidance when working as part of a team	5.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes</i>: e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		5.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of using the skills and equipment associated with moving and handling resources and the knowledge required to underpin correct moving and handling techniques. Learners must be given opportunities to develop their knowledge and practical skills through supervised moving and handling of resources in the workshop, group teaching and demonstrations of the equipment, techniques and PPE involved.

This unit gives learners an opportunity to experience an important element of the work involved in practical construction tasks.

Mechanical lifting aids are very useful because they reduce the need for manual handling, but they can pose their own hazards. All types of lifting equipment, including lifting gear and lifting operations, must comply with the Lifting Operations and Lifting Equipment Regulations 1998, the Approved Code of Practice and the Provision of Work Equipment Regulations 1998. Lifting equipment covers cranes, lifts and hoists, and components such as chains, ropes, slings, hooks, shackles and eyebolts. Centres should consider the following checklist for lifting aids.

- All lifting equipment must be suitable for the intended activity. Consider the environment in which it will be used, the load to be lifted and the way in which it will be used.
- Lifting equipment must have adequate strength and stability, particularly if mobile.
- Operators must be trained in the safe use of lifting equipment, must have relevant experience and must be competent to operate lifting equipment safely. Particular attention must be paid to the maturity and judgement of young people.
- Ensure that a competent person thoroughly examines and inspects all lifting equipment on a regular basis. Keep copies of the reports of those examinations.
- Clearly mark machinery and accessories with their safe working load.
- Ensure a competent person plans and supervises all lifting operations to ensure that they are carried out safely.

Centres must assess the risks to learners before they start work. If learners are young, centres must take into account their inexperience, their lack of awareness of potential risks, their immaturity and unfamiliarity with the working environment. Consideration must also be taken of their age and the possibility of their not yet being fully developed physically. Centres must provide information to parents of school-age children about the risks and the control measures introduced. They must take account of the risk assessment in determining whether the young person should undertake certain work activities, including moving and handling resources.

The maximum load that can be lifted manually without the use of lifting aids depends on many factors, including gender (male or female), position (standing or sitting), height (shoulder, elbow, knuckle or mid lower leg) and arms (extended or not extended). Special considerations should be made for pregnant women and people with disabilities. Centres are encouraged to access L23 Manual Handling: Guidance on the Regulations and, in particular, regulation 4(3) and the guidance on individual capability (paragraph 177 onwards).

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know about the regulations and guidance that apply to the safe moving and handling of resources.</p> <p>Identification by the tutor of the appropriate regulations and the importance of complying with these regulations. A presentation by an experienced construction operative on what constitutes the correct behaviour and approach.</p>
<p>Understand how unsafe manual handling techniques can cause injury to self and others.</p> <p>DVD or video presentation of safe manual and handling techniques and of injuries caused by poor practice in moving and handling resources. Whole-class, tutor-led discussion of links between bad practice and the physical harm it can cause.</p>
<p>Practise working as part of a team to move and handle resources.</p> <p>Practical demonstration of safe moving and handling techniques. The relevant techniques are best taught by tutor demonstration, followed by the learners practising the techniques. The tutor should monitor learners as they practise and provide guidance, advice, correction or praise as appropriate. The appropriate PPE must be made available, properly maintained and worn at all times.</p>
<p>Be able to work as part of a team when carrying out safe moving and handling of resources.</p> <p>Assessment –Three hours to demonstrate knowledge of regulations and guidance, and an understanding of the potential physical consequences of non-compliance with the regulations. Six hours to demonstrate the use of safe working practices to move and handle resources.</p>
<p>Be able to work responsibly with others.</p> <p>Discussion of the benefits of behaving in a communicative, cooperative and responsible manner towards both tutors and other learners. Small group exercise to identify possible hazards associated with moving and handling resources, followed by short presentations. This requires no formal allocation of time and should occur during both delivery and assessment.</p>
<p>Be able to seek and respond to guidance when working as part of a team.</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain the techniques they are using and the aids they are using to help them. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during delivery and assessment.</p>

Assessment

The use of two assessment instruments is suggested to allow full coverage of the learning outcomes. The first assessment instrument would comprise 1.1 and 2.1. It should focus on the regulations and guidance that underpin the safe moving and handling of resources, the consequences of unsafe moving and handling and how compliance with regulations and guidance prevents the injuries that can be caused by the use of unsafe techniques. The second assessment instrument would comprise 3.1, 3.2 and 4.1 and should focus on the performance of safe moving techniques, both individually and as part of a team, both with and without the use of lifting aids. This should include an understanding of when lifting aids are useful and when not. 5.1 and 5.2 can be assessed over the whole period of assessment and will require no extra time.

For 1.1, learners must demonstrate that they know that there are regulations and guidance relating to the moving and handling of resources, and they should be able to name the main piece of legislation, the Manual Handling Operations Regulations 1992. They should be aware of the important aspects of the guidance, but there is no requirement for a detailed understanding, nor are learners required to quote specific sections from the legislation or the guidance.

For 2.1, learners must be able to name two examples of unsafe manual handling techniques and two possible consequences of the use of unsafe techniques. There is no requirement for the cause and effect to be linked, nor is there any requirement for an explanation of the mechanisms by which unsafe manual handling techniques can cause injuries.

For 3.1, learners must be able to use the correct techniques and PPE required to move and handle resources, both individually and as part of a team, but without recourse to lifting aids. There is no requirement for learners to handle every material and/or resource they could encounter on a typical building site, but those used must be specific to the construction industry and should include bulky and unwieldy loads. It is anticipated that learners at this level will need considerable guidance. Close supervision is required at all times to ensure that learners neither exceed the maximum allowed load nor use unsafe handling techniques.

For 3.2, learners must be able to use the correct techniques and PPE required to move and handle resources, both individually and as part of a team. There is no requirement for learners to handle every material and/or resource they could encounter on a typical building site, but those used must be specific to the construction industry and should include bulky and unwieldy loads. It is anticipated that learners at this level will need considerable guidance. It is essential that a competent person plans and supervises all lifting operations that use lifting aids, to ensure that they are carried out safely.

For 4.1, learners must work responsibly with others. This must include communicating clearly with each other when working as part of a team and responding correctly and promptly to all instructions from the tutor and other learners. Learners should be aware of any hazards associated with the moving and handling operations they are asked to perform, but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 5.1 and 5.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance received. They should communicate appropriately with both tutors and other learners at all times. The evidence could take the form of a witness statement.

Suggested resources

Books

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Manual Handling, Manual Handling Operations Regulations 1992 (as amended in 2002). *Guidance on Regulations L23* (3rd Edition, HSE Books, 2004) ISBN 071762823X

There are also a number of free information leaflets available to view and to print from the HSE website: www.hse.gov.uk/pubns/manlinde.htm

Aching arms (or RSI) in small businesses INDG171 (rev 1)

Are you making the best use of lifting and handling aids? INDG398

Getting to grips with manual handling: A short guide INDG143 (rev 2)

Manual handling assessment charts INDG383

Manual handling: Solutions you can handle HSG115 (HSE Books, 1994) ISBN 0717606937

Mark a parcel – save a back INDG348

All the publications referred to above are available from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2WA.

Telephone: 01787 881165

Fax: 01787 313995

Website: www.hsebooks.co.uk

Websites

www.communitiesscotland.gov.uk

www.hsebooks.co.uk

www.hse.gov.uk/msd

<http://osha.europa.eu>

Unit 12: **Developing Construction Drawing Skills**

Unit reference number: D/502/3689

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to drawing equipment and techniques. Learners will develop the skills needed to produce basic construction drawings, and will use these skills to produce a typical vertical section.

Unit introduction

This unit introduces learners to the drawing equipment and materials used to construct a basic construction drawing.

Emphasis is placed on the correct selection and safe use of the equipment used to produce construction drawings.

Learners will be given the opportunity to practise drawing techniques and they will use these techniques to produce a basic construction drawing in an acceptable time.

Although learners will work independently when producing the drawing, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy classroom/drawing office, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the basic equipment used to produce construction drawings	1.1	Select the drawing equipment required to produce a construction drawing	<ul style="list-style-type: none"> <i>Drawing equipment:</i> e.g. drawing board, 45° set square, 30/60 set square, T-square, pencils, eraser, drawing board clips, masking tape, ruler, compass
2	Be able to prepare a sheet of drawing paper	2.1	Create the border and a completed title panel for a construction drawing	<ul style="list-style-type: none"> <i>Conventions:</i> 10 mm border; title box to include name, date and title of drawing
3	Be able to produce a basic construction drawing	3.1	Draw a vertical section through a cavity wall, the strip foundation to the wall and a concrete ground floor	<ul style="list-style-type: none"> <i>Drawing:</i> vertical section; through cavity wall, strip foundation and concrete ground floor
4	Be able to work responsibly with others	4.1	Demonstrate good team working skills by working responsibly and cooperatively	<ul style="list-style-type: none"> <i>Behaviour:</i> e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
5	Be able to seek and respond to guidance when working as part of a team	5.1	Follow instructions when working with others	<ul style="list-style-type: none"> <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		5.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical drawing skills associated with the production of a construction drawing, together with any job knowledge required to underpin such practical drawing skills. Learners must be given opportunities to develop their knowledge and practical drawing skills through supervised classroom/drawing studio activities, group teaching and demonstrations of the equipment and techniques involved.

