



Pearson BTEC International Level 3 Foundation Diploma (540 GLH) in Construction and the Built Environment: Sample Delivery Plan

Audience

This document aims to support tutors and those delivering BTEC International Level 3 qualifications from April 2020.

Introduction

Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC Foundation Diploma in Construction and the Built Environment could be delivered over two years, highlighting assessment milestones and indicating where you can teach units holistically.

Key sections

The document focuses on key dates to plan around and gives an example of how the Foundation Diploma can be structured. This is set out in the three sections below:

Section 1: Guide to key dates

Setting out the key activities and requirements for course delivery, alongside dates and links to further information.

Section 2: Sample two-year plan – delivery chart

A chart setting out the key deliverables against chosen units.

Section 3: Sample two-year plan – detailed rationale

An in-depth rationale and explanation of how the suggested plan was structured.

Further support can be found within the relevant specification on Pearson’s website (<https://qualifications.pearson.com/en/qualifications/btec-international-level-3/construction.html#tab-FoundationDiploma>)

Below is an overview of how wider support links with this document.

Support	Purpose
Delivery Guides	A companion to the BTEC International Level 3 specification, Authorised Assignment Briefs (AABs) and Sample Pearson Set Assignments. Delivery Guides contain ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. These guides aim to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.
Authorised Assignment Briefs	Provide scenarios and teaching plans for each unit, to be used either as they are set out, or to inform your own planning.
Schemes of Work	Demonstrate how the unit content can be covered in the GLH, providing lesson ideas and highlighting links to other units to help you plan your teaching.



Section 1: Guide to key dates

Setting out the key activities and requirements for course delivery, alongside links to further information.

Action	Description	Resource/reference
Assessment plan(s)	An assessment plan(s) must be in place to show that sufficient time is available to deliver and assess all the required units in a timely manner. More than one plan may be required if there are different groups working at different speeds.	Assessment plan templates are available on the Pearson website. Please note that all units are internally assessed. For a small proportion of units, Pearson sets the assignment; these assignments are also internally assessed. Pearson Set Assignments will be available from October of the year of assessment and can be taken at any point in that year.
Assignment briefs	Assignment briefs should be internally verified to ensure they are fit for purpose and that the equipment, resources and staff expertise will be available. This is not required for Pearson Set Assignment Units.	Authorised assignment briefs are available on Pearson's website .
Learner induction	A short period of induction is strongly recommended to ensure learners are familiar with the programme and its requirements. This induction should cover plagiarism, referencing, time management skills, the importance of meeting deadlines and centre policies.	
Register your learners	Learner registrations must be made by the deadlines on the website. This will trigger the allocation of a Standards Verifier and support for your centre.	Edexcel Online
Allocation of Standards Verifier	The Standards Verifier needs to see the assessment plan(s) and will agree a sampling schedule with the centre. Your allocated Standards Verifier will be available throughout course delivery to provide support and guidance.	The details of the Standards Verifier will be emailed to the Quality Nominee at the centre. Please ensure the Quality Nominee details registered with Pearson are accurate.
Internally assessed unit completed	The internally assessed unit(s) must be sampled and reported before the end of teaching for the year.	A guide to internal assessments is available on Pearson's website.
Second sampling completed	Second sampling of internally assessed units that were not released for certification must be complete by the end of teaching for the year.	



Section 2: Sample two-year plan – delivery chart

This plan is intended to be used as guidance.

Key

SA = Summative Assessment; LA = Learning Aim; INT = Internal assessment; SET = Pearson Set Assignment

				YEAR 1, TERM 1												
Unit	Unit title	GLH	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Construction Technology	60	INT SET													
				3 hours per week (weeks 1–20)												
3	Construction Science	60	INT SET													
				2 hours per week (weeks 1–30)												
7	Graphical Detailing	60	INT										SA (LA A&B)			
				4 hours per week (weeks 1–15)												

				YEAR 1, TERM 2												
Unit	Unit title	GLH	Assessment method	14	15	16	17	18	19	20	21	22	23	24	25	26
1	Construction Technology	60	SET						SET	SET						
				3 hours per week (weeks 1–20)												
3	Construction Science	60	SET													
				2 hours per week (weeks 1–30)												
7	Graphical Detailing	60	INT		SA (LA C)											
				4 hours per week (weeks 1–15)												
8	Sustainability in Construction	60	INT												SA (LA A&B)	
				4 hours per week (weeks 16–30)												
13	Site Engineering for Construction	60	INT											SA (LA A)		
				3 hours per week (Weeks 20–39)												



				YEAR 1, TERM 3												
Unit	Unit title	GLH	Assessment method	27	28	29	30	31	32	33	34	35	36	37	38	39
3	Construction Science	60	INT SET			SET	SET									
		2 hours per week (weeks 1–30)														
8	Sustainability in Construction	60	INT				SA (LA C)									
		4 hours per week (weeks 16–30)														
13	Site Engineering for Construction	60	INT													SA (LA B&C)
		3 hours per week (weeks 20–39)														



Key

SA = Summative Assessment; LA = Learning Aim; INT = Internal assessment; SET = Pearson Set Assignment

YEAR 2, TERM 1																
Unit	Unit title	GLH	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	13
2	Construction Design	60	SET													
				2 hours per week (weeks 1–28); weeks 27–28 will be a total of 8 hours												
9	Building Information Modelling and Artificial Intelligence	60	INT					SA (LA A)					SA (LA B)			
				4 hours per week (weeks 1–15)												
15	Measurement Techniques in Construction	60	INT													
				2 hours per week (weeks 10–39)												

