edexcel

# Specification

BTEC qualifications

## Edexcel BTEC Level 2 Certificate in Construction Occupations (QCF)

For first teaching September 2011

A PEARSON COMPANY

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

*References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

Authorised by Martin Stretton
Prepared by John Crew

Publications Code BF029629

# BTEC qualification titles covered by this specification

**Edexcel BTEC Level 2 Certificate in Construction Occupations (QCF)**

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Edexcel BTEC Level 2 Certificate in Construction Occupations (QCF) 600/2656/X

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited by Ofqual as being part of Apprenticeships.

# Welcome to BTEC Level 2 qualifications in Construction Occupations (QCF)

We are delighted to introduce our new qualification, which will be available for teaching from September 2011. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

## Focusing on the BTEC Level 2 qualifications in Construction Occupations (QCF)

Learners who achieve this qualification may progress into full time work or progress onto a Level 3 qualification.

## Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – **in this case the ConstructionSkills SSC**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

## All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

# Contents

# What are BTEC Level 2 qualifications?

BTEC qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## Edexcel BTEC Level 2 Award

The Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

## Edexcel BTEC Level 2 Certificate

The Edexcel BTEC Level 2 Certificate covers some of the knowledge and practical skills required for a particular vocational sector.

The Edexcel BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want 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 Edexcel BTEC Level 2 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.

## Edexcel BTEC Level 2 Diploma

The Edexcel BTEC Level 2 Diploma extends the work-related focus from the Edexcel BTEC Level 2 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.

## Key features of the Edexcel BTEC Level 2 in Construction Occupations (QCF)

The Edexcel BTEC Level 2 in Construction Occupations (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which 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 Level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

## National Occupational Standards

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Edexcel BTEC Level 2 Certificate in Construction Occupations (QCF) relates to the following NOS:

NVQ Level 2 in Construction Operations (General Construction)

# Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

**Edexcel BTEC Level 2 Certificate in Construction Occupations (QCF)**

Learners must achieve a minimum of 13 credits by completing an appropriate number of optional units listed in the table. This will require a minimum of 130 GLH. At least 9 credits must be at level 2.

| Edexcel BTEC Level 2 Certificate in Construction Occupations (QCF) | | | |
|---|---|---|---|
| **Unit** | **Optional units** | **Credit** | **Level** |
| L/501/4969 | Knowledge of information, quantities and communicating with others | 6 | 2 |
| F/501/4970 | Information, quantities and communicating with others | 5 | 2 |
| J/501/4971 | Knowledge of building methods and construction technology | 3 | 2 |
| L/501/4972 | Building methods and construction technology | 3 | 2 |
| Y/501/7454 | Know how to carry out safe working practices in construction | 4 | 1 |
| D/501/7455 | Carry out safe working practices in construction | 3 | 1 |

## Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

### Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

### Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

# Quality assurance of centres

Edexcel BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- Quality review and development by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

### Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

# Programme design and delivery

## Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Edexcel BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

### Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

### Functional skills

Edexcel Level 2 BTEC qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC qualification(s) rules of combination. Functional skills are offered as stand alone qualifications.

## Access and recruitment

Edexcel's policy regarding access to its 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 wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

### Restrictions on learner entry

The Edexcel BTEC Level 2 Certificate in Construction Occupations (QCF) is accredited on the QCF for learners aged 16 and above.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.co/policies/pages/home.aspx). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## 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.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, 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. Provided that 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.

# Unit format

All units in the Edexcel BTEC Level 2 qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit code

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

## QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## 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

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

**Relationship between content and assessment criteria**

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

**Content structure and terminology**

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

# Units

# Knowledge of information, quantities and communicating with others

**Unit code:** L/501/4969

**QCF Level:** 2

**Credit value:** 6

**Guided learning hours:** 60

---

## Unit aim and purpose

This unit examines the concept of information used for construction - its interpretation, formats, use in estimation and, finally, its communication in the working environment.

## Unit introduction

This unit consists of three learning outcomes.

The first learning outcome examines how to interpret and produce valid information used to construct the built environment - both drawn information and technical specifications.

The second learning outcome looks at how to estimate the quantities of materials that are required for a construction project by using some of the drawn and written information.

The final learning outcome examines how to communicate efficiently within the workplace among the construction team members using various methods available. It also examines the possible consequences of poor communication.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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 |
|---|---|
| 1 Know how to interpret and produce building information | 1.1 describe the types of supporting information available to produce building information<br>1.2 describe how to check supporting information for conformity |

| Learning outcomes | Assessment criteria |
|---|---|
| | 1.3 interpret information from building specifications relevant to the work<br>1.4 interpret basic location drawings and describe their purpose.<br>1.5 describe how to use relevant equipment to produce drawings correctly.<br>1.6 describe the scales used to produce basic location drawings |
| 2 Know how to estimate quantities of resources | 2.1 describe how to compare the different methods used to estimate quantities of materials required in a construction project<br>2.2 describe the systems in place for deciding which materials should be used and where they can be purchased<br>2.3 describe how to compare estimated labour rates for different construction projects<br>2.4 describe how to define the difference between quoting, estimated pricing and the tender process<br>2.5 describe the possible implications of inaccurate estimates |
| 3 Know how to communicate workplace requirements efficiently | 3.1 state the key personnel involved within the communication cycle<br>3.2 describe the effects that poor communication could have on the overall process<br>3.3 describe how the use of communication correctly would improve teamwork<br>3.4 describe the advantages and disadvantages of the different methods of communication<br>3.5 describe the occasions when clear communication is vital in the workplace |

## Unit content

1 **Know how to interpret and produce building information**

*Supporting information:* materials specifications; sketch designs; data sheets; design swatches; site surveys; measured surveys

*Checking information:* overall design dimensions; against a specification; against a known standard

*Interpretation:* use of material specifications; use of design specifications; obtaining correct data; use of manufacturer's technical data

*Drawn information:* location drawings; scales; 1:1250, use in design; planning and building approvals; use in land conveyancing; land registry; use in boundary disputes

*Drawing equipment:* use of paper, drawing board, pencils, erasers, set squares, pens, curves, templates and compass

2 **Know how to estimate quantities of resources**

*Estimating methods*: price books; labour; plant and materials estimates; unit rates; approximate quantities; historical rates; comparison of methods (advantages and disadvantages of each); estimated labour rates; output tables; work study; price work; directly employed; comparison of labour rate methods

*Purchasing*: buying departments; scheduling material quantities; bulk purchasing; suppliers; direct from manufacturers; builders' merchants

*Tendering and estimating*: methods used to prepare quotations, estimates and tenders; differences between quotations, estimates and tenders; tendering processes; methods of tendering; inaccurate estimates; conflicts; disputes; client relationships; variations; extensions of time

3 **Know how to communicate workplace requirements efficiently**

*Key personnel in the communication cycle:* structural engineer; building services engineer; quantity surveyor; architect; planner; estimator; Construction (Design and Management) coordinator (CDM coordinator); production team; main contractor; contract manager; site manager

*Communication*: communication methods; appropriateness of each method; good and poor communication; examples; effects; efficiency; improving team-working

*Clear communication*: significance of clarity in communication; benefits to a project

## Essential guidance for tutors

### Delivery

This unit should be delivered so that it enables learners to develop their knowledge and understanding of information, quantities and communication. Learners need to know:

- the information that is produced through the design process in order to complete the built information required by the contractor for construction
- that construction projects require detailed understanding of resource quantities including the calculation for purchasing from suppliers
- how to communicate correctly in order to avoid mistakes and conflict.