The unit has been designed to provide the basic knowledge, understanding and skills needed to produce a simple construction drawing. The emphasis is on manual drawing techniques; computer aided design (CAD) techniques are not a requirement of the unit. By developing manual drawing techniques learners will improve their hand-to-eye coordination.

The use of parallel action drawing boards is encouraged, although drawing boards and traditional T-squares and set squares may be substituted where parallel action boards are unavailable.

Tutors should demonstrate the various techniques and skills to produce a construction drawing and learners must practise these techniques. Tutors will need to deliver the skills and techniques associated with correct paper alignment, accurate line drawing, lettering and hatching.

The most important requirement of the unit is that learners are given opportunities to practise construction drawing techniques and procedures. To do this they must be able to recognise and select the drawing equipment and materials. Tutors will therefore need to demonstrate correct selection and use of the appropriate drawing equipment and materials. They must also demonstrate the practical drawing skills required, monitor learners' performance as they practise their skills, correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when it is needed. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees. All of the evidence required to satisfy the assessment criteria can be achieved in the drawing assignment.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in construction drawing.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the basic equipment used to produce construction drawings. Whole-class, tutor-led discussion about drawing equipment. Individual work on drawing equipment identification sheets.</p>
<p>Be able to prepare a sheet of drawing paper. Practical demonstration (group or individual) of how to fix and mark out sheets of drawing paper. The hand-to-eye motor skills associated with this task are best taught by demonstration by the tutor, followed by learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance, advice, correction or praise, as needed.</p>
<p>Be able to produce a basic construction drawing. Practical demonstration (group or individual) of how to use the equipment to produce a drawing. The hand-to-eye motor skills associated with using technical drawing equipment are best taught by demonstration by the tutor, followed by learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.</p>
<p>Be able to produce a basic construction drawing. Assessment – A maximum of four hours to produce the drawing on A3 paper.</p>
<p>Be able to work responsibly with others. Use of health and safety videos to demonstrate the benefits of maintaining a tidy workspace. Discussion of important role played by behaving towards others in a cooperative and responsible manner. Constant encouragement from tutors to do work neatly and maintain a tidy work space.</p>
<p>Be able to seek and respond to guidance when working as part of a team. Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a piece of drawing equipment or discuss their drawing as they produce it. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.</p>

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical drawing experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical drawing activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements. However, many assessment criteria may be assessed directly through learners' assessment work, which must be presented in the form of a portfolio.

For 1.1, learners must select the drawing equipment required to produce a construction drawing. This will be evidenced most clearly by completion of appropriate drawing equipment worksheets.

For 2.1, learners must create the border and a completed title panel for a construction drawing. This will be evidenced most clearly by the learner's assessment work.

For 3.1, learners must draw a vertical section through a cavity wall, the strip foundation to the wall and a concrete ground floor. There is no requirement for the work to comply with a specific drawing scale. This will be evidenced most clearly by the learner's assessment work.

For 4.1, learners should work responsibly when producing a construction drawing in the classroom/drawing studio. The evidence could take the form of a witness statement.

For 5.1 and 5.2, learners must be able to seek guidance from tutors and other experienced people. The learner must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Suggested resources

Books

BSI – *Construction Drawing Practice, BS1192 Part 5* (British Standards Institute, 1999) ISBN 0580295141

Ching F D K – *Architectural Graphics* (John Wiley & Sons, 2002) ISBN 9780471209065

Huth M W – *Understanding Construction Drawings* (Delmar, 2005) ISBN 9781401862695

Reekie F – *Reekie's Architectural Drawing* (Architectural Press, 1995) ISBN 9780340573242

Thompson A – *Introduction to Construction Drawing* (Butterworth-Heinemann, 1993) ISBN 9780340568231

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Website

The materials section of the National League for Nursing (NLN) website at www.nln.ac.uk contains a drawing symbols database.

Unit 13: Developing Bricklaying Skills

Unit reference number: J/502/3685

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in bricklaying, and offers them opportunities to develop the skills needed to construct basic brickwork structures.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic bricklaying processes.

Learners will be given the opportunity to practise the bricklaying techniques used to construct basic brickwork structures, and to use these techniques to construct a half-brick wall in an acceptable time.

Although learners will work independently when constructing their half-brick wall, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is assumed that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work, with adequate space for spot boards and the safe construction of brickwork models, adequate washing facilities for the removal of mortar from exposed skin, access to first-aid facilities and storage of PPE.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic bricklaying processes	1.1	List and describe appropriate hand tools to be used in basic bricklaying processes	<ul style="list-style-type: none"> □ <i>Hand tools:</i> eg.. walling trowel, jointing iron, spirit level, builder's line and pins, tingle, club hammer, bolster chisel, hawk, soft brush
2	Know the materials used in basic bricklaying processes	2.1	List and describe appropriate materials to be used in basic bricklaying processes	<ul style="list-style-type: none"> □ <i>Materials:</i> bricks; lime-based mortar
3	Know the personal protective equipment (PPE) used in basic bricklaying processes	3.1	List and describe appropriate PPE to be used in basic bricklaying processes	<ul style="list-style-type: none"> □ <i>Personal protective equipment:</i> hard hat; eye protection; safety boots; high-visibility jacket; hand barrier cream □ <i>Basic bricklaying processes:</i> stack bricks; set out brickwork; lay mortar; butter vertical joints; lay bricks: plumb, level and gauge
4	Be able to apply safe working practices to produce half-brick walling	4.1	Select and use hand tools safely to lay bricks in stretcher bond, minimum seven bricks in length, minimum five courses high, with one stopped end	<ul style="list-style-type: none"> □ <i>Safe working practices:</i> compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>Half-brick walling:</i> straight lengths in stretcher bond; minimum seven bricks in length; minimum five courses high; one stopped end
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour:</i> e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the production of brickwork, together with the knowledge required to underpin these practical skills. Learners must be allowed considerable opportunity to develop their knowledge and practical skills and this should be facilitated through extensive use of supervised practical workshop activities, allied to group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in bricklaying.

All construction craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that craftspeople have developed to address the work they face on a daily basis.

Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use these to produce the specified brickwork task.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in basic bricklaying processes. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisition tools from store.
Know the materials used in basic bricklaying processes. Site visit. Presentation from qualified working bricklayer. Trip to builders' merchant.
Know the personal protective equipment (PPE) used in basic bricklaying processes. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in brickwork.
Practise the processes used to produce basic brickwork structures. Practical demonstration of how to keep work areas tidy. The hand-to-eye motor skills associated with bricklaying are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance, advice, correction or praise, as appropriate.
Be able to apply safe working practices to produce half-brick walling. Assessment – Two hours for learners to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment task. Evidence of selection or de-selection of each required. This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to construct basic brickwork structure.

Topic and suggested assignments/activities

Be able to work responsibly with others.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical bricklaying sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

The use of two assessment instruments is suggested to allow full coverage of the outcomes. The first assessment instrument would comprise 1.1, 2.1 and 3.1 and should focus upon the correct selection of the tools, materials and PPE required to complete the brickwork task and the reason why each is deemed to be appropriate. The second assessment instrument would comprise 4.1, 5.1, 5.2, 6.1 and 6.2, and should focus on the completion of the practical brickwork task.

For 1.1, learners must list and describe commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the brickwork task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when completing the brickwork task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to select and use tools, materials and PPE to construct a brick wall to the following specification: straight lengths in stretcher bond, minimum seven bricks in length, minimum five courses high, one stopped end. Learners must be aware of the need to lay bricks plumb, level and to gauge, but there are no specified tolerances at this level. It is anticipated that considerable guidance will be given to learners. Photographs, observation records and witness statements could be provided as evidence. Learners need to follow safe working practices.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance received. They should communicate appropriately with tutors and other learners at all times. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Brick Development Association – *BDA Guide to Successful Brickwork* (3rd Edition, Butterworth-Heinemann, 2005) ISBN 9780750664691

Websites

www.ciob.org.uk

www.citb.org.uk

www.hse.gov.uk

www.iosh.co.uk

www.rospa.co.uk

www.rtpi.org.uk

Unit 14: Developing Carpentry Skills

Unit reference number: R/502/3687

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit is designed to introduce learners to the hand tools, materials, personal protective equipment (PPE) and skills used in carpentry. Learners will have the opportunity to produce a carpentry item.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic carpentry tasks.

Learners will be given the opportunity to practise the basic techniques used in carpentry, and to use these techniques to construct a carpentry item.

Although learners will work independently when constructing their carpentry item, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to carpentry workbenches, hand tools, materials, fixings and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber, as well as adequate washing facilities, access to first aid facilities and storage for PPE.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic carpentry processes	1.1	List and describe appropriate hand tools to be used in basic carpentry processes	<ul style="list-style-type: none"> □ <i>Hand tools</i>: e.g. steel rule, tri-square, sliding bevel, pencil, marking/mortice gauge, mallet, tenon saw, mitre box, mortice/bevel-edged chisels, nail punch, claw hammer, wheel brace, twist drill bits, screwdrivers, smoothing plane, abrasive paper and block, straight edge, winding sticks, bradawl
2	Know the materials used in basic carpentry processes	2.1	List and describe appropriate materials to be used in basic carpentry processes	<ul style="list-style-type: none"> □ <i>Materials</i>: softwood timber; Polyvinyl Acetate glue (PVA); oval nails; panel pins; wood screws; hinges
3	Know the personal protective equipment (PPE) used in basic carpentry processes	3.1	List and describe appropriate PPE to be used in basic carpentry processes	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: e.g. eye protection, safety boots, dust mask, ear defenders, and other personal protective equipment as appropriate □ <i>Basic carpentry processes</i>: plane sawn timber; fixing hinges, cutting mitres, fixing beading/moulding
4	Be able to apply safe working practices to produce a carpentry item	4.1	Select and use hand tools safely to make a carpentry item (photograph display item with hinge(s)) in an acceptable time	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>Carpentry item</i>: timber photograph/mirror display item with hinge(s)
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the production of a basic carpentry item, together with any job knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise planing a piece of sawn timber, cutting and fixing a steel hinge, and also cutting beading or moulding using a mitre box. Tutors must demonstrate these skills and techniques. Learners will use the skills and techniques to produce the assessment work (a display item).