YEAR 2, TERM 2																
Unit	Unit title	GLH	Assessment method	14	15	16	17	18	19	20	21	22	23	24	25	26
2	Construction Design	60	SET													
				2 hours per week (weeks 1–28); weeks 27–28 will be a total of 8 hours												
9	Building Information Modelling and Artificial Intelligence	60	INT		SA (LA C)											
				4 hours per week (weeks 1–15)												
11	Management of a Construction Project	60	INT									SA (LA A)				
				3 hours per week (weeks 16–35)												
15	Measurement Techniques in Construction	60	INT							SA (LA A)						
				2 hours per week (weeks 10–39)												



				YEAR 2, TERM 3												
Unit	Unit title	GLH	Assessment method	27	28	29	30	31	32	33	34	35	36	37	38	39
2	Construction Design	60	SET	SET	SET											
		2 hours per week (weeks 1–28); weeks 27–28 will be a total of 8 hours														
11	Management of a Construction Project	60	INT			SA (LA B)						SA (LA C)				
		3 hours per week (weeks 16–35)														
15	Measurement Techniques in Construction	60	INT													SA (LA B&C)
		2 hours per week (weeks 10–39)														



Section 3: Sample two-year plan – detailed rationale

Overview

The Level 3 Foundation Diploma in Construction and the Built Environment is 540 guided learning hours (GLH) and comprises three mandatory units and six optional units. All mandatory units are assessed using a Pearson Set Assignment. The optional units are internally assessed using centre-designed assignments or the Authorised Assignment Briefs.

The qualification structure identifies the mandatory and optional units and this information is also listed in the qualification specification. To achieve any qualification grade, learners must complete and have an outcome (D, M, P or U) for all units within a valid combination for the size of the award. For the Foundation Diploma in Construction and the Built Environment, learners must pass all mandatory units along with a further 360 GLH from the optional units. This means learners could attain a U grade in one of the optional units and still achieve a passing grade overall, depending on their other results. Please see pages 429-441 of the specification for more details about compensation and grading.

The sample delivery plan is based on the qualification being delivered over two years.

If your centre is subject to Standards Verification, your Standards Verifier will confirm sampling arrangements with you.

Involving employers in the assessment/delivery

There is no compulsory requirement for a work experience placement within the qualification. However, all units lend themselves to industry employer involvement – for example, in the form of a site visit, guest speaker or case study.

Which units are assessed by Pearson Set Assignments?

Units 1, 2 and 3 will be assessed by Pearson Set Assignment. The assignments will be available from September each year and are valid for one year only. The assignments can be taken at any time in the year. The evidence can be resubmitted once and any resit student must complete a new assignment.

Internal mandatory units

There are no internal mandatory units for the Foundation Diploma (all mandatory units are Pearson Set Assignments). In addition to the units assessed by Pearson Set Assignments, six optional units have been chosen for this delivery plan. These units must meet the rules of unit combination for the size of qualification.



Suggested units to teach in Year 1

The plan shows **two mandatory units** (1 and 3) for Year 1. These units will provide a good base for further study. Units 1 and 3 should be the first mandatory units taught. However, as learners are likely to take longer to develop knowledge and skills in Unit 3 than in Unit 1, the assessment of Unit 1 could take place earlier than the assessment of Unit 3. This is why, in the Delivery Plan, Unit 1 has been allocated more contact time per week, allowing the assessment to take place within the first 20 weeks of teaching.

It will take 30 weeks to complete delivery and assessment of Unit 3. This will give learners enough time to familiarise themselves with the content, so their performance in assessments is likely to improve.

The **three optional units** selected for delivery in Year 1 should meet the needs and interests of the learners, while also providing a progression route to their chosen pathway.

Unit 7: Graphical Detailing will develop learners' ability to produce graphical information including drawings, sections and sketches. These skills are essential not only across the qualification but also for work in the construction industry. These skills underpin assessment of Unit 1 in the first year and Units 2 and 9 in the second year.

Unit 8: Sustainability in Construction has been chosen so learners are introduced to the concepts, principles and approaches of embedding sustainability into all industry practices. The knowledge and skills gained in this unit will help learners to develop the right mindset for future leaders of the industry.

Unit 13: Site Engineering for Construction has been chosen because this is a hands-on unit where learners will be better engaged through practical activities. The surveying skills gained in this unit will be valuable across all pathways.

The teaching and learning for this course must cover the content of all units and ensure learners are fully prepared for assessment.

Suggested units to teach in Year 2

The plan shows **one mandatory unit** (2) for Year 2.

The mandatory Unit 2 has been placed in Year 2 as it draws on learning from a number of other units. Starting the unit in Year 2 and scheduling contact hours so the final assessment is like a synoptic assessment will support learners to attempt the controlled assessment holistically.

The **three optional units** selected for delivery in Year 2 should meet the needs and interests of the learners, while also providing a progression route to their chosen pathway.

Unit 9: Building Information Modelling and Artificial Intelligence provides a sound footing to develop learners' understanding of BIM and AI, in terms of their role within construction projects and the wider industry. This unit will support learners to progress to higher qualification levels and within their future job roles.

Unit 11: Management of a Construction Project has been placed in Year 2, by which time learners will have developed a sound understanding of industry practices and will have undertaken a number of internal and Pearson set assignments. This is a suitable time for learners to understand how construction projects are managed. This unit is common across all pathways and qualification levels.

Unit 15: Measurement Skills in Construction will develop learners' skills relating to measurement techniques. These skills are essential within the construction sector and transferable to all job roles and specialisms.

The teaching and learning for this course must cover the content of all units and ensure learners are fully prepared for assessment.

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as:

- the structure of the units
- how to use an assignment brief and the importance of command words
- how to work to meet deadlines and consequences of not meeting deadlines
- how to reference work
- the importance of evidence submitted for assessment being independently produced, valid and authentic
- centre policies on malpractice and plagiarism.