Health, safety and welfare are paramount and must be strictly enforced through close supervision of all workshops and activity areas. Risk assessments must be undertaken before any practical activities take place.

Small-group discussions could be used to introduce the unit. This would give learners an opportunity to swap ideas and exchange their experiences of communication, information and estimation. Tutors could record feedback from individual groups on a flipchart or whiteboard.

By engaging with employers and employees learners will gain more from their learning experience. It will also help demonstrate the unit's vocational relevance and currency and develop knowledge and understanding of communication, information and estimation.

Guest speakers could deliver presentations to learners. For example, an estimator from a construction company/the construction industry could give a presentation on estimating quantities which deals with Learning Outcome two. This could be supported with examples drawn from industry, perhaps in the form of a set of case studies.

Video/DVD training programmes can also be used.

### Assessment

A variety of assessment methods can be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Alternatively, learners could produce logbooks or workbooks that they complete in the workplace or during visits to industry.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

## Essential resources

Access to the internet and computing facilities to aid individual research and investigations.

Drawn information for construction projects.

Examples of construction communication.

## Indicative resource materials

### Textbooks

Topliss S, Doyle M and Stokes A – *Construction Level 2* (Pearson's, 2010) ISBN 9781846906589

# Information, quantities and communicating with others

**Unit code:** F/501/4970

**QCF Level:** 2

**Credit value:** 5

**Guided learning hours:** 50

---

## Unit aim and purpose

This unit covers the interpretation of the information required to construct a building, including the calculation of quantities of basic materials required and efficient communication in the workplace.

## Unit introduction

This unit consists of three learning outcomes.

The first learning outcome examines how to identify the information that is required to be obtained and extending this into producing outline drawings.

The second learning outcome examines the estimation of quantities, including weight and volume, waste calculations, labour requirements and the calculation of the final price.

The final learning outcome examines how to communicate efficiently within the workplace between personnel, the different methods available and communication within a team.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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 |
|---|---|
| 1 Be able to interpret and produce building information | 1.1 identify and obtain the relevant information used to carry out basic building projects<br>1.2 produce basic outline drawings correctly to the given instructions |

| Learning outcomes | Assessment criteria |
|---|---|
| 2 Be able to estimate quantities of resources | 2.1 use basic calculations to predict the waste in quantities of materials intended for use<br>2.2 produce basic estimates including material quotations and a range of relevant information<br>2.3 use calculations to determine the correct labour requirements for construction projects<br>2.4 use calculations to determine the actual final price from the available resources<br>2.5 use calculations to determine quantities in weight and volume |
| 3 Be able to communicate workplace requirements efficiently | 3.1 check progress and resource requirements with colleagues to ensure they are in accordance with the programme of work<br>3.2 demonstrate a range of methods used to communicate effectively with colleagues<br>3.3 demonstrate how to communicate effectively with key personnel in the workplace<br>3.4 demonstrate how key personnel should communicate effectively within a team |

## Unit content

1 **Be able to interpret and produce building information**

*Design information:* client brief; scales; sizes; overall dimensions; site measuring; tolerances; modular coordination sizes; building function; height; length; width

*Drawing production:* equipment; drawing board; paper sizes; set up of drawing borders; title block; drawing numbering system; scales; layout; projections, outline drawings; evaluation; checked against clients original brief; obtained dimensions

2 **Be able to estimate quantities of resources**

*Quantities:* rate build up; weight; volume; areas; linear

Waste: basic calculations; percentages; wastage per material; pack sizes; supplied sizes

*Basic estimation:* taking off quantities; scales; base rates of labour, plant, materials and overheads; output tables; final calculation; wastage additions

*Production information:* quantity; labour element; output rates; calculation of labour element

*All-in rates:* analysis of elements from supplied information; element calculations; final estimate

3 **Be able to communicate workplace requirements efficiently**

*Contract programmes:* programme of work; key dates; monitoring progress; checking against planned; informing; reviewing; updating; communicating changes

*Communication methods:* email; texting; fax; written instructions; signage; verbal; graphical; effectiveness of each method; evaluation

*Effective communication:* barriers to communication; chain of communication; people involved; written; verbal; type of instruction; priority

*Team communication:* team leader; importance of speaking and listening; meeting minutes

## Essential guidance for tutors

### Delivery

This unit should be delivered so that it enables learners to develop their knowledge, understanding and skills of information required to produce drawings, estimate quantities, and communicate effectively. Learners need to be able to:

- interpret and produce building information
- estimate quantities of resources
- communicate workplace requirements efficiently.

Health, safety and welfare are paramount and must be strictly enforced through close supervision of all workshops and activity areas. Risk assessments must be undertaken before any practical activities take place.

Small-group discussions could be used to introduce the unit. This would give learners an opportunity to swap ideas and exchange their experiences of producing graphical information. Tutors could record feedback from individual groups on a flipchart or whiteboard.

By engaging with employers and employees learners will gain more from their learning experience. It will also help demonstrate the unit's vocational relevance and currency and develop knowledge and understanding of drawing, estimating and communicating.

Guest speakers could deliver presentations to learners. For example, a designer from an architectural practice could give a presentation on producing drawings from design information. This could be supported with examples drawn from industry, perhaps in the form of a set of case studies.

Video/DVD training programmes can also be used.

### Assessment

A variety of assessment methods can be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Alternatively, learners could produce logbooks or workbooks that they complete in the workplace or during visits to industry.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

### Essential resources

Students will require the use of drawing boards with parallel motion squares. A set of set squares, suitable pencils and erasers will need to be available. A3 sized drafting paper and masking tape will also be required.

## Indicative resource materials

### Textbooks

Kilmer R and Kilmer W – *Construction Drawings and Details for Interiors* (J Wiley & Sons, 2003) ISBN 9780470190418

Topliss S, Doyle M and Stokes A – *Construction Level 2* (Pearson's, 2010) ISBN 9781846906589

# Knowledge of building methods and construction technology

**Unit code:** J/501/4971

**QCF Level:** 2

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim and purpose

This unit provides knowledge of building methods and construction technology, internal building work and storage of building materials.

## Unit introduction

This unit consists of three learning outcomes.

The first learning outcome examines the different types of building structure, their stability, energy requirements, supporting foundations, and the completion of the external envelope of walls and roof structure.

The second learning outcome looks at the internal finishes that accompany the building structure that make it comfortable for the occupants to live and work within.