Tutors may wish to use regularised timber for learners to plane for the assessment work. The unit content states that learners have to only plane timber and **not** prepare the timber completely.

The most important requirement of the unit is that learners are given opportunities to practise carpentry techniques and procedures. To do this they must be able to recognise and select the tools, materials and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials and PPE. They must also demonstrate the practical carpentry skills required and monitor learners' performance as they practise their skills. Tutors should correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when necessary and to maintain a clean and tidy workplace. They should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in carpentry.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know the hand tools used in basic carpentry tasks.

Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Tool requisition sheets.

Know the materials used in basic carpentry tasks.

Site visit. Presentation from qualified working carpenter. Trip to timber yard suppliers. Material requisition sheets.

Know the personal protective equipment (PPE) used in performing basic carpentry tasks.

Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. PPE requisition sheets. Learners to be provided with opportunities to select and wear the full range of PPE used in carpentry.

Topic and suggested assignments/activities

Practise the processes used to produce basic carpentry item.

Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with carpentry are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor the learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.

Be able to apply safe working practices to produce a carpentry item.

Assessment. Two hours to produce the paperwork required in the form of requisition forms/tool identification sheets. Four hours to produce carpentry item. Practical assessment evidence could be a photograph and a learner's description of what they have done.

Be able to work responsibly with others.

Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical carpentry workshop sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the hand tools to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders or tool identification sheets.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders or materials identification sheets.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders or PPE identification sheets.

For 4.1, learners must be able to produce a display carpentry item. It is anticipated that considerable guidance may need to be provided to learners at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been

completed. Photographs, observation records and witness statements could be provided as evidence. Learners need to follow safe working practices.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when producing the basic carpentry item in the workshop. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced persons. Learners must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *Wood Occupations: Level 1* (Nelson Thornes, 2007) ISBN 9780748781836

Porter B – *Carpentry and Joinery Volume 1* (Butterworth-Heinemann, 2001)
ISBN 9780750651356

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book*
(Pearson, 2010) ISBN 9781846909207

Websites

www.geoffswoodwork.co.uk

www.getwoodworking.com

www.hse.gov.uk

Unit 15: Developing Joinery Skills

Unit reference number: H/502/3693

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit is designed to introduce learners to the hand tools, materials, personal protective equipment (PPE) and skills used in joinery. Learners will have the opportunity to produce a joinery item.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools, materials and equipment required to carry out basic joinery tasks.

Learners will be given the opportunity to practise the wood-jointing techniques used to construct basic wood joints, and to use these techniques to construct a simple joinery item in an acceptable time.

Although learners will work independently when constructing their joinery item, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to joinery work benches, joinery hand tools and materials of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber, as well as adequate washing facilities, access to first-aid facilities and storage for PPE.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic joinery processes	1.1	List and describe appropriate hand tools to be used in basic joinery processes	<ul style="list-style-type: none"> □ <i>Hand tools</i>: e.g. steel rule, tri-square, sliding bevel, pencil, marking/mortice gauge, mallet, tenon saw, mortice/bevel-edged chisels, nail punch, claw hammer, carpenter's brace, screwdrivers, smoothing plane, abrasive paper and block, battery operated drills and screwdrivers
2	Know the materials and fixings used in basic joinery processes	2.1	List and describe appropriate materials and fixings to be used in basic joinery processes	<ul style="list-style-type: none"> □ <i>Materials</i>: softwood timber; Polyvinyl Acetate (PVA) glue; oval nails; panel pins; shrink plates, wood-screws
3	Know the personal protective equipment (PPE) used in basic joinery processes	3.1	List and describe appropriate PPE to be used in basic joinery processes	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: e.g. eye protection, safety boots, dust mask, ear defenders, other PPE as appropriate □ <i>Basic joinery processes</i>: forming housing joint, tee halving joint, mortice and tenon joint
4	Be able to apply safe working practices to produce a joinery product	4.1	Select and use hand tools safely to produce a stool in an acceptable time	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>Joinery item</i>: stool
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the production of a basic joinery item, together with the knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise marking out and cutting basic timber joints. Tutors must demonstrate these skills and techniques. Learners will use the skills and techniques to produce the assessment work (a stool).

The most important requirement of the unit is that learners are given opportunities to practise joinery techniques and procedures. To do this they must be able to recognise and select the tools, materials and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials and PPE. They must also demonstrate the practical joinery skills required and monitor learners' performance as they practise their skills. They must correct poor practice and commend good practice. Tutors must encourage the learners to ask for help and advice when necessary and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in joinery.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in basic joinery processes. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.
Know the materials and fixings used in basic joinery processes. Site visit. Presentation from qualified working joiner. Trip to timber merchant.
Know the personal protective equipment (PPE) used in basic joinery processes. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Completion of requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in a joinery workshop.
Practise the processes used to produce basic wood jointing. Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with joinery are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance and advice, correction or praise, as appropriate.
Be able to apply safe working practices to produce a joinery product. Assessment—two hours to produce the paperwork required in the form of requisition forms/tool identification sheets. Four hours to produce joinery item.

Topic and suggested assignments/activities

Be able to work responsibly with others.

Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical joinery workshop sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the hand tools to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to produce a joinery item. It is anticipated that learners at this level will need considerable guidance. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence. . Learners need to follow safe working practices.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly with others when producing the joinery item in the workshop. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced people. Learners must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *Wood Occupations: Level 1* (Nelson Thornes, 2007) ISBN 9780748781836

Porter B – *Carpentry and Joinery Volume 1* (Butterworth-Heinemann, 2001)

ISBN 9780750651356

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Websites

www.geoffswoodwork.co.uk

www.getwoodworking.com

www.hse.gov.uk

Unit 16: Developing Construction Painting Skills

Unit reference number: R/502/3690

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in painting, and offers them opportunities to develop the skills needed to paint surfaces.

Unit introduction

In this unit learners will need to practise painting techniques and use them to paint a flat wall area.

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic painting tasks.

Although learners will work independently when painting, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to a wall of at least 2 m² to paint. They will also need access to hand tools, materials and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of paint, as well as adequate washing facilities, access to first-aid facilities and storage for PPE.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools and equipment used in basic painting tasks	1.1	List and describe appropriate hand tools and equipment to be used in the painting process	<ul style="list-style-type: none"> □ <i>Hand tools</i>: abrasive paper, scrapers, shave hook, filling knife, paint kettle, paintbrush, paint roller, paint roller tray □ <i>Equipment</i>: stepladder, hop-up
2	Know the materials used in basic painting tasks	2.1	List and describe appropriate materials to be used in the painting process	<ul style="list-style-type: none"> □ <i>Water-based paint materials</i>: vinyl and silk emulsion paints □ <i>Solvent-based paint materials</i>: wood primer, undercoat, eggshell and gloss finish □ <i>Other materials</i>: white spirits, turpentine, knotting, filler
3	Know the personal protective equipment (PPE) used in basic painting tasks	3.1	List and describe appropriate personal protective equipment to be used when painting	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: gloves and other PPE as appropriate
4	Be able to apply safe working practices to paint a flat wall area	4.1	Select and use hand tools safely to paint a flat wall area of 2 m ²	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>Basic painting processes</i>: preparation of a painting surface, paint a flat wall area of 2 m² using solvent - or water-based paints, cutting into mouldings
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with painting, together with any job knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise painting a wall of at least 2 m², cutting into moulding, and also cutting beading or moulding using a mitre box. Tutors must demonstrate these skills and techniques. Learners will use the skills and techniques to produce the required assessment work.

The most important requirement of the unit is that learners are given opportunities to practise painting techniques and procedures. To do this they must be able to recognise and select the tools, materials and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials and PPE. They must also demonstrate the practical painting skills required and monitor learners' performance as they practise their skills. They must correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when it is needed and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in painting.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools and equipment used in basic painting tasks. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.
Know the materials used in basic painting tasks. Site visit. Presentation from qualified working painter. Trip to builders' merchant.
Know the personal protective equipment (PPE) used in basic painting tasks. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in a painting workshop.
Practise the processes used in basic painting tasks. Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with painting a flat wall surface are best taught by demonstration (group or individually) by the tutor, followed by repeated practice by the learner. The tried and tested method of developing a construction craft skill is for the learner to be shown how to do it by someone experienced, and for the learner to practise the skills, with continuous monitoring by the tutor.

Topic and suggested assignments/activities

Be able to apply safe working practices to paint a flat wall area.

Assessment—three hours for learners to produce the paperwork required in the form of requisition forms/tool identification sheets. Practical assessment time four hours.

Be able to work responsibly with others.

Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical painting workshop sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the appropriate hand tools to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders or tool identification sheets.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to paint a flat wall area of 2 m². It is anticipated that considerable guidance may need to be provided to learners at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence. Learners need to follow safe working practices.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when performing the painting process. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced people. Learners must follow instructions and communicate

appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Fulcher A – *Painting & Decorating: An Information Manual* (Blackwell Science, 1998) ISBN 9780632041596

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Websites

www.diydata.com

www.hse.gov.uk

Unit 17: Developing Construction Decorating Skills

Unit reference number: Y/502/3688

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in decorating, and offers them opportunities to develop the skills needed to decorate surfaces.

Unit introduction

Learners will need to practise decorating techniques, and use these techniques to decorate a surface area in an acceptable time.

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out decorating tasks.

Although learners will work independently when decorating, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to a wall of at least 3 m² to decorate, and to hand tools, materials and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of decorating materials, as well as adequate washing facilities, access to first aid facilities and storage for PPE.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic decorating tasks	1.1	List and describe appropriate hand tools to be used in the decorating process	<ul style="list-style-type: none"> □ <i>Hand tools</i>: scrapers, filling knives, pasting table, paper-hanging brush, caulker, trimming knives, scissors or shears, rule, tape, plumb bob and line, spirit level, paste bucket, paste brush, pencil
2	Know the materials used in basic decorating tasks	2.1	List and describe appropriate materials to be used in the decorating process	<ul style="list-style-type: none"> □ <i>Materials</i>: lining wallpapers, non-patterned wallpapers, pastes, filler
3	Know the personal protective equipment (PPE) used in basic decorating tasks	3.1	List and describe appropriate personal protective equipment (PPE) to be used when decorating	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: safety boots, bib and brace overalls, hand barrier cream, and other PPE as appropriate
4	Be able to apply safe working practices to produce a wallpapered wall	4.1	Select and use wallpaper paste safely to fix wallpaper to a wall of 3 m ²	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>Basic decorating processes</i>: wallpaper a wall of 3 m², cutting around a socket or switch
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with decorating, together with any knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise decorating a wall of at least 3 m². Tutors must demonstrate the necessary skills and techniques which learners will then use to produce the required assessment work.

The most important requirement of the unit is that learners are given opportunities to practise decorating techniques and procedures. To do this they must be able to recognise and select the tools, materials, equipment and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials, equipment and PPE. They must also demonstrate the practical painting skills required and monitor learners' performance as they practise their skills. They should correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when necessary and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in decorating.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in basic decorating tasks. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.
Know the materials used in basic decorating tasks. Site visit. Presentation from qualified working decorator. Trip to decorating centre.
Know the personal protective equipment (PPE) used in basic decorating tasks. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners provided with opportunities to select and wear the full range of PPE used in decorating.
Practise the processes used in basic decorating tasks. Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with decorating are best taught by demonstration (group or individually) by the tutor, followed by repeated practice by the learner. The tried and tested method of developing a construction craft skill is for the learner to be shown how to do it by someone experienced, and for the learner to practise the skills, with continuous monitoring by the tutor.

Topic and suggested assignments/activities

Be able to apply safe working practices to produce a wallpapered wall.
Assessment—three hours for learners to produce the paperwork required in the form of requisition forms/tool identification sheets. Practical assessment four hours.

Be able to work responsibly with others.
Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical painting workshop sessions.

Be able to seek and respond to guidance when working as part of a team.
Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the appropriate hand tools to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders or tool identification sheets.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to decorate a wall area of 3 m². It is anticipated that considerable guidance may need to be provided to learners at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence. . Learners need to follow safe working practices.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when performing the decorating process. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced persons. The learner must follow instructions and communicate

appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Fulcher A – *Painting & Decorating: An Information Manual* (Blackwell Science, 1998) ISBN 9780632041596

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Websites

www.diydata.com

www.hse.gov.uk

Unit 18: Developing Plumbing Skills

Unit reference number: K/502/3694

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in plumbing. The unit offers learners opportunities to develop the skills needed to perform basic plumbing operations.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic plumbing processes.

Learners will be given the opportunity to practise the plumbing techniques used to connect copper tubes and to install hot and cold taps and a tubular swivel trap to a sink. Learners will use these techniques to construct a pipe rig and a functioning sink.

Although learners will work independently when performing plumbing operations, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in plumbing it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to workbenches, hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work to carry out the mechanical plumbing tasks, with appropriate work areas and storage for tools, equipment and PPE.

Learners will also require access to a technical library with current textbooks on construction and the built environment and building services. Internet access will give learners an opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic plumbing processes	1.1	List and describe appropriate hand tools to be used in basic plumbing processes	<ul style="list-style-type: none"> □ <i>Hand tools</i>: e.g. hacksaw, wheelcutter, file, wire wool, wrench, grips, spanner, bending spring, blowtorch
2	Know the materials and components used in basic plumbing processes	2.1	List and describe appropriate materials to be used in basic plumbing processes	<ul style="list-style-type: none"> □ <i>Materials</i>: copper pipe; PVC tubing, jointing paste, flux
		2.2	List and describe appropriate components to be used in basic plumbing processes	<ul style="list-style-type: none"> □ <i>Components</i>: capillary joints, compression joints, Tee junctions, 90° bends, hot and cold pillar taps, tubular swivel trap (P or S outlet)
3	Know the personal protective equipment (PPE) used in basic plumbing processes	3.1	List and describe appropriate PPE to be used in basic plumbing processes	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: safety gloves; goggles; safety boots/shoes; other PPE as appropriate □ <i>Basic plumbing processes</i>: forming capillary joints, forming compression joints; bending copper pipe; connecting taps and traps
4	Be able to apply safe working practices to perform plumbing operations	4.1	Select and use hand tools safely to connect copper tubes	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment
		4.2	Select and use hand tools safely to install a functioning sink	<ul style="list-style-type: none"> □ <i>Plumbing operations</i>: copper pipe rig with capillary joints, compression joints, Tee junction and 90° bends; connection of hot and cold water taps and tubular swivel trap to sink

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes</i>: e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with plumbing, together with the knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in plumbing.

All building services craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that building services craftspeople have developed to address the work they face on a daily basis. The learner will need to discuss the materials, components, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials, components and PPE appropriate for the task in hand, and use these to perform the specified plumbing tasks.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in basic plumbing processes. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.
Know the materials and components used in basic plumbing processes. Site visit. Presentation from qualified working plumber. Trip to plumbers' merchant.
Know the personal protective equipment (PPE) used in basic plumbing processes. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of the PPE used in plumbing.
Practise the processes used to perform basic plumbing processes. Practical demonstration of how to keep work areas tidy. The hand-to-eye motor skills associated with plumbing are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance, advice, correction or praise as appropriate.
Be able to apply safe working practices to perform plumbing operations. Assessment—two hours for learners to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment tasks. Evidence of selection or deselection of each required. This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to perform basic plumbing operations.

Topic and suggested assignments/activities

Be able to work responsibly with others.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical plumbing sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

The use of two assessment instruments is suggested to allow full coverage of the learning outcomes. The first assessment instrument would comprise 1.1, 2.1 and 3.1 and should focus on the correct selection of the tools, materials and PPE required to complete the plumbing tasks and the reason why each is appropriate. The second assessment instrument would comprise 4.1, 5.1, 5.2, 6.1 and 6.2 and should focus on the completion of the practical plumbing tasks.

For 1.1, learners must list and describe commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1 and 2.2, learners must list and describe the correct materials and components to be used to complete the plumbing tasks. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when performing plumbing tasks. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1 and 4.2, learners must be able to use the selected tools, materials, components and PPE to perform plumbing tasks. Learners must be aware of the need for joints to be watertight and pipes to run horizontally or vertically, but there are no specified tolerances at this level. It is anticipated that considerable guidance will be given to learners. Photographs, observation records and witness statements could be provided as evidence. Learners need to follow safe working practices.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. The learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with both

tutors and other learners at all times. The evidence could take the form of a witness statement.

Suggested resources

Books

Basic Plumbing: Pro Tips and Simple Steps (Meredith Corporation, 2002)
ISBN 0696213206

Greeno R and Hall F – *Building Services Handbook, 5th Edition* (Butterworth-Heinemann, 2009) ISBN 9781856176262

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Treloar R D – *Plumbing: Heating and Gas Installations, 3rd Edition* (Wiley-Blackwell, 2006) ISBN 9781405139625

Websites

www.cibse.org

www.citb.org.uk

www.hse.gov.uk

www.householdersguide.com

www.iosh.co.uk

www.rospace.co.uk

www.theplumber.com

Unit 19: Developing Electrical Installation Skills

Unit reference number: Y/502/3691

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in electrical work, and offers learners opportunities to develop the skills used in basic electrical installation operations.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic electrical installation procedures.

Learners will be given the opportunity to practise, under supervision, the electrical installation techniques used to wire a basic lighting rig and a basic ring main.

Although learners will work independently when performing electrical installation operations, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in electrical installation it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to workbenches, hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work to carry out electrical tasks, with appropriate work areas and storage for tools, equipment and PPE.

