



# Jersey Progression Qualification in Building Trades

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# **Section A**

# **Qualification**

# **Context and**

# **Regulations**



## Introduction

**The Jersey Progression Qualification (JPQ)** was introduced at Highlands College in September 2016 as a pilot project. The development of this qualification at level 2 has significantly improved the life chances of young people by ensuring that a greater proportion of school leavers progress from level 1 achievement at school to level 2 courses in the college. In 2014, 20.4% of full-time students were enrolled on level 1 or entry level qualifications. In 2017, since the introduction of the Jersey Progression Qualification, this has reduced significantly to 5.9% of full-time students on level 1/entry courses.

**The Jersey Progression Qualification** provides a coherent framework for teaching, learning and assessment that will inspire and motivate young people, post 16, who have not met the minimum school leaving attainment level of GCSE grade C or grade 4 or above in five subjects (or an equivalent pass or higher in a comparable level 2 vocational qualification). For the majority of jobs in occupations which require a technical qualification, the minimum requirement is a level 2 technical qualification. For higher education and those occupations requiring a general qualification, the minimum requirement is a level 3 general qualification.

The primary purpose of the **Jersey Progression Qualification** is to enable young people aged 16-18 to develop the knowledge and skills, commensurate with the school leaving threshold of level 2, that will enable them to progress to the industry standard qualifications in a technical, professional or academic subject area. Students that have yet to achieve a result at level 2, continue with English and maths at GCSE level alongside the Jersey Progression Qualification.

**The Jersey Progression Qualification** is designed as a 'bridging course', between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **Jersey Progression Qualification** pre-empted the recommendation of the Sainsbury Report into Technical Education <sup>1</sup> to introduce a *transition year* that will serve a very similar purpose in England from 2020. At Key Stage 4, the Jersey Curriculum has adopted and adapted the English National Curriculum and this approach has followed through into Key Stage 5.

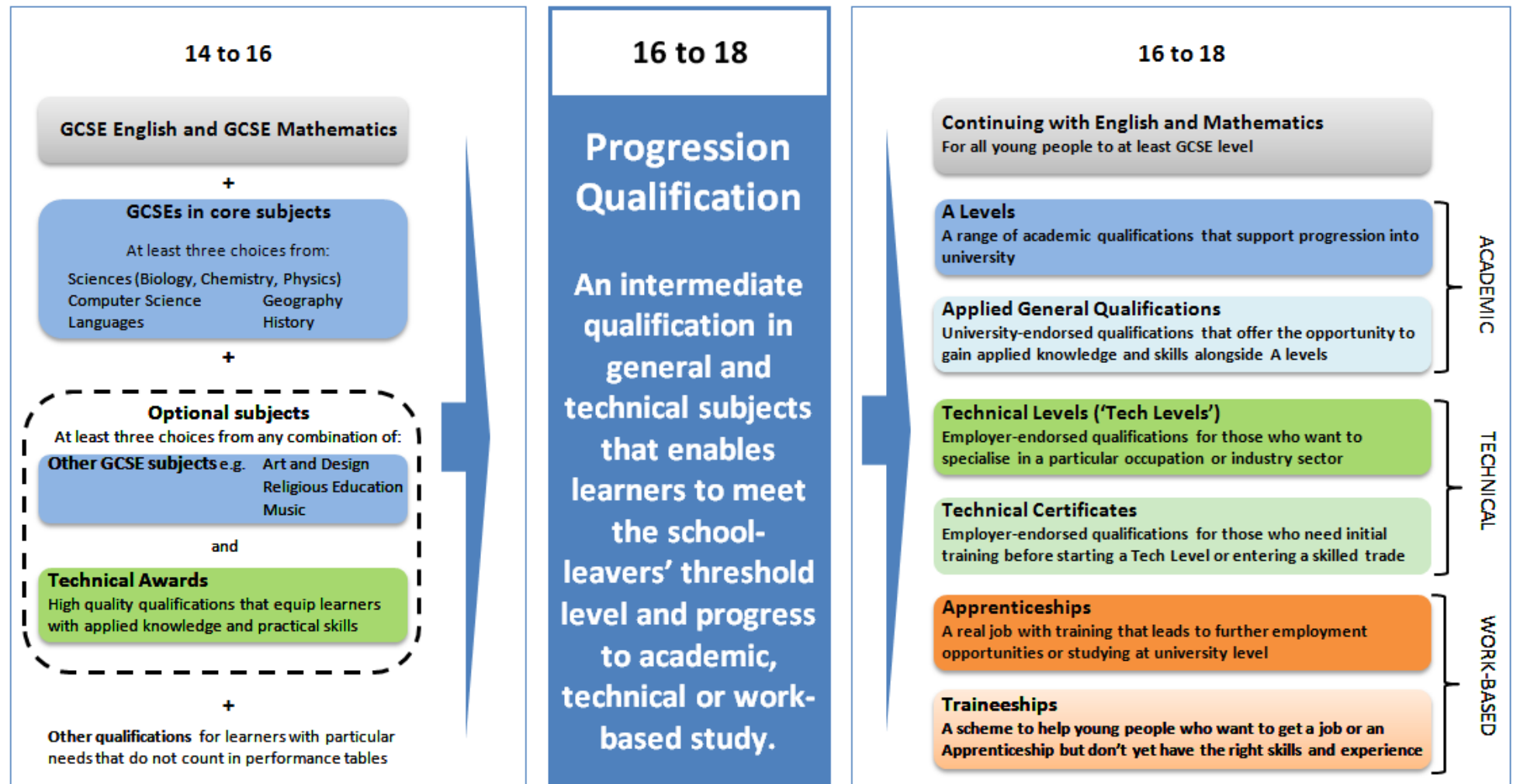
**The Jersey Progression Qualification** has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working environment. The qualification will provide the means by which young people can develop the level of knowledge, skills and understanding necessary in order to progress to one of the recognised further education routes outlined in the diagram on the following page.