The third learning outcome starts to examine some of the processes of construction using materials, their storage, use, protection and administration.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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 |
|---|---|
| 1 Know the principles of building methods and construction technology | 1.1 describe a range of different types of building structures<br>1.2 describe how different methods of construction used to build structures can impact on their energy efficiency levels<br>1.3 describe why different building and construction methods require structural stability |

| Learning outcomes | Assessment criteria |
|---|---|
| | 1.4 identify working drawings for a domestic dwelling and describe why they must be precise using keys and hatchings<br>1.5 describe why it is important to set out foundations and walls accurately<br>1.6 describe the correct methods of constructing concrete foundations<br>1.7 describe the different types of floor construction and their flooring component parts<br>1.8 describe the different types of materials used in external walling and the reasons for using them<br>1.9 describe the different types of energy saving construction methods used in internal walling<br>1.10 describe the different methods of applying decorative protective coatings to walls, floors, roof components and surfaces<br>1.11 describe the importance of damp-proof membrane (DPM) and damp-proof course (DPC)<br>1.12 describe the purpose of load-bearing and non-load-bearing internal walling<br>1.13 describe the different types of roof structures and their roofing component parts<br>1.14 describe why there is a requirement for felt and batten in a pitched roof |
| 2 Know the principles of internal building work | 2.1 describe a range of different types of materials used internally for the construction of domestic dwellings<br>2.2 describe the key properties of timber, brick, blocks and insulation materials<br>2.3 describe where a range of different materials are used in the construction of domestic dwellings |

| Learning outcomes | Assessment criteria |
|---|---|
| | 2.4 describe the key characteristics of a range of materials used internally in a domestic dwelling<br>2.5 describe the effects of water, frost and chemicals on a range of building materials<br>2.6 describe the effects of heat and fire on masonry, concrete, timber and metal building components<br>2.7 describe the different types of paint coverings used on internal surfaces and their advantages and disadvantages<br>2.8 describe the reasons for treating a range of building materials with suitable chemicals<br>2.9 describe the different methods used to rectify deterioration to masonry and concrete, timber and metal building materials |
| 3 Know about delivery and storage of building materials | 3.1 describe the importance of building material delivery times and stock rotation<br>3.2 describe the different range of materials affected by stock rotation<br>3.3 describe the potential effects of bad weather on a range of building materials<br>3.4 describe different methods and equipment used to protect building materials correctly<br>3.5 describe the correct process for checking deliveries of building materials to construction sites<br>3.6 describe the different equipment used to transport a range of building materials safely |

## Unit content

1 **Know the principles of building methods and construction technology**

*Superstructure:* traditional cavity walls; timber framed; solid wall; u-values of different structures; embedded energy levels; structural stability; floor wall junctions; roof wall junctions; wall thickness; drawn information; hatching patterns; keys; symbols

*Substructures:* importance of; setting out; accuracy; tolerances; foundation types; processes (excavation, support, concreting)

*Floor construction:* ground floor construction (DPM, DPC, hardcore base, blinding, insulation, concrete, floor finishes); timber floor construction (dwarf walls, DPC, bearers, floor joists, floor finishes)

*Internal walls:* load-bearing and non load bearing; timber stud partitions; solid block walling; lightweight block walling; metal stud partitions; energy saving construction methods; finishes

*External walls:* brickwork; rendered finishes on blockwork; cladding; reasons for use; other finishes

*Roofing:* structures; pitched; monopitch; flat; roof tiling; battens; felt; insulation; finishes

2 **Know the principles of internal building work**

*Materials:* concrete; steel; timber; brick; block; for insulation; plastic; glass; paint finishes; uses; location; function(fire resistance, heat transfer); treatments of materials

*Properties:* strength; characteristics; water resistance; frost resistance; chemical resistance

*Deterioration:* frost damage; freeze thaw; chemical corrosion; efflorescence; acid rain; rot (wet, dry); insect attack; rust

3 **Know about delivery and storage of building materials**

*Stock:* delivery times; long deliveries; off-loading facilities; stock rotation

*Storage:* protection required for vulnerable materials; packaging; palletising; bulk deliveries; silos; containers; storage racks; transporting; equipment

*Processes*: checking quantities; delivery notes; calling off; scheduling

## Essential guidance for tutors

### Delivery

This unit should be delivered so that it enables learners to develop their knowledge of sub- and superstructures of domestic buildings and their internal finishes. Learners need to know:

- the principles of building methods and construction technology
- the principles of internal building work
- about delivery and storage of building materials.

Health, safety and welfare are paramount and must be strictly enforced through close supervision of all workshops and activity areas. Risk assessments must be undertaken before any practical activities take place.

Small-group discussions could be used to introduce the unit. This would give learners an opportunity to swap ideas and exchange their experiences of domestic construction. Tutors could record feedback from individual groups on a flipchart or whiteboard.

By engaging with employers and employees learners will gain more from their learning experience. It will also help demonstrate the unit's vocational relevance and currency and develop knowledge and understanding of domestic structures.

A site visit to a local house builder would give learners a valuable insight into the construction of a domestic property from the substructure right through to the finishes.

Guest speakers could deliver presentations to learners. For example, a builders merchant representative could give a presentation on materials handling. This could be supported with examples drawn from industry, perhaps in the form of a set of case studies.

Video/DVD training programmes can also be used.

The unit could be delivered through distance learning. The centre could organise occasional weekend events to ensure that learners have sufficient support to gain the required knowledge and understanding

### Assessment

A variety of assessment methods can be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Alternatively, learners could produce logbooks or workbooks that they complete in the workplace or during visits to industry.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

## Essential resources

Learners will need access to material suppliers' websites to identify the characteristics and properties of a range of construction materials.

A set of DVD's to illustrate the construction of a house from the foundations right through to the roof finishes would provide a valuable resource for learners.

## Indicative resource materials

### Textbooks

Marshall D and Worthing D – *The Construction of Houses* (Estates Gazette, 2006) ISBN 9780728204867

### Websites

https://environment7.uwe.ac.uk/resources/constructionsample/Conweb/index.htm – University of West England Construction website

http://www.tarmacbuildingproducts.co.uk – a range of construction materials from this supplier

# Building methods and construction technology

**Unit code:** L/501/4972

**QCF Level:** 2

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim and purpose

The aim of this unit is for learners to be able to apply their knowledge of building principles through producing programmes of work, drawings, internal finishes and protecting materials.

## Unit introduction

This unit consists of three learning outcomes.

The first learning outcome examines how to produce a contract programme in the form of a bar chart with the correct sequencing for a two storey domestic property. Learners have to produce a cross section through some of the domestic dwelling elements.

The second learning outcome examines the materials that can be used for a range of internal finishes for the completion of a domestic dwelling. Learners will explore how these materials are affected by deterioration over time.

