PEARSON-SET THEME RELEASE

UNIT: 22 Group Project - Theme Release 2018

For use with the Higher National Certificate and Higher National Diploma in Construction and the Built Environment

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1.1 Introduction to theme

The Pearson-set theme for use with Unit 2: Group Project is

**Changing Technologies in the Construction Industry**

The construction industry has always grown and transformed in relation to technology. Whether through the development of new materials, processes or systems; the way that we design and build has continually responded to new developments. Most recently, the continued growth of low-cost computing and high-tech manufacturing processes have opened new avenues for the industry; both in the way that construct and the way that we manage the process of construction.

As one of the largest global economic sectors, many nations rely upon a healthy construction industry to drive economic growth. However, changing demographics and increasing life spans are resulting in a skills shortage. To continue to grow the industry and drive economic growth, the construction industry must seek ways in which it can optimise processes, increase productivity and reduce costs. Technology is one of the strategies that may help to achieve these aims.

This unit will enable students to examine the impact of new technologies on the industry. Through engagement with the theme and topics, students will have the opportunity to research and apply skills and knowledge in of the transformative role of technology in construction.

1.2 Choosing a research objective/question

Students are to choose their own research topic for this unit. Strong projects are those with clear, well focused and defined objectives. A central skill in selecting a research objective is the ability to select a suitable and focused research objective. One of the best ways to do this is to put it in the form of a question. Students should be encouraged to discuss a variety of topics related to the theme and from here to generate ideas for a good research objective.

The range of topics could cover issues such as:

- How does building information modelling (BIM) change the flow of information between project stakeholders?
- Does off-site construction offer improvements in sustainability?
- How may the use of drones improve site supervision and health & safety?
- How does the availability of low-cost sensors create opportunity for more reliable building monitoring?

The research objective should allow for students to broaden their understanding and widen their perspectives by being able to explore, argue, prove, and disprove a particular objective. They should be feasible, novel, ethical, relevant and ultimately of interest to the student. Guidance for tutors is available in the Pearson-set Guidance for Unit 22: Group Project and templates are provided for both the research
proposal and ethics form. Please note that if reasonable adjustments are necessary to meet a specific individual student need you are able to adjust internal assessments to take this into account. Any adjustments must be considered in relation to the centre’s policies on equality & diversity and student support. Further details on how to make adjustments for students with protected characteristics are given in the document ‘Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units’ available on our website (http://qualifications.pearson.com).

1.3 Project Evidence / Outcomes

It is important to recognise that project work is reliant on gathering information/data that can be analysed. The scale of the project means that there must be time for both primary and secondary research. An advised model would be to use secondary research to provide a context for the students to conduct and interpret primary data collection. The project could then yield data that could be compared with the findings of secondary research information.

In assessing the project, the assessor should be able to see a rationale for the project title, an identification of controversial aspects of the title and of the relevant literature/data sources. This will be based primarily on the student’s research proposal. Student research should outline the literature/theories that supports the identified research objective/s and include critical evaluation of central arguments paying attention to whether or not the arguments are logically valid. Throughout their research students should be aware of the importance of clear and consistent use of language and the use of a consistent reference system. Engagement in reflective study of the research process should be evident, with students explaining how their ideas have developed, the significance of results and what they have learnt about the methodology of research. Well edited, focused writing and presentation, where the key decisions, developments, lines of argument and salient research are explained succinctly, is preferable to unstructured writing and presentation where little attempt to select or edit material has been made.

It is important to recognise that there are many different presentation formats and it is important that students think carefully about the suitability of any presentations for their target audience, if this is a chosen format. Their presentations should be appropriate to the audience, both in terms of the nature and level of material they use and also in terms of length. Students should be guided to produce research that gives a succinct account of the main arguments or developments from their project. The question and answer session should address issues raised by the presentation, but also give students an opportunity to review their work.

Where necessary, students are to submit; as evidence for the unit in addition to their project findings, the research proposal and ethics form. The research proposal sets out the plan for how the students will achieve the intended research objective and shows whether the objective will be feasible, ethical and achievable in the time scale. It sets out how secondary research supports the research objective, how the research will be conducted, how the research will be evaluated. Students will need to gain ethical approval before commencing their research, this will be discussed with the tutor during the research proposal.
1.4 Employer engagement

It is advisable that centres look at the Pearson-set Assignment as an appropriate unit to embed employer engagement, although this is not a mandatory requirement. Developing and establishing links with employers enhances the teaching and learning experience and improves students' employability. Where possible, identifying links with employers as part of the delivery of the Pearson-set Assignment could lead to enhancing and supporting student learning. Real-life projects provide students with the opportunity to develop and acquire appropriate skills, knowledge and expertise required by employers.

1.5 Sharing of good practice

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs for review as part of the remote sampling request. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in the centre visit sample of student work.

The EE will review and identify exemplars in all aspects of good practice. Good practice will focus on current themes that align to QAA Higher Education Reviews:

- Innovation
- Digital literacy
- Student employability and entrepreneurial skills
- Employer engagement
- Quality of assessment feedback

The Pearson-set Assignment Guidance for Unit 22: Group Project should be read in conjunction with the theme and topic release. It provides advice and guidance for both tutors and students.

For any further additional support or queries regarding this document, please email btecdelivery@pearson.com.