Learners will also require access to a technical library with current textbooks on construction and the built environment. Internet access will give learners an opportunity to develop skills in e-learning but this will need careful management by the tutor.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic electrical installation processes	1.1	List and describe appropriate hand tools to be used in basic electrical installation processes	<ul style="list-style-type: none"> □ <i>Hand tools</i>: e.g. electrician's screwdriver (parallel slotted and Phillips head), adjustable wrench, craft knife, pliers with insulated handles, wire strippers, junior hacksaw, digital multimeter, tape measure
2	Know the materials and components used in basic electrical installation processes	2.1	List and describe appropriate materials and components to be used in basic electrical installation processes	<ul style="list-style-type: none"> □ <i>Materials</i>: PVC insulated flex □ <i>Components</i>: 13A fused sockets, light fittings, 60W light bulbs, 3A and 13A cartridge fuses
3	Know the personal protective equipment (PPE) used in basic electrical installation processes	3.1	List and describe appropriate PPE to be used in basic electrical installation processes	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: e.g. safety gloves, goggles, safety boots/shoes, other PPE as appropriate □ <i>Basic electrical installation processes</i>: isolate power supply; mark out circuit; position and fix components; measure cables to length; strip cables and wires; fix wires to components; check connections for electrical and mechanical soundness; test system
4	Be able to apply safe working practices to perform electrical installation operations	4.1	Select and use hand tools safely to perform basic electrical installation operations	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>Electrical installation operations</i>: basic lighting rig with minimum of four light fittings in parallel; basic ring main with minimum four 13A fused and earthed sockets

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes</i>: e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with electrical installation, together with the knowledge required to underpin these practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in electrical installation.

All building services craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that building services craftspeople have developed to address the work they face on a daily basis. The learner will need to discuss the materials, components, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials, components and PPE appropriate for the task in hand, and use these to perform the specified electrical installation tasks.

Health and safety are of paramount importance in electrical work. Learners must understand that all the work they do must be carried out on systems that are isolated from any source of power, and they must be aware of the special problems caused by water and electricity. When systems are tested to see whether they work properly they must be tested on a low voltage supply, and the testing procedure must be supervised by the tutor.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in basic electrical installation processes. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisition tools from store.
Know the materials and components used in basic electrical installation processes. Site visit. Presentation from qualified working electrician. Trip to electrical supplies merchant.
Know the personal protective equipment (PPE) used in basic electrical installation processes. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of the PPE used in electrical installation.

Topic and suggested assignments/activities

Practise the processes used to perform basic electrical installation processes. Practical demonstration of how to keep individual work areas tidy. The skills associated with electrical installation are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor the learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.

Be able to apply safe working practices to perform electrical installation operations.

Assessment—two hours for learners to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment tasks. Evidence of selection or de-selection of each required. This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to perform basic electrical installation operations.

Be able to work responsibly with others.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical electrical installation sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

The use of two assessment instruments is suggested to allow full coverage of the outcomes. The first assessment instrument would comprise 1.1, 2.1 and 3.1 and should focus upon the correct selection of the tools, materials and PPE required to complete the electrical installation tasks and the reason why each is appropriate. The second assessment instrument would comprise 4.1, 5.1, 5.2, 6.1 and 6.2 and should focus upon the completion of the practical electrical installation tasks.

For 1.1, learners must list and describe commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the electrical installation tasks. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when performing electrical installation tasks. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to use the selected tools, materials, components and PPE to perform electrical installation tasks to an acceptable standard. Learners must be aware of the need for all connections to be safe and correct and all light fittings and sockets to be securely mounted in a regular arrangement, but there are no specified tolerances at this level. It is anticipated that learners will be given considerable guidance. Photographs, observation records and witness statements could be provided as evidence. Learners need to follow safe working practices.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with both tutors and other learners at all times. The evidence could take the form of a witness statement.

Suggested resources

Books

Greeno R and Hall F – *Building Services Handbook* (5th Edition, Butterworth-Heinemann, 2009) ISBN 9781856176262

IEE Wiring Regulations 17th Edition (BS 7671, 2008) ISBN 9780863418440

Scaddan B – *Electrical Wiring: Domestic* (Newnes, 2003) ISBN 9780750687355

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Websites

www.cibse.org

www.citb.org.uk

www.electrical-online.com

www.householdersguide.com

www.hse.gov.uk

www.iosh.co.uk

www.rospa.co.uk

Unit 20: Developing Building Maintenance Skills

Unit reference number: L/502/3686

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in building maintenance. The unit offers learners opportunities to develop the skills needed to maintain buildings.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic maintenance procedures.

Learners will be given the opportunity to practise basic maintenance processes, and to use these techniques to perform building maintenance tasks.

Although learners will work independently when performing building maintenance tasks, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will have either successfully completed until 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to low-level access equipment, hand tools and materials of a nature and standard typical of a proper work environment. The maintenance tasks must be undertaken in a safe place of work with adequate space and ventilation, access to washing and first aid facilities, and storage for PPE. Learners will also require access to a technical library with current textbooks and reference material on construction and the built environment. Internet access will give learners the opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in building maintenance processes	1.1	List and describe appropriate hand tools to be used in building maintenance processes	<ul style="list-style-type: none"> □ <i>Hand tools</i>: appropriate to building maintenance processes being undertaken
2	Know the materials used in building maintenance processes	2.1	List and describe appropriate materials to be used in building maintenance processes	<ul style="list-style-type: none"> □ <i>Materials</i>: appropriate to building maintenance processes being undertaken
3	Know the personal protective equipment (PPE) used in building maintenance processes	3.1	List and describe appropriate PPE to be used in building maintenance processes	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: hard hat; eye protection; safety boots; high-visibility jacket; hand barrier cream □ <i>Building maintenance processes</i>: repair and maintenance tasks associated with, e.g. brickwork, carpentry, joinery, painting, decorating, plumbing and electrical installation

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to apply safe working practices to perform building maintenance tasks	4.1	Select and use hand tools safely to perform building maintenance tasks	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>Building maintenance tasks</i>: e.g. repair, maintenance or replacement of sticking doors; draughty doors and windows; broken hinges; loose floorboards; gaps in floorboards; damaged skirting boards; rotten timber, e.g. floors, doors and windows; cracks in brickwork; damaged pointing and rendering; broken windows and tiles; failures of paintwork and decorative work; airlocks in pumps and radiators; blockages, e.g. in drains, basins, lavatories and gullies; failed plumbing components, e.g. washers, ball valves, diaphragms; leaking capillary joints and compression joints; failed electrical components, e.g. fuses, switches, sockets, plugs, ceiling roses, thermostats
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes</i>: e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the performance of building maintenance tasks, together with any job knowledge required to underpin these practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised practical workshop activities group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in building maintenance.

All building maintenance tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that maintenance personnel have developed to address the work they face on a daily basis. Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use these to perform the specified tasks.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in building maintenance processes. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.
Know the materials used in building maintenance processes. Site visit. Presentation from qualified working maintenance operative. Trip to builders' merchant.
Know the personal protective equipment (PPE) used in building maintenance processes. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in brickwork.
Practise the processes used to perform building maintenance tasks. Practical demonstration of how to keep individual work areas tidy. The skills associated with building maintenance are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor the learners as they practise their skills and provide guidance, advice, and correction or praise, as appropriate.

Topic and suggested assignments/activities

Be able to apply safe working practices to perform building maintenance tasks.

Assessment—two hours for learners to demonstrate knowledge of hand tools, materials and PPE to be used in the practical assessment task. Evidence of selection or de-selection of each required. This can be achieved by completion of in-house requisition forms or similar. Eight hours to demonstrate use of safe working practices to perform building maintenance tasks.

Be able to work responsibly with others.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical building maintenance sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many for the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

The use of two assessment instruments is suggested to allow full coverage of the outcomes. The first assessment instrument would comprise 1.1, 2.1 and 3.1 and should focus on the correct selection of the tools, materials and PPE required to complete the building maintenance tasks and the reason why each is appropriate. The second assessment instrument would comprise 4.1, 5.1, 5.2, 6.1 and 6.2 and should focus on the completion of the practical building maintenance tasks.

For 1.1, learners must list and describe commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the building maintenance tasks. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when completing the building maintenance tasks. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to use the selected tools, materials, components and PPE to perform two different building maintenance tasks to an acceptable standard. It is anticipated that learners will be given a considerable amount of guidance. Photographs, observation records and witness statements could be provided as evidence. Learners need to follow safe working practices.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with

the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with tutors and other learners at all times. The evidence could take the form of a witness statement.

Suggested resources

Books

Osborn D – *Introduction to Building* (Longman, 1997) ISBN 9780582302006

Reader's Digest – *Complete Do-it-yourself Manual* (RDAL, 2003)

ISBN 9780276428043

Seeley I H – *Building Maintenance* (Palgrave Macmillan, 1987)

ISBN 9780333457016

Websites

www.buildingconservation.com

www.citb.org.uk

www.communities.gov.uk

www.hse.gov.uk

www.iphe.org.uk

Unit 21: Preparing for an Interview

Unit reference number: M/503/2865

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop the knowledge and skills to prepare for an interview.

Unit introduction

In this unit learners will develop the skills needed to plan for a successful interview. The interview could be for a job, a placement or a course. The unit focuses on the learner's role in correctly anticipating and preparing key information, questions and answers for a potential interview. Learners will use application information, identify areas where they want to know more, and turn these into questions to ask an interviewer. They will anticipate interview questions and plan their responses.