The final learning outcome examines how to protect and safely secure the building materials to be used in a domestic dwelling.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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 |
|---|---|
| 1 Be able to apply the principles of building methods and construction technology | 1.1 produce a bar chart or programme of work showing the correct stages required to build a two-storey property<br>1.2 produce a sketch of a domestic dwelling showing section through building elements and components |
| 2 Be able to apply the principles of internal building work | 2.1 select appropriate decorative materials used for a range of internal finishes in domestic dwellings<br>2.2 assess internal building materials affected by short- and long-term deterioration |
| 3 Be able to handle delivery and storage of building materials | 3.1 protect and secure building materials correctly and safely and in accordance with organisational procedures |

## Unit content

1 **Be able to apply the principles of building methods and construction technology**

*Contract programmes:* tasks; durations; number; logical sequencing; milestones; layout; title block

*Drawing Cross Sections:* sketch details; window head detail; foundation and subfloor section; roof wall plate detail; proportional sketch; hatching; annotation

2 **Be able to apply the principles of internal building work**

*Selection of internal finishes:* selection of emulsion paints, gloss paints, lining papers, wall papers, coving; application; use; location; room function; aesthetics; colours

*Suitability:* wear qualities; colour fade; abrasion; humidity; ability to be cleaned; mould growth; recovering properties

3 **Be able to handle delivery and storage of building materials**

*Protection:* sheeting down; palletising; secure storage; bays; storage racks; storage inside building envelope; organisational procedures

## Essential guidance for tutors

### Delivery

This unit should be delivered so that it enables learners to develop their knowledge, understanding and skills of programmes, cross sections and finishes selection. Learners need to be able to:

- apply the principles of building methods and construction technology
- apply the principles of internal building work
- handle delivery and storage of building materials.

Health, safety and welfare are paramount and must be strictly enforced through close supervision of all workshops and activity areas. Risk assessments must be undertaken before any practical activities take place.

Small-group discussions could be used to introduce the unit. This would give learners an opportunity to swap ideas and exchange their experiences of constructing programmes, drawing building elements and materials organisation. Tutors could record feedback from individual groups on a flipchart or whiteboard.

By engaging with employers and employees learners will gain more from their learning experience. It will also help demonstrate the unit's vocational relevance and currency and develop knowledge and understanding of constructing programmes, drawing building elements and materials organisation.

Guest speakers could deliver presentations to learners. For example, a decoration sales representative from a paint and wall paper supplier could give a presentation on appropriate domestic decorative materials which deals with learning objective 2. This could be supported with examples drawn from industry, perhaps in the form of a set of case studies.

Video/DVD training programmes can also be used.

### Assessment

A variety of assessment methods can be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Alternatively, learners could produce logbooks or workbooks that they complete in the workplace or during visits to industry.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

### Essential resources

Graph paper for the production of bar chart programs will be required.

A selection of appropriate decorative samples for discussion on appropriate finishes for a domestic dwelling will also be required.

## Indicative resource materials

### Textbooks

Topliss S, Doyle M and Stokes A – *Construction Level 2* (Pearson's, 2010)
ISBN 9781846906589

# Know how to carry out safe working practices in construction

**Unit code:** Y/501/7454

**QCF Level:** 1

**Credit value:** 4

**Guided learning hours:** 40

---

## Unit aim and purpose

This unit gives the learner the core knowledge of health and safety on a construction site, the hazards, risks, and the processes and control measures required to work safely.

## Unit introduction

This unit consists of ten learning outcomes.

The first outcome examines the health and safety regulations that you are required to operate under when working on a construction project. This is underpinned by knowing how to identify construction hazards, their control using signage, and the emergency and accident procedures that must be followed.

The remaining learning outcomes examine site health and hygiene requirements, materials handling, basic working at height using platforms, and finally the safe use of electricity and PPE.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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 |
|---|---|
| 1 Know the health and safety regulations, roles and responsibilities | 1.1 identify key health and safety legislation relevant to and used in a construction environment<br>1.2 state the key employer responsibilities under the Health and Safety at Work Act (HASWA)<br>1.3 state the key employee responsibilities under the Health and Safety at Work Act (HASWA) |

| Learning outcomes | Assessment criteria |
|---|---|
| | 1.4 state the roles and responsibilities of the Health and Safety Executive (HSE)<br>1.5 identify other sources of relevant health and safety information<br>1.6 state when legislation would require the health and safety executive (HSE) to be informed<br>1.7 state why there is a requirement for enforcing stringent guidance in health and safety<br>1.8 state the importance of holding on-site safety inductions and toolbox talks |
| 2 Know about signs and safety notices | 2.1 list the different signs and safety notices used in the workplace |
| 3 Know the accident and emergency procedures and how to report them | 3.1 state the major types of emergencies that could occur in the workplace<br>3.2 state the key legislation used for reporting accidents<br>3.3 state the different types of injuries, diseases and occurrences in the workplace and the relevant current legislation<br>3.4 state the main types of records used in the event of an accident or emergency<br>3.5 state why it is important to report accidents and near misses<br>3.6 state the difference between major and minor injuries and the meaning of a near miss<br>3.7 list the key accident trends within the United Kingdom construction industry<br>3.8 state the effects that common types of accidents and injuries could have on the employer<br>3.9 list the authorised person who could be involved in dealing with accident and emergency situations<br>3.10 list the basic requirements of a complete first aid kit |

| Learning outcomes | Assessment criteria |
|---|---|
| | 3.11 state the actions to be taken on discovering an accident |
| 4 Know how to identify hazards on construction sites | 4.1 state the importance of good housekeeping<br>4.2 state the purpose of risk assessments and method statements<br>4.3 list the major types of hazards in the workplace<br>4.4 state the importance of the correct storage of combustibles and chemicals on site |
| 5 Know about health and hygiene in a construction environment | 5.1 list the requirements for welfare facilities in a construction environment<br>5.2 state the health effects of noise and the appropriate precautions that can be taken<br>5.3 identify the various substances hazardous to health under the Control of Substances Hazardous to Health (COSHH) and the appropriate precautions<br>5.4 state the importance of personal hygiene<br>5.5 state the types of hazards linked with drugs and alcohol<br>5.6 list possible consequences of health risks in the workplace |
| 6 Know how to handle materials and equipment safely | 6.1 state the procedures for safe lifting in accordance with guidance and legislation<br>6.2 state the importance of using site safety equipment when handling materials and equipment<br>6.3 identify the key legislation relating to the safe handling of materials and equipment<br>6.4 state the importance of waste control procedures in the workplace |

| Learning outcomes | Assessment criteria |
|---|---|
| 7 Know about basic working platforms | 7.1 state the safe methods of use and appropriate parts of working platforms<br>7.2 state good practice methods in the use of working platforms<br>7.3 identify the dangers of working at height when using basic working platforms |
| 8 Know how to work with electricity in a construction environment | 8.1 state the precautions to be taken to avoid risks to themselves and others when working with electricity<br>8.2 state the dangers and effects of those dangers associated with the use of electricity<br>8.3 state the different voltages that could be used in the workplace<br>8.4 state why there is a need for cables and wiring to be colour coded<br>8.5 state the requirements for working safely with differing electrical voltages<br>8.6 state the methods and importance of storing electrical equipment correctly |
| 9 Know how to use personal protective equipment (PPE) correctly | 9.1 state the different types of personal protective equipment (PPE) used in the workplace<br>9.2 state why it is important to store and maintain personal protective equipment (PPE) correctly<br>9.3 state the importance of personal protective equipment (PPE) and why it is important to use it<br>9.4 state the legislation governing personal protective equipment (PPE)<br>9.5 list the possible consequences of not using the correct personal protective equipment (PPE) |

| Learning outcomes | Assessment criteria |
|---|---|
| 10 Know the fire and emergency procedures | 10.1 list the three elements essential to creating a fire<br>10.2 state the ways in which a fire could spread and identify methods of fire prevention<br>10.3 state the actions to be taken on discovering a fire<br>10.4 state the correct fire evacuation procedures<br>10.5 state the different types of fire extinguishers and their correct uses |