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536046/Report\\_of\\_the\\_Independent\\_Panel\\_on\\_Technical\\_Education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf)

## New Routes to University, an Apprenticeship or Employment





## About this qualification

The Level 2 Jersey Progression Certificate and Jersey Progression Diploma is regulated by the States of Jersey Education Department and accredited by the NCFE awarding body.

- The Progression Certificate is equivalent to **two** GCSEs at grades A\* to C (or grades 4 to 9) in terms of standard, level of content and period of study (240 guided learning hours).
- The Progression Diploma is equivalent to **four** GCSEs at grades A\* to C (or grades 4 to 9) in terms of standard, level of content and period of study (480 guided learning hours).

**The Jersey Progression Qualification** has fourteen subject lines which are in:

- 1) Automotive Studies
- 2) Art and Design
- 3) Building Services
- 4) Building Trades
- 5) Business
- 6) Childcare and Education
- 7) Computing
- 8) Culinary Skills and Restaurant Service
- 9) Hair and Beauty
- 10) Health and Social Care
- 11) Mechanical Engineering and Welding Studies
- 12) Media
- 13) Performing Arts
- 14) Sport.

## Qualification purpose

**The Jersey Progression Qualification** enables learners to develop skills, knowledge and understanding in a technical or general vocational subject area. It is for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in one of 14 subject areas as well as gain and interpret knowledge of that subject area. It is aimed at school leavers, with an interest in the subject, as a way of extending their general level of education and motivating them to succeed as independent learners.

**The Jersey Progression Qualification** provides an introduction to an industry-related sector and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or technical study. Transferable skills that prepare young people for satisfying working and social lives are a core component in the way that the qualification is delivered. Throughout the course learners will be:

- reviewing their own and others' work
- developing and honing their communication skills
- gaining valuable work experience
- developing their personal and social skills
- planning and experimenting with ideas
- working collaboratively with others
- fully aware of health and safety requirements.

**The Jersey Progression Qualification** is designed so that learners can improve their level of general qualification through a work-related subject. It will enhance their cognitive skills and develop their practical skills so that they are more likely to be successful in achieving level 2/3 technical qualifications or level 3 general qualifications when they progress. Learners without at least a grade C or grade 4 in maths and English at GCSE will take these subjects alongside the Progression Qualification.

## Entry guidance

There are no specific recommended prior learning requirements for this qualification. It should be accessible for post-16 learners who are able to demonstrate an aptitude for and an interest in the particular technical and professional area. An indicator for learners likely to achieve the Diploma within one year is prior achievement in at least 5 GCSEs at grades E to C (or 2 to 4) and/or level 1 (120 guided learning hours) vocational equivalent qualifications. Learners with a mixture of GCSE grades from D to G are more likely to achieve the Certificate in one year.

## Qualification structure

**The Jersey Progression Certificate** and **Jersey Progression Diploma** reflect the range and depth of subject matter and skills that need to be taught at pre-technical level or pre-advanced general level.

**The Jersey Progression Qualification** is structured so that the smaller **Jersey Progression Certificate** is 'nested' within the larger **Jersey Progression Diploma**.