Essential resources

In order to prepare for an interview, learners will need to be given a brief for an appropriate job, placement or place on a training course. They will also need access to sources of additional information about the proposed employer/educational organisation.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know information required in preparing for an interview	1.1	Describe the key information about the interviewing organisation which are relevant to the job/placement/course	<ul style="list-style-type: none"> □ <i>Key information about interviewing organisation:</i> main functions, what business the company carries out, the goals of the organisation □ <i>Key aspects of the application information:</i> e.g. entry requirements, working hours, job tasks and responsibilities, benefits and rewards, length of course, qualities, qualifications and experience required □ <i>Identify questions:</i> identifying information about the job/placement/course which they could not find in advance of the interview and could request from the interviewer, e.g. course materials needed, promotion and training opportunities offered by the organisation, working hours for the placement
		1.2	Describe key aspects of the job/placement/course drawing on application information	
		1.3	Identify gaps in own information about the organisation	
		1.4	Identify gaps in own information about the job/placement/course	
		1.5	Devise questions to ask the interviewer at interview to find answers to gaps in knowledge	

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to prepare answers to interview questions	2.1	Devise questions that may be asked at an interview	<ul style="list-style-type: none"> □ <i>Key questions:</i> different types of interview questions, e.g. questions about the learner's experience, goals, skills, qualities, suitability for the job/placement/course, why the learner is interested in the course/job/placement, about something specific in the learner's CV, about the learner's knowledge of the course/placement/job for which they are being interviewed □ <i>Anticipated interview questions:</i> deciding which questions are most likely to be asked by the interviewer based on an understanding of the course/placement/job being applied for, e.g. interview for job at a call centre is likely to include questions about people skills and telephone manner, interview for an ITC course likely to include questions about qualifications or experience in ICT, maths or technical areas; understanding that not all questions can be predicted □ <i>Prepare relevant answers:</i> formulating answers and reviewing the content for accuracy; relevance and appropriateness for the anticipated questions; appropriateness of language used
		2.2	Select questions most likely to be asked at an interview specific to the course/job/placement	
		2.3	Prepare responses to questions that may be asked at interview	

Essential guidance for tutors

Delivery

During delivery of this unit, learners should be given as much practical experience as possible. Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations.

Tutors/line managers should be able to cover all the learning outcomes through practical activities. The tutor could begin by discussing the purpose of interviews and the importance of having relevant information about the employer/organisation/course when preparing for an interview. Similarly, a line manager could discuss the purpose of interviews. Learners could work in groups or individually to research key information about different employers, organisations or courses related to a specific interview situation, using websites, libraries, magazines or other publications to help them identify gaps in their knowledge and prepare questions to ask the interviewer.

An understanding of key interview questions could be explored through the use of case studies which provide 'real' interview situations. Learners could work in small groups to explore questions and answers and report back to the rest of the group. Learners should be encouraged to use the job description and person specification as a starting point, where appropriate.

Guest speakers can speak about questions they ask in different interview situations and the answers they expect. Having learned the basics, learners should have the opportunity to practise their skills with one other, using role-play. They can then analyse the role-play activities and agree good practice for interviews.

Learners could prepare questions to ask the interviewer and create a fact sheet for other learners.

The interview learners are preparing for may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests.

Assessment

For 1.1, the learner needs to describe key information related to a stated interview, for example what the company or organisation does (1.1) and what the job role comprises or for a course the length of the course, details of any accreditation and any entry requirements. To meet 1.2, the learner must also give a brief but clear description about why the information they have found is relevant for their interview preparation or how it will assist them in the interview situation itself.

For 1.3 and 1.4, the learner needs to suggest four relevant questions that they could ask the interviewer about the job, placement or course. The four questions should relate to information that the learner has not already obtained in advance of the interview, for example information about working hours, pay, benefits, training and promotion opportunities, travel requirements or required course materials. The learner should suggest two questions regarding the organisation and two questions about the role or course.

For 1.5, the learner needs to devise at least three different types of key questions they could ask at interview. The tutor may support the learner in thinking about and discussing different types of interview questions, but the types of questions should be selected by the learner independently.

For 2.1, the learner needs to identify four questions likely to come up at an interview. These should be questions which they could be asked by the interviewer, for example, questions about their past experience and skills, questions about why they are interested in the placement or training opportunity, questions about why they want the job and questions about future plans, career goals, hobbies or interests. The tutor may support the learner in thinking about and discussing different types of interview questions, but the types of questions should be selected independently by the learner.

For 2.2, the learner needs to select two questions most likely to be asked be relevant to the stated purpose of the interview, and explain why they chose that question. For 2.3, the learner must give a clear example of an appropriate answer to each of the questions given in 2.1 and 2.2.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob

www.jobcentreplus.gov.uk

www.open.ac.uk/careers/preparing-for-an-interview.php

Unit 22: Interview Skills

Unit reference number: T/503/2866

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to develop learners' communication and presentation skills for successful interviews. Learners review their own skill development and consider how to improve for future interviews.

Unit introduction

In this unit learners develop the skills needed to undertake an interview, covering the obvious and less obvious factors needed to achieve a successful interview. The focus is on the learners developing a thorough approach to their conduct and interaction with the interviewer, irrespective of the specific interview context. Learners will also develop skills needed to review their performance after an interview, understanding how to use the experience of one interview to prepare constructively for another.

The interview could be real or simulated, and could be for a course, placement or job.

Essential resources

Learners need to participate in a real-life or simulated interview.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to demonstrate readiness for an interview	1.1	Present an appearance and dress code that conforms to interview requirements	<ul style="list-style-type: none"> □ <i>Presentation and dress code:</i> clean and smart presentation, dress code to meet interview requirements, e.g. suit; work specific clothing if appropriate □ <i>Arrive punctually:</i> the importance of time keeping in creating the correct impression at an interview; arrive early enough, e.g. to collect themselves, to find entrance to building/office, to appear calm and in control □ <i>Polite, appropriate way to introduce yourself in an interview situation:</i> use appropriate language and facial expressions, be aware of potential cultural differences around introductions □ <i>Information about interviewer:</i> basic but accurate details about the name/job role/title of the interviewer
		1.2	Demonstrate punctuality for the interview	
		1.3	Introduce self at the interview location	
		1.4	Give the name or job role/title of the interviewer during introductions	
2	Be able to respond to questions in an interview	2.1	Give responses to clarify an interviewer's questions if they are unclear	<ul style="list-style-type: none"> □ <i>Clarifying an interviewer's questions if they are unclear:</i> asking politely for unclear questions to be repeated or politely querying unclear questions, e.g. 'I'm not sure what you mean', 'I don't understand' □ <i>Full responses which provide answers to interviewer's questions:</i> thinking about whether the answer is relevant to the question before giving the answer; not including irrelevant information in the answer; giving a full answer by providing all the information asked for, understanding that some questions need more detailed responses than others □ <i>Appropriate non-verbal communication:</i> the importance of body language, facial expressions and volume/tone of voice in creating the correct impression at an interview; showing that you are interested in what is being said by the interviewer
		2.2	Give responses which provide answers to the questions asked by the interviewer	
		2.3	Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course	

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to review own performance in an interview	3.1	Describe what went well in the interview	<ul style="list-style-type: none"> □ <i>What went well and what did not:</i> what went well, e.g. paid attention to all interview questions, was able to answer all questions; what did not go so well, e.g. forgot to ask about materials required for the training course, included irrelevant information in some of the answers □ <i>Suggest ways of improving performance in future interviews:</i> learning from a past interview experience to improve performance at a future interview, e.g. arrive at interview a bit earlier in future to eliminate feelings of being rushed and anxious
		3.2	Describe what did not go well in the interview	
		3.3	Suggest ways of improving own performance in a future interview	

Essential guidance for tutors

Delivery

A wide range of delivery methods can be used to teach this unit, including tutorials, presentations, videos, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the unit content.

For the learning outcomes for this unit, it would be helpful for learners to gain an understanding of the different types and purposes of interviews. A question and answer session could determine this. Learners could also offer examples of their own interview experiences.

In order for learners to understand the importance of verbal and non-verbal communication in an interview situation, it would be useful for them to watch a video of an interview situation. In groups, learners could discuss and analyse the importance of communication skills and then report back to the rest of the group.

Learners should also have the opportunity to explore cultural differences in non-verbal communication which would be relevant in an interview. Where different cultures and nationalities are represented in the group or learners have experience of other cultures, learners could contribute ideas based on their own experience. Examples could include cultural differences about whether or not to make eye contact with a senior or older person or whether or not to shake someone's hand at the beginning or end of an interview.

Learners could work in small group to prepare interview questions for different interview situations and then take part in role-play to practise their skills on each other.

For learning outcome 3, learners could work in groups to devise a checklist to use to help them to analyse their performance in an interview. Tutors/line managers could support learners in discussing why some things went well in the interview and why others did not go so well, the role of feedback and the importance of applying it, and dealing with emotions such as stress and nervousness during an interview.

The interview can be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable.

Learners need opportunities to practise their interview skills frequently before the assessment takes place.

Assessment

For 1.1, learners must be appropriately dressed for the interview and be well presented. Ideally, this will be in a suit or other suitable formal work clothing, but on occasions the interview may be in a vocational context requiring some demonstration of skills, and clothing should be appropriate. For 1.2, the learner must have identified in advance where the interview will be held and what route and means of transport they will need to take to arrive in time to collect themselves before the interview. For 1.3, the learner needs to introduce themselves to the interviewer, either initiating the introductions or in response to the interviewer introducing themselves first. For 1.4, they must use the correct name or job title/role of the person who will be interviewing them, either at the reception of the interview location or after the interview when they evaluate their performance.