## Unit content

1 **Know the health and safety regulations, roles and responsibilities**

*Legislation:* Health and Safety at Work etc Act 1974 (HASWA); Construction (Design and Management) Regulations 2007; employer responsibilities; employee responsibilities; Health and Safety Executive (HSE); roles and responsibilities; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR); Control of Substances Hazardous to Health (COSHH) Regulations

*Safety Organisation:* mandatory enforcement of safety; site inductions; toolbox talks; sources of safety information

2 **Know about signs and safety notices**

*Signage:* mandatory; prohibitory; advisory; warning; different colours; location; use

3 **Know the accident and emergency procedures and how to report them**

*Emergencies and accidents:* types of emergency (major, minor, near miss); types of accident and injuries; workplace diseases; accident book records; accident report forms; RIDDOR reporting procedures; appointed person; first aider; first aid kit contents; procedure on discovering an accident; accident trends in the United Kingdom construction industry

4 **Know how to identify hazards on construction sites**

*Hazard identification:* major work place hazards (chemicals, slips, trips, falls, machinery, electricity); importance of good housekeeping; risk assessments; method statements; Control of Substances Hazardous to Health (COSHH); combustibles and chemical hazards (storage and control)

5 **Know about health and hygiene in a construction environment**

*Health risks:* noise (affects, limits, controls, PPE); COSHH (identification of substances eg glues, solvents, medium-density fibreboard (MDF) dust, control measures required, PPE)

*Hygiene:* personal importance; washing hands; The Construction (Design and Management) Regulations 2007; welfare facilities; hazards linked with drugs and alcohol; effects and risk at work; workplace health risks (poisoning, inhalation, absorption, consequences)

6 **Know how to handle materials and equipment safely**

*Materials handling:* The Manual Handling Operations Regulations 1992, The Lifting Operations and Lifting Equipment Regulations 1998 (LOLER); Provision and Use of Work Equipment Regulations 1998 (PUWER); risk assessment; safe lifting; kinetic lifting; use of equipment (pallet truck, sack barrow, wheelbarrow, PPE); waste control procedures

7 **Know about basic working platforms**

*Working platforms:* parts of; safe erection; use; dismantling; storage; Prefabricated Access Suppliers' and Manufacturers' Association (PASMA) certification of competency; hazards; working at height; handrails; guard rails; harness; good practice

8 **Know how to work with electricity in a construction environment**

*Electricity risks:* voltage; amperage; cable management; hazards (240 volts 13 amps, electric shock, burns, heart failure); precautions; low voltage hand tools; 110 volts transformers; residual current devices; Colour coding (voltages, 415 volts, 240 volts, 110 volts); storage of equipment, tool boxes and cable reels

9 **Know how to use personal protective equipment (PPE) correctly**

*Types:* hard hats; safety boots; overalls; goggles; safety glasses; gloves; ear protection; PPE storage, maintenance, replacement and repair; importance of PPE (correct use, application, prevention of risk from hazards, consequences of non use); Personal Protective Equipment at Work Regulations 1992 (as amended)

10 **Know the fire and emergency procedures**

*Fire triangle:* oxygen, fuel and ignition source; spread of flame; surface finishes; furniture, fixtures

*Prevention:* fire resistant materials; good housekeeping; rubbish removal; cleaning

*Emergency procedures:* alarms eg bells, sirens; reporting; fire warden; security; safety officer; evacuation (fire exits, evacuation routes)

*Fire extinguishers:* types and uses (foam, CO2, water, dry powder)

## Essential guidance for tutors

### Delivery

This unit should be delivered so that it enables learners to develop their knowledge of health and safety, signage, hazard identification, accident and emergency procedures, health and hygiene, materials handling, working platforms, electricity, PPE and fire procedures. Learners need to know:

- the health and safety legislation that applies to a construction environment
- the use of safety signage
- accident and emergency procedures
- hazard identification
- health and hygiene
- materials handling
- safe use of working platforms
- working safely with electricity on site
- the correct use of PPE
- the fire and emergency procedures relevant to a site.

Health, safety and welfare are paramount and must be strictly enforced through close supervision of all workshops and activity areas. Risk assessments must be undertaken before any practical activities take place.

Small-group discussions could be used to introduce the unit. This would give learners an opportunity to swap ideas and exchange their experiences of health and safety, signage, hazard identification, accident and emergency procedures, health and hygiene, materials handling, working platforms, electricity, PPE and fire procedures. Tutors could record feedback from individual groups on a flipchart or whiteboard.

By engaging with employers and employees learners will gain more from their learning experience. It will also help demonstrate the unit's vocational relevance and currency and develop knowledge of health and safety, signage, hazard identification, accident and emergency procedures, health and hygiene, materials handling, working platforms, electricity, PPE and fire procedures.

Guest speakers could deliver presentations to learners. For example, a health and safety advisor from a construction organisation could give a presentation on health and safety regulations. This could be supported with examples drawn from industry, perhaps in the form of a set of case studies.

Video/DVD training programmes can also be used.

### Assessment

A variety of assessment methods can be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Alternatively, learners could produce logbooks or workbooks that they complete in the workplace or during visits to industry.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

### Essential resources

Students will need access to health and safety policies and records relating to the construction industry.

### Indicative resource materials

#### Textbooks

Sprenger C – *The Health and Safety Handbook Level 2* (Highfield,2008)
ISBN 9781-906404796

#### Websites

| | |
|---|---|
| www.hse.gov.uk | The website of the Health and Safety Executive |

# Carry out safe working practices in construction

**Unit code:** D/501/7455

**QCF Level:** 1

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim and purpose

This unit allows learners to apply their core knowledge of health and safety, hazards, risks, and the processes and control measures required to work safely on a construction site.

## Unit introduction

This unit consists of ten learning outcomes.

The first outcome examines carrying out of work activities in a safe manner, and with effective communication. The use and selection of safety signs is evaluated. Learners must demonstrate what they would do in a fire or evacuation procedure, along with accident reporting and evaluating accident records

The remaining learning outcomes examine site health and hygiene requirements, equipment handling, manual handling, basic working at height using platforms, and finally the use of electricity and personal protective equipment (PPE).

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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 |
|---|---|
| 1 Be able to apply health and safety regulations, roles and responsibilities | 1.1 carry out work activities in a safe and responsible manner in accordance with legislation and official guidance<br>1.2 communicate health and safety issues to relevant colleagues and authorised personnel |
| 2 Be able to use relevant signs and safety notices | 2.1 select and use appropriate safety signs and notices |

| Learning outcomes | Assessment criteria |
|---|---|
| 3 Be able to apply accident, emergency and reporting procedures | 3.1 carry out emergency evacuation procedures in accordance with the given instructions<br>3.2 demonstrate how to report accidents and emergencies to authorised personnel<br>3.3 complete accident and emergency records in accordance with legislation and organisational requirements<br>3.4 identify the location of relevant first-aid equipment<br>3.5 give examples of key accident trends within the construction industry |
| 4 Be able to identify hazards on construction sites | 4.1 carry out basic risk assessments for work tasks in the workplace<br>4.2 maintain good housekeeping practices in the workplace |
| 5 Be able to implement health and hygiene in a construction environment | 5.1 maintain hygiene best practice and promote health, safety and welfare issues in the workplace |
| 6 Be able to handle materials and equipment safely | 6.1 manually handle a range of tools and equipment in accordance with legislation and organisational procedures<br>6.2 manually handle a range of materials in accordance with legislation and organisational procedures |
| 7 Be able to use basic working platforms | 7.1 use basic access equipment in accordance with appropriate and current legislation |
| 8 Be able to work with electricity in a construction environment | 8.1 demonstrate the selection of correct colour coding for different voltages<br>8.2 plan individual work to avoid risk/harm to personnel |
| 9 Be able to use personal protective equipment (PPE) correctly | 9.1 select, use and maintain appropriate personal protective equipment (PPE) for construction tasks in accordance with legislation and organisational procedures |

| Learning outcomes | Assessment criteria |
|---|---|
| 10 Be able to carry out fire and emergency procedures | 10.1 demonstrate a routine practice for fire evacuation procedures in the workplace |

## Unit content

1 **Be able to apply health and safety regulations, roles and responsibilities**

*Safety:* follow current, relevant legislation, guidance and approved codes of practice; method statement production; effective methods of communication; site induction; toolbox tools; risk assessment; direct instructions

2 **Be able to use relevant signs and safety notices**

*Selection:* appropriate for work area; appropriate sign for function

*Notices:* use of statutory notices; use of notice boards

3 **Be able to apply accident, emergency and reporting procedures**

*Emergency procedures:* demonstration of; evacuation procedures for site office and site; fire drill coordination; accountability of occupants

*Accidents:* accident report; accident book; accident statements; accident trends; causes of accidents in construction; key accident trends in the construction industry; location of first-aid equipment

4 **Be able to identify hazards on construction sites**

*Risk Assessments:* processes for simple risk assessment; production of written findings; who is at risk; consequences

*Housekeeping:* demonstration of good housekeeping; maintenance of good housekeeping

5 **Be able to implement health and hygiene in a construction environment**

*Maintenance:* best practice; promotion of health and hygiene; washing; cleaning; infection control

6 **Be able to handle materials and equipment safely**

*Tools and equipment:* safe manual handling; current, relevant legislation and organisational procedures; low voltage drill; wheel barrow; sack barrow; low voltage transformer

*Materials:* safe manual handling; current, relevant legislation and organisational procedures; safe handling of bricks, blocks, cement, plaster, lengths of timber and sheet materials

7 **Be able to use basic working platforms**

*Correct use of:* current, relevant legislation and organisational procedures; safe use of step ladders, ladders, low level access platforms, hop ups and mobile tower scaffolding

8 **Be able to work with electricity in a construction environment**

*Colour coding:* knowledge of selection; safe use of red, blue, black, yellow clour codes for correct voltages

*Method statements:* planning to avoid risks while working with electricity

9 **Be able to use personal protective equipment (PPE) correctly**

*PPE:* construction tasks requiring PPE; current, relevant legislation and organisational procedures; selection; usage; maintenance

10 **Be able to carry out fire and emergency procedures**

*Procedures:* demonstration of routine fire practice procedure; role and responsibilities for evacuation of workplace; accounting for occupants; alarm procedures; calling for additional help

## Essential guidance for tutors

### Delivery

This unit should be delivered so that it enables learners to develop their knowledge and skills of health and safety, signage, hazard identification, accident and emergency procedures, health and hygiene, materials handling, working platforms, electricity, PPE, and fire procedures. Learners need to be able to:

- apply health and safety regulations, roles and responsibilities
- use relevant signs and safety notices
- apply accident, emergency and reporting procedures
- identify hazards on construction sites
- implement health and hygiene in a construction environment
- handle materials and equipment safely
- use basic working platforms
- work with electricity in a construction environment
- use personal protective equipment (PPE) correctly
- carry out fire and emergency procedures

Health, safety and welfare are paramount and must be strictly enforced through close supervision of all workshops and activity areas. Risk assessments must be undertaken before any practical activities take place.

Small-group discussions could be used to introduce the unit. This would give learners an opportunity to swap ideas and exchange their experiences of health and safety, signage, hazard identification, accident and emergency procedures, health and hygiene, materials handling, working platforms, electricity, PPE, and fire procedures. Tutors could record feedback from individual groups on a flipchart or whiteboard.

By engaging with employers and employees learners will gain more from their learning experience. It will also help demonstrate the unit's vocational relevance and currency and develop knowledge of health and safety, signage, hazard identification, accident and emergency procedures, health and hygiene, materials handling, working platforms, electricity, PPE and fire procedures.

Guest speakers could deliver presentations to learners. For example, a health and safety advisor from a construction organisation could give a presentation on health and safety regulations. This could be supported with examples drawn from industry, perhaps in the form of a set of case studies.

Video/DVD training programmes can also be used.

## Assessment

A variety of assessment methods can be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Alternatively, learners could produce logbooks or workbooks that they complete in the workplace or during visits to industry.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

## Essential resources

This unit applies the 'know how to' into 'carry out'. This means that the hands-on approach will require access to buildings, plant and materials.

## Indicative resource materials

### Textbooks

Sprenger C – *The Health and Safety Handbook Level 2* (Highfield,2008)
ISBN 9781906404796

### Websites

| | |
|---|---|
| www.hse.gov.uk | The website of the Health and Safety Executive. |

# Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

# Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

### How to obtain National Occupational Standards

CITB-ConstructionSkills
Bircham Newton
King's Lynn
Norfolk
PE31 6RH

Telephone: 01485 577577
Fax: 01485 577793
Email: call.centre@cskills.org

# Professional development and training

Edexcel 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 student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

| | |
|---|---|
| BTEC and NVQ | 0844 576 0026 |
| GCSE | 0844 576 0027 |
| GCE | 0844 576 0025 |
| The Diploma | 0844 576 0028 |
| DiDA and other qualifications | 0844 576 0031 |

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

# Annexe A

## The Edexcel/BTEC qualification framework for the Construction sector

Progression opportunities within the framework.

| Level | General qualifications | BTEC full vocationally-related qualifications | BTEC specialist courses | NVQ/occupational |
|---|---|---|---|---|
| 8 | | | | |
| 7 | | | | Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice<br>Edexcel Level 7 NVQ Diploma in Construction Senior Management (QCF) |
| 6 | | | | Edexcel Level 6 NVQ Diploma in Built Environment Design Management<br>Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management<br>EDEXCEL Level 6 NVQ Diploma in Construction Site Management<br>Edexcel Level 6 NVQ Diploma in Senior Site Inspection |

| Level | General qualifications | BTEC full vocationally-related qualifications | BTEC specialist courses | NVQ/occupational |
|---|---|---|---|---|
| 5 | | Edexcel BTEC Level 5 HN Diploma in Construction | | |
| 4 | | Edexcel BTEC Level 4 HN Certificate in Construction | | |
| 3 | | Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma Extended Diploma in Construction and the Built Environment | Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment | We have too many qualifications to list in this space. Please see www.edexcel.com for further information |
| 2 | | Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction | Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician) | We have too many qualifications to list in this space. Please see www.edexcel.com for further information |
| 1 | | Edexcel Level 1 Award, Certificate, Diploma in Construction (QCF) | Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment | We have too many qualifications to list in this space. Please see www.edexcel.com for further information |
| Entry | | Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF) | | |

# Annexe B

## Wider curriculum mapping

Study of the Edexcel BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

# Annexe C

## National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 in Construction Occupations (QCF) against the underpinning knowledge of the NVQ Level 2 in Construction Operations (General Construction).