For 2.1, 2.2 and 2.3, the interviewer should ask questions clearly, introducing some fairly complex ideas or situations for the learner to consider, such as asking the learner how they would respond to a particular scenario. The interview should last around 15 minutes and be conducted by an adult who (if in a college or school context) is not the learner's usual tutor. It would be helpful, though not a requirement, if the interviewer was unfamiliar to the learner.

During the interview, the learner must listen carefully so that they can answer the questions they are asked (rather than those they would have liked to have been asked or have prepared answers for).

For 2.1, the learner must demonstrate the ability to clarify the interviewer's questions by querying or asking for a question to be repeated during the interview. Alternatively, if no unclear questions arise during the interview, the learner must explain how they could clarify interview questions during their post-interview reflection, describing what language they would use.

For 2.2, the learner needs to communicate clearly and give relevant answers of reasonable length, avoiding single word answers and rambling. They should try to create a positive picture of themselves through their answers.

For 2.3, appropriate body language can include positive facial expressions, shaking hands (if appropriate), sitting once invited to do so, sitting up straight and listening actively. The tutor/line manager should assess the appropriateness of the learner's non-verbal communication in the light of any relevant cultural factors.

Evidence to support observation of the learner's performance in the interview could be a written statement by the tutor/line manager/interviewer or a video with supporting commentary from the tutor/line manager.

For 3.1, the learner must identify at least two aspects of their performance that went well (for example arriving promptly, wearing the right clothes, being confident enough to ask for a question to be repeated) and one that did not go so well (for example talking too much during the interview, forgetting the interviewer's name, slouching). They must also pick out which questions were answered well and which were not. Learners can reflect on the interview by watching it back on video or listening to it on a recording, discussing it with the interviewer or other observers. Following these reflections, the learner must record their self-evaluation independently. This could either be written, for example written statements from the learner reviewing their performance and/or supporting witness statements from the tutor, line manager or other person involved in a post-interview discussion and review, or through video or taped discussion.

For 3.2, the learner needs the opportunity to discuss, with a line manager, tutor or other appropriate person, how they might handle some aspects of the interview differently in future. They can seek the advice of others, but need to identify and record any areas and strategies for improvement independently. The learner must suggest at least one way they could improve their performance at a future interview.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181

www.jobcentreplus.gov.uk/jcp/Customers/outofworkhelplookingforwork/Getting_job_ready/Interviews

www.open.ac.uk/careers/interviews.php

www.worksmart.org.uk/career/interviews

Unit 23: Producing a Product

Unit reference number: L/503/2890

Level: 2

Credit 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the skills and knowledge to produce their own item or product safely and to a desired standard. Learners will consider the skills needed and where to gain these skills as well as being able to assess the quality of the finished product.

Unit introduction

Having practical experience in producing a product or item will equip learners with a variety of skills useful for employability. In this unit learners will have the opportunity to identify these skills and understand how these skills will be acquired. Learners will learn how to plan the manufacture of an appropriate product or item and will gain practical experience of making a product or item safely, to a desired standard of quality. They will also evaluate how the product or item was made, putting forward suggestions for changes to their plan for future manufacture.

Essential resources

Learners need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal, and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and learners need to know the location of first aid supplies and support.

Where photographs and recordings, audio and video, are to be used as evidence, appropriate equipment will be needed.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan the manufacture of a product or item	1.1	Create a production plan that outlines the process, materials and equipment required	<ul style="list-style-type: none"> □ <i>Planning to make the product or item</i>: logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment, e.g. knowledge of using equipment □ <i>Safety factors</i>: using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment, e.g. tools, measuring instruments, appliances, containers □ <i>Expected quality of product</i>: e.g. appearance, durability, effectiveness, taste, size, shelf-life
		1.2	Outline the safety measures to be taken to ensure the production process is safe	
		1.3	Outline the expected quality of the finished product	
2	Understand the new skills required to make the product or item	2.1	Assess the new skills needed to make the product or item	<ul style="list-style-type: none"> □ <i>New skills needed to make the product or item</i>: personal skills, e.g. creativity, determination, confidence; practical skills, e.g. using new equipment, using new techniques or processes, problem-solving skills □ <i>How and where new skills will be learned</i>: undertake training, consult training manuals, user guides, internet or other sources of information, seek advice from others who have experience in relevant areas, observe others producing a product or using a piece of equipment, obtain help from experienced person in making an initial sample of the product or item
		2.2	Discuss how and where new skills will be learned	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce the product or item in line with the plan and outlined safety requirements	3.1	Make the product using the materials and equipment specified in the plan	<ul style="list-style-type: none"> □ <i>In line with the plan</i>: use materials and equipment as listed in the original plan, follow suggested timelines and production methods □ <i>Planned levels of safety in producing the product or item</i>: use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required, e.g. safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe item or product
		3.2	Describe how the safety requirements were met during the production process	
4	Be able to assess the plan and the finished product or item and make suggestions for improvements	4.1	Identify the parts of the plan that were successful	<ul style="list-style-type: none"> □ <i>Impact of the original product plan on quality of the product</i>: quality of planned choice of equipment, resources and materials; effectiveness of planned timeline for production; appropriateness of skills originally identified or not identified □ <i>Future improvements</i>: suggestions for changes to plan in the light of experience eg change timescales, use different equipment or materials, obtain additional help or resources, investigate costs of materials more thoroughly
		4.2	Identify the parts of the plan that were not successful	
		4.3	Make suggestions on how to improve the plan	
		4.4	Outline the positive and negative points of product or item	
		4.5	Make suggestions on how the product could be improved	

Essential guidance for tutors

Delivery

This unit has been designed to be delivered as practically as possible. Learners should be encouraged to gain an understanding of producing a product or item and therefore visits to production lines should be encouraged. Group working and group discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

It would be helpful if learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work, will allow learners to develop their skills in assessing the quality of the finished product.

Learners will need regular assessor support and guidance, with progress reviews undertaken by the tutor or line manager to identify knowledge and skills that have been developed, as well as areas of knowledge, understanding and skills that need improvement.

At this level, the appropriate degree of learner independence should be encouraged but learners are likely to require regular assessor support and guidance. Tutors should support learners in reviewing progress made, identifying knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

Learners may want to seek advice from people they know who are involved in manufacturing products or items. Alternatively, entrepreneurs could be invited to speak to the group about their experiences in producing a product or item. Case studies, TV documentaries or the internet can also prove useful sources of information for learners.

Activities can be carried out individually, or a group of learners could work together to make an item or product. The item or product itself can be simple in design-it is the learner's learning experiences which are of most importance.

Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Evidence could include photographs, video and audio recordings.

For 1.1, the learner must write a plan to produce their product or item. The plan needs to include an outline of the process, the choice of materials and equipment.

The learner must give reasons for the chosen materials and equipment, as well as any potential difficulties or disadvantages.

For 1.2, the learner does not need to show that they have accounted for all possible safety considerations, but all major safety considerations will need to be referenced in their plan so that it is obvious the learner intends to produce the product or item with safety in mind.

For 1.3, the learner must complete an outline of the intended quality of the product which must be clear.

Tutors can support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently. A variety of appropriate means of evidence can be used for 1.1-1.3 such as a planning log, a written proposal, PowerPoint presentation, video clip or leaflet.

For 2.1, the learner must assess at least two new skills that they will need to acquire in order to produce the product or item. It can be a personal and practical skill. For 2.2, the learner should explain how and where the new skills referred to in 2.1 will be acquired.

For 3.1, observation by the tutor of the learner making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. For 3.2, the learner needs to describe how they adhered to the safety requirements outlined in their plan by identifying at least two different safety measures that they took when producing the product or item.

For 4.1 and 4.2, the learner needs to assess their plan and the finished product or item.

The learner must identify at least two parts of the plan that contributed to the success of and at least two parts that caused problems in the production of the product or item. The learner should be able to give at least two suggestions on how to improve the plan with regard to the final quality of the product or item.

Evidence for 4.1, 4.2 and 4.3 could take the form of a recorded discussion in which the learner comments on the impact of the product plan on the quality of the finished item or product. Alternatively, a question and answer session with a witness statement can be used. If a written plan was used by the learner for 1.1, the learner could cross-reference the quality of the product or item against the relevant aspects described in the planning template

For 4.4 and 4.5, the learner needs to outline at least one positive and one negative aspect of their product or item. The learner should make at least two suggestions on how to improve the product. Evidence could take the form of a recorded discussion or a written outline.

Suggested resources

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 24: Developing Plastering Skills

Unit reference number: T/502/7473

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in plastering, and offers them opportunities to develop the skills needed to apply basic plastering finishes.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic plastering processes.

Learners will be given the opportunity to practise the plastering techniques used to apply basic plastering finishes, and to use these techniques to apply 2-coat plaster to a 3m² solid background in an acceptable time.