**KEY**

\# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

| **Units** | **1** | **4** | **5** | **6** | **7** | **8** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NVQ Level 2 in Construction Operations (General Construction) | # | # | # | # | # | # | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

# Annexe D

## Mapping to Level 1 Functional Skills

| Level 1 | Unit number | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **English – Speaking, Listening and Communication** | **1** | **4** | **5** | **6** | **7** | **8** | | | | | | | | | | | | |
| 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 – representing** | **1** | **4** | **5** | **6** | **7** | **8** | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | |
| **Mathematics — analysing** | | | | | | | | | | | | | | | | | | |
| Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes | * | * | | | | | | | | | | | | | | | | |
| Use appropriate checking procedures at each stage | | | | | | | | | | | | | | | | | | |
| **Mathematics — interpreting** | | | | | | | | | | | | | | | | | | |
| Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations | * | | | | | | | | | | | | | | | | | |

| Level 1 | Unit number | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ICT – using ICT** | **1** | **4** | **5** | **6** | **7** | **8** | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | |
| **ICT – finding and selecting information** | | | | | | | | | | | | | | | | | | |
| Use search techniques to locate and select relevant information | * | | | * | | * | | | | | | | | | | | | |
| Select information from a variety of ICT sources for a straightforward task | | | | | * | | | | | | | | | | | | | |

| Level 1 | Unit number | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ICT – developing, presenting and communicating information** | **1** | **4** | **5** | **6** | **7** | **8** | | | | | | | | | | | | |
| Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks | | | | | | | | | | | | | | | | | | |
| Use appropriate software to meet requirements of straightforward data-handling task | | | | | | | | | | | | | | | | | | |
| Use communications software to meet requirements of a straightforward task | | * | | | | | | | | | | | | | | | | |
| Combine information within a publication for a familiar audience and purpose | | | | | | | | | | | | | | | | | | |
| Evaluate own use of ICT tools | | | | | | | | | | | | | | | | | | |

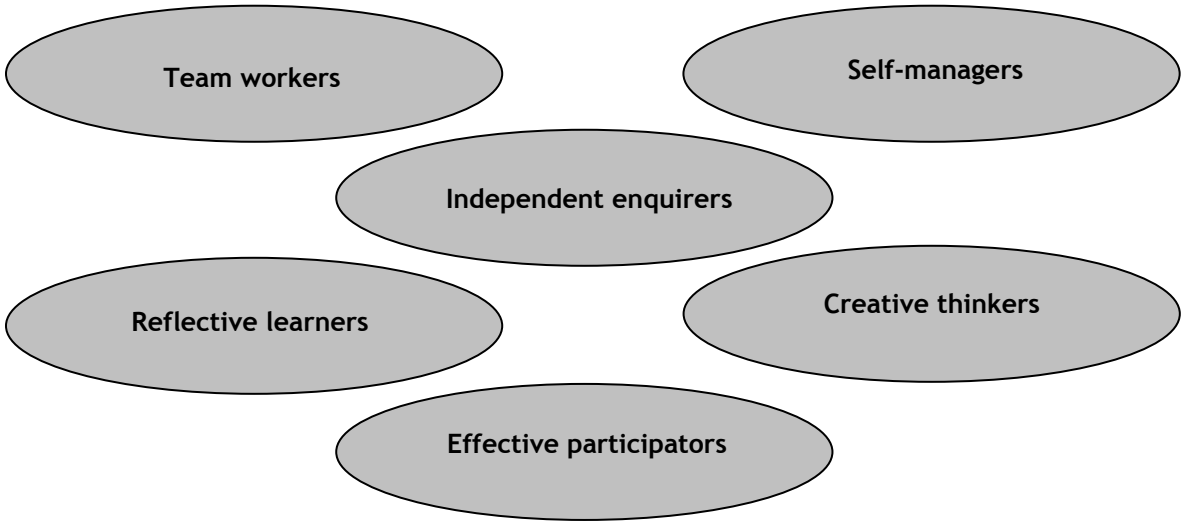
# Annexe E

## Personal, learning and thinking skills

**A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND**

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.




For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

## The Skills

**Independent enquirers**

**Focus:**

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

**Young people:**

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

**Creative thinkers**

**Focus:**

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

**Young people:**

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

**Reflective learners 1**

**Focus:**

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

**Young people:**

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

**Team workers**

**Focus:**

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

**Young people:**

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

**Self-managers**

**Focus:**

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

**Young people:**

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

**Effective participators**

**Focus:**

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

**Young people:**

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

## PLTS performance indicator (suggested recording sheet)

| **Name:** | **Date:** | | | | |
|---|---|---|---|---|---|
| | Level of success **1 = low, 5 = high** | | | | |
| **Independent enquirers** | | | | | |
| Identify questions to answer and problems to resolve | 1 | 2 | 3 | 4 | 5 |
| Plan and carry out research, appreciating the consequences of decisions | 1 | 2 | 3 | 4 | 5 |
| Explore issues, events or problems from different perspectives | 1 | 2 | 3 | 4 | 5 |
| Analyse and evaluate information, judging its relevance and value | 1 | 2 | 3 | 4 | 5 |
| Consider the influence of circumstances, beliefs and feelings on decisions and events | 1 | 2 | 3 | 4 | 5 |
| Support conclusions, using reasoned arguments and evidence | 1 | 2 | 3 | 4 | 5 |
| **Creative thinkers** | | | | | |
| Generate ideas and explore possibilities | 1 | 2 | 3 | 4 | 5 |
| Ask questions to extend their thinking | 1 | 2 | 3 | 4 | 5 |
| Connect their own and others' ideas and experiences in inventive ways | 1 | 2 | 3 | 4 | 5 |
| Question their own and others' assumptions | 1 | 2 | 3 | 4 | 5 |
| Try out alternatives or new solutions and follow ideas through | 1 | 2 | 3 | 4 | 5 |
| Adapt ideas as circumstances change | 1 | 2 | 3 | 4 | 5 |
| **Reflective learners** | | | | | |
| Assess themselves and others, identifying opportunities and achievements | 1 | 2 | 3 | 4 | 5 |
| Set goals with success criteria for their development and work | 1 | 2 | 3 | 4 | 5 |
| Review progress, acting on the outcomes | 1 | 2 | 3 | 4 | 5 |
| Invite feedback and deal positively with praise, setbacks and criticism | 1 | 2 | 3 | 4 | 5 |
| Evaluate experiences and learning to inform future progress | 1 | 2 | 3 | 4 | 5 |
| Communicate their learning in relevant ways for different audiences | 1 | 2 | 3 | 4 | 5 |

| **Team workers** | | | | | |
|---|---|---|---|---|---|
| Collaborate with others to work towards common goals | 1 | 2 | 3 | 4 | 5 |
| Reach agreements, managing discussions to achieve results | 1 | 2 | 3 | 4 | 5 |
| Adapt behaviour to suit different roles and situations, including leadership roles | 1 | 2 | 3 | 4 | 5 |
| Show fairness and consideration to others | 1 | 2 | 3 | 4 | 5 |
| Take responsibility, showing confidence in themselves and their contribution | 1 | 2 | 3 | 4 | 5 |
| Provide constructive support and feedback to others | 1 | 2 | 3 | 4 | 5 |
| **Self-managers** | | | | | |
| Seek out challenges or new responsibilities and show flexibility when priorities change | 1 | 2 | 3 | 4 | 5 |
| Work towards goals, showing initiative, commitment and perseverance | 1 | 2 | 3 | 4 | 5 |
| Organise time and resources, prioritising actions | 1 | 2 | 3 | 4 | 5 |
| Anticipate, take and manage risks | 1 | 2 | 3 | 4 | 5 |
| Deal with competing pressures, including personal and work-related demands | 1 | 2 | 3 | 4 | 5 |
| Respond positively to change, seeking advice and support when needed | 1 | 2 | 3 | 4 | 5 |
| Manage their emotions, and build and maintain relationships | 1 | 2 | 3 | 4 | 5 |
| **Effective participators** | | | | | |
| Discuss issues of concern, seeking resolution where needed | 1 | 2 | 3 | 4 | 5 |
| Present a persuasive case for action | 1 | 2 | 3 | 4 | 5 |
| Propose practical ways forward, breaking these down into manageable steps | 1 | 2 | 3 | 4 | 5 |
| Identify improvements that would benefit others as well as themselves | 1 | 2 | 3 | 4 | 5 |
| Try to influence others, negotiating and balancing diverse views to reach workable solutions | 1 | 2 | 3 | 4 | 5 |
| Act as an advocate for views and beliefs that may differ from their own | 1 | 2 | 3 | 4 | 5 |

**Note to learner:** The circled number represents an indication of your PLTS performance so far.

**Note to tutor**: Indicate the level of success by circling the appropriate number during your feedback with the learner.

## Summary of the PLTS coverage throughout the programme

**Level 2**

| **Personal, learning and thinking skills** | **1** | **4** | **5** | **6** | **7** | **8** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Independent enquirers | | ✓ | | ✓ | | | | | | | | | | | | | | | | |
| Creative thinkers | | | ✓ | | | | | | | | | | | | | | | | | |
| Reflective learners | | | | | ✓ | | | | | | | | | | | | | | | |
| Team workers | ✓ | | | | | | | | | | | | | | | | | | | |
| Self-managers | | | | | | ✓ | | | | | | | | | | | | | | |
| Effective participators | | | | | | | | | | | | | | | | | | | | |
| ✓ – opportunities for development | | | | | | | | | | | | | | | | | | | | |

# Annexe F

## Glossary of Accreditation Terminology

The following information about this qualification can also be found on the Edexcel website – see: 'Accreditation Information'.

| | |
|---|---|
| **Accreditation start/end date** | The first/last dates that Edexcel can register learners for a qualification. |
| **Certification end date** | The last date on which a certificate may be issued by Edexcel. |
| **Credit value** | All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units. |
| **Guided Learning Hours (GLH)** | Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present. |
| **Learning Aim Reference** | Unique reference number given to the qualification by the funding authorities on accreditation. |
| **Learning Aim Reference Application** | Link to the Learning Aim Reference Application, which features detailed funding information by specific learning aim reference. |
| **Level** | The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF). |
| **Performance tables** | This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges. |
| **Qualification Number (QN)** | Unique reference number given to the qualification by the regulatory authorities on accreditation. |
| **Register of Regulated Qualifications** | Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification. |

| | |
|---|---|
| **Section 96** | Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners. |
| **Title** | The accredited title of the qualification. |
| **UCAS points** | This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education. |

# Annexe G

## BTEC Specialist and Professional qualifications

| BTEC qualifications on the NQF | Level | BTEC Specialist and Professional Qualifications on the QCF | BTEC qualification suites on the QCF |
|---|---|---|---|
| **BTEC Level 7 Advanced Professional Qualifications**<br>BTEC Advanced Professional Award, Certificate and Diploma | 7 | **BTEC Level 7 Professional Qualifications**<br>BTEC Level 7 Award, Certificate, Extended Certificate and Diploma | |
| **BTEC Level 6 Professional Qualifications**<br>BTEC Professional Award, Certificate and Diploma | 6 | **BTEC Level 6 Professional Qualifications**<br>BTEC Level 6 Award, Certificate, Extended Certificate and Diploma | |
| **BTEC Level 5 Professional Qualifications**<br>BTEC Professional Award, Certificate and Diploma | 5 | **BTEC Level 5 Professional Qualifications**<br>BTEC Level 5 Award, Certificate, Extended Certificate and Diploma | **BTEC Level 5 Higher Nationals**<br>BTEC Level 5 HND Diploma |
| **BTEC Level 4 Professional Qualifications**<br>BTEC Professional Award, Certificate and Diploma | 4 | **BTEC Level 4 Professional Qualifications**<br>BTEC Level 4 Award, Certificate, Extended Certificate and Diploma | **BTEC Level 4 Higher Nationals**<br>BTEC Level 4 HNC Diploma |
| **BTEC Level 3 Qualifications**<br>BTEC Award, Certificate, Extended Certificate and Diploma | 3 | **BTEC Level 3 Specialist Qualifications**<br>BTEC Level 3 Award, Certificate, Extended Certificate and Diploma | **BTEC Level 3 Nationals**<br>BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma |

| BTEC qualifications on the NQF | Level | BTEC Specialist and Professional Qualifications on the QCF | BTEC qualification suites on the QCF |
|---|---|---|---|
| **BTEC Level 2 Qualifications**<br>BTEC Award, Certificate, Extended Certificate and Diploma | 2 | **BTEC Level 2 Specialist Qualifications**<br>BTEC Level 2 Award, Certificate, Extended Certificate and Diploma | **BTEC Level 2 Firsts**<br>BTEC Level 2 Certificate, Extended Certificate and Diploma |
| **BTEC Level 1 Qualifications**<br>BTEC Award, Certificate, Extended Certificate and Diploma | 1 | **BTEC Level 1 Specialist Qualifications**<br>BTEC Level 1 Award, Certificate, Extended Certificate and Diploma | **BTEC Level 1 Qualifications**<br>BTEC Level 1 Award, Certificate and Diploma<br>(vocational component of Foundation Learning) |
| | E | **BTEC Entry Level Specialist Qualifications**<br>BTEC Entry Level Award, Certificate, Extended Certificate and Diploma | **BTEC Entry Level Qualifications (E3)**<br>BTEC Entry Level 3 Award, Certificate and Diploma<br>(vocational component of Foundation Learning) |

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

| QCF qualification sizes | |
|---|---|
| **Award** | 1-12 credits |
| **Certificate** | 13-36 credits |
| **Diploma** | 37+ credits |

Publications Code BF029629 August 2011

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com