Although learners will work independently when applying the finishing coat and coving, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is assumed that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work, with adequate space for spot boards and the safe application of 2-coat plastering models, adequate washing facilities for the removal of plaster from exposed skin, access to first-aid facilities and storage of PPE.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic plastering processes	1.1	Describe appropriate hand tools to be used in basic plastering processes	<ul style="list-style-type: none"> □ <i>Hand tools</i>: e.g. laying trowel, hawk, hand brush, gauging trowel, comb scratcher, plastic/wooden float, claw hammer, craft knife
2	Know the materials used in basic plastering processes	2.1	Describe appropriate materials to be used in basic plastering processes	<ul style="list-style-type: none"> □ <i>Materials</i>: mortars, plasters and plasterboards
3	Know the personal protective equipment (PPE) used in plastering processes	3.1	Describe appropriate PPE to be used in basic plastering processes	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: hard hat; eye protection; safety boots; high-visibility jacket; hand barrier cream □ <i>Basic plastering processes</i>: mix undercoat and apply to 3m² solid background using dot and screed method—apply finishing coat to previously keyed background
4	Be able to apply safe working practices to mix and apply 2-coat plaster to a 3m ² solid background	4.1	Select and use hand tools safely to apply 2-coat plaster to a 3m ² solid background in an acceptable time	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>2-coat plastering</i>: apply suitable undercoat plaster to a 3m² using dot and screed method and apply finishing coat to previously keyed undercoat
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the application of plaster coats, together with the knowledge required to underpin these practical skills. Learners must be allowed considerable opportunity to develop their knowledge and practical skills and this should be facilitated through extensive use of supervised practical workshop activities, allied to group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in plastering.

All construction craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that craftspeople have developed to address the work they face on a daily basis.

Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use these to produce the specified plastering task.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Learning outcomes

Know the hand tools used in basic plastering processes.

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

Know the materials used in basic plastering processes.

Site visit. Presentation from qualified working plasterer. Trip to builders' merchant.

Know the personal protective equipment (PPE) used in basic plastering processes.

Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works.

Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in solid plastering.

Be able to apply safe working practices to mix and apply 2-coat plaster to a solid background.

The hand-to-eye motor skills associated with plastering are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.

Assessment—two hours for learners to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment task. Evidence of selection or de-selection of each required.

This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to apply the plaster to the 3m² solid background.

Learning outcomes

Be able to work responsibly with others.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Practical demonstration of how to keep work areas tidy. Constant encouragement from tutors to 'tidy as you go' during practical plastering sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

Centres may use any assessment method that suits the needs of their learners, but it would be best to integrate several assessment criteria into a single piece of evidence. For example, one activity covering assessment criteria 1.1, 2.1 and 3.1 could focus on the correct selection of the tools, materials and PPE required to complete the plastering task, while a second activity covering 4.1, 5.1, 5.2, 6.1 and 6.2 could focus on the completion of the practical solid plastering task.

For 1.1, learners must list and describe commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the plastering task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when completing the plastering task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to select and use tools, materials and PPE to apply 2-coat plaster to a 3m² solid background to the following specification: mix undercoat and apply to 3m² solid background using dot and screed method. Apply finishing coat to previously keyed background when undercoat has had sufficient time to solidify (total time allowed for practical element – four hours). It is anticipated that considerable guidance will be given to learners. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance received. They should communicate appropriately with tutors and other learners at all times. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Plastering – *NVQ and Technical Certificate Level 2* (Heinemann, 2007) ISBN 9780435449452

Websites

www.ciob.org.uk

www.citb.org.uk

www.hse.gov.uk

www.iosh.co.uk

www.rospa.co.uk

www.rtpi.org.uk

Provision and Use of Work Equipment Regulations 1998 (PUWER)

The Health and Safety Commission (HSC) publication *Safe use of work equipment, Approved Code of Practice and Guidance* is aimed at employers and employees across all industries and gives new guidance on the Provision and Use of Work Equipment Regulations 1998.

It addresses many issues including 'training for young people' and centres must comply with the following guidance when developing delivery and assessment strategies that involve the use of hand-held power tools. For the purposes of the relevant units the centre must assume the responsibilities incumbent upon the 'employer' with learners being deemed equivalent to 'employees' and/or 'workers'.

- 38 You have a duty under health and safety law to ensure, as far as is reasonably practicable, the health, safety and welfare of your employees. When carrying out an assessment of the risk to their health and safety, you should identify groups of workers that might be particularly at risk such as young or disabled people. The outcome of your risk assessment will be helpful in meeting your duty to provide information, instruction, training and supervision necessary to ensure the health and safety of your employees. You will want to take account of factors such as their competence, experience, maturity etc.
- 77 If you are an employer you have a duty to ensure that items of work equipment provided for your employees and the self-employed working for you comply with PUWER 1998.
- 189 Training and proper supervision of young people is particularly important because of their relative immaturity and unfamiliarity with the working environment. Induction training is of particular importance. There are no general age restrictions in legislation relating to the use of work equipment although there is some ACOP material in the relevant publications dealing with lifting, power presses and wood working; all employees should be competent to use work equipment with due regard to health and safety regardless of their age.

The Management Regulations contain specific requirements relating to the employment of young people under the age of 18. These require employers to assess risks to young people before they start work, taking into account their inexperience, lack of awareness of potential risks and their immaturity. Employers must provide information to parents of school-age children (for example when they are on work experience) about the risks and the control measures introduced and take account of the risk assessment in determining whether the young person should undertake certain work activities.

Note: This summary is intended to draw centres' attention to the PUWER requirements, but centres should satisfy themselves as to their compliance and to the full requirements of these regulations and of all other legislation relevant to the health, safety and welfare of learners.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges:
www.pearsonschools.co.uk/contactus

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

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- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 1 qualifications in Construction against the underpinning knowledge of the Level 1 NVQs in Trowel Occupations, Wood Occupations, Decorative Occupations and Plumbing, and SSC National Occupational Standards.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

NVQs	Units												
	9	10	11	12	13	14	15	16	17	18	19	20	24
Level 1 NVQ in Trowel Occupations					#								
Level 1 NVQ in Wood Occupations						#	#						
Level 1 NVQ in Decorative Occupations								#	#				
Level 1 NVQ in Plumbing										#			
Level 1 NVQ in Plastering													#

Annexe B

Mapping to Functional Skills

Entry 3	Unit number							
English – Speaking and listening	1	2	3	4	5	6	7	8
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading								
Read and understand the purpose and content of straightforward texts that explain, inform and recount information				✓				
English – Writing								
Write texts with some adaptation to the intended audience				✓			✓	

Entry 3	Unit number							
Mathematics – Learners can	1	2	3	4	5	6	7	8
Representing								
<ul style="list-style-type: none"> understand practical problems in familiar contexts and situations 	✓	✓	✓	✓		✓	✓	
<ul style="list-style-type: none"> begin to develop own strategies for solving simple problems 	✓	✓	✓	✓		✓	✓	
<ul style="list-style-type: none"> select mathematics to obtain answers to simple given practical problems that are clear and routine 	✓	✓	✓			✓		
Analysing								
<ul style="list-style-type: none"> apply mathematics to obtain answers to simple given practical problems that are clear and routine 	✓	✓	✓	✓		✓	✓	
<ul style="list-style-type: none"> use simple checking procedures 	✓	✓	✓			✓		
Interpreting								
<ul style="list-style-type: none"> interpret and communicate solutions to practical problems in familiar contexts and situations 	✓	✓	✓			✓		

Entry 3	Unit number							
ICT – Use ICT systems	1	2	3	4	5	6	7	8
Interact with and use ICT systems to meet needs				✓			✓	
Store information				✓			✓	
Follow safety and security practices				✓			✓	
ICT – Find and select information								
Use simple searches to find information	✓	✓	✓	✓	✓	✓	✓	
Select relevant information that matches requirements of given task	✓	✓	✓	✓	✓	✓	✓	
ICT – Develop, present and communicate information								
Enter and develop different types of information to meet given needs					✓		✓	✓
Bring together different types of information				✓	✓		✓	✓
Use ICT-based communication					✓		✓	✓

Level 1	Unit number															
English – Speaking and listening	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading																
Read and understand a range of straightforward texts	✓	✓	✓										✓			
English – Writing																
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓	✓											✓			

Level 1	Unit number															
Mathematics — Learners can	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Representing <ul style="list-style-type: none"> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine identify and obtain necessary information to tackle the problem select mathematics in an organised way to find solutions 			✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓

Level 1	Unit number															
Mathematics — Learners can	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Analysing <ul style="list-style-type: none"> • apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes • use appropriate checking procedures at each stage 					✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
Interpreting <ul style="list-style-type: none"> • interpret and communicate solutions to practical problems, drawing simple conclusions 					✓	✓	✓	✓	✓	✓	✓	✓			✓	✓

Level 1	Unit number															
ICT – Use ICT systems	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Identify the ICT requirements of a straightforward task	✓	✓											✓			
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	✓	✓											✓			
Manage information storage	✓	✓											✓			
Follow and demonstrate understanding of the need for safety and security practices	✓	✓											✓			

Level 1	Unit number															
ICT – Find and select information																
Use search techniques to locate and select relevant information	✓	✓	✓										✓	✓	✓	
Select information from a variety of ICT sources for a straightforward task	✓	✓	✓										✓	✓	✓	
ICT – Develop, present and communicate information																
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	✓	✓	✓										✓			

Level 1	Unit number															
ICT – Develop, present and communicate information																
Use appropriate software to meet requirements of straightforward data-handling task	✓	✓	✓										✓			
Use communications software to meet requirements of a straightforward task	✓	✓	✓										✓			

Level 1	Unit number															
ICT – Use ICT systems	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Evaluate the selection and use of ICT tools and facilities used to present information	✓	✓	✓										✓			
Combine information within a publication for a familiar audience and purpose	✓	✓											✓			
Evaluate the selection and use of ICT tools and facilities used to present information																

June 2016

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ISBN 9781446934906

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