**The Jersey Progression Certificate** requires learners to achieve **five units**, **two** of which must be **core** units and **the Jersey Progression Diploma** requires learners to achieve a further **five units**, **two** of which must be **core** units.

**The Jersey Progression Certificate** is a standalone five-unit qualification. The **Jersey Progression Diploma** is a ten-unit qualification which has the Jersey Progression Certificate 'nested' within it.

The sequencing of units is at the discretion of the course team, but the synoptic units (units 1 and 3) should normally be taught and assessed subsequent to the teaching and assessment of the other units.

The content and assessment of a unit is designed to be covered in 48 guided hours. **The Jersey Progression Certificate**, structured around five units, requires **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours gives equivalency to two GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

**The Jersey Progression Diploma** builds on the five-unit structure of the Jersey Progression Certificate and requires a further **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours from the Jersey Progression Certificate plus the additional 240 guided hours that make up the Jersey Progression Diploma (total 480 guided hours) gives equivalency to four GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

JERSEY PROGRESSION QUALIFICATION STRUCTURE						
1 or 3	CORE UNIT	48 hours	P L U S	1 or 3	CORE UNIT	48 hours
2 or 4	CORE UNIT	48 hours		2 or 4	CORE UNIT	48 hours
5	Any <b>THREE</b> option units	48 hours		8	Any <b>THREE</b> option units	48 hours
6		48 hours		9		48 hours
7		48 hours		10		48 hours
Total Guided Hours		240		Total Guided Hours		240
JERSEY PROGRESSION CERTIFICATE				JERSEY PROGRESSION DIPLOMA		

The assessment opportunities in the **Jersey Progression Certificate** and **Jersey Progression Diploma** are designed to enable learners to demonstrate that they:

- a) have acquired the taught skills to an expected minimum level
- b) have gained sufficient practical and theoretical knowledge of the technical and professional area
- c) can demonstrate their understanding of the subject content
- d) are aware of what is required by the sector in which they are interested
- e) can behave appropriately when working within the specific technical and professional area.

To be awarded the **Level 2 Jersey Progression Certificate**, learners are required to successfully complete **two core units** and **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification. Unit certificates can be awarded to learners who have not achieved the full qualification, but who have achieved at least one unit.

To be awarded the **Level 2 Jersey Progression Diploma**, learners are required to successfully complete a further **two core units** and a further **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification.

## Grading

The Jersey Progression Certificate and Diploma are graded qualifications. The grades for individual units are recorded on the final certificate, but there is **one** overall grade of Pass, Merit, Distinction, or Distinction\* awarded for the Certificate and a **second** overall grade of Pass, Merit, Distinction, or Distinction\* awarded for the Diploma. The grade of Distinction\* is awarded if all the units are achieved at Distinction level.

Grading descriptors for each learning outcome and each unit have been included in this qualification specification. Assessors must be confident that all the learning outcomes have been evidenced and met by the learner in order to pass the unit. Assessors will judge the evidence produced by the learner to determine the grade for the unit.

Pass, Merit and Distinction Grades are awarded for the **Jersey Progression Certificate** at unit level and these are converted to **one** overall grade for the five units (2 core and 3 option) that contribute to the award of this qualification.

Similarly, Pass, Merit and Distinction Grades are awarded for the remaining five units that make up the **Jersey Progression Diploma** at unit level and these are converted to a **second** overall grade for the qualification for the remaining five units (2 core and 3 option) that contribute to the award of this qualification.

**The Jersey Progression Certificate** is awarded with **one** overall grade of Pass, Merit, Distinction or Distinction\*.

**The Jersey Progression Diploma** is awarded with the **one** overall grade of Pass, Merit, Distinction or Distinction\* achieved through the units that make up the Certificate and a **second** overall grade of Pass, Merit, Distinction or Distinction\* achieved through the remaining units that make up the Diploma.

Distinction\* is only awarded where all units are achieved at Distinction level.

## Unit grading

The grading descriptors for each unit are included in the qualification specification. Grading descriptors are written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. Grading is initially carried out at the learning outcome level.

Assessors must firstly be confident that all the Pass descriptors have been met for a learning outcome.

For example:

<b>Pass:</b>	LO1: Describes some characteristics and benefits of good customer service and some elements of legal requirements
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Assessors can then move on to decide if the Merit descriptors have been met for the learning outcome.

For example:

<b>Merit:</b>	LO1: Describes a range of good customer service characteristics and benefits citing some examples and a range of legal requirements
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If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met for the learning outcome.

For example:

<b>Distinction:</b>	LO1: Describes a wide range of good customer service characteristics, benefits and legal requirements citing examples for each one
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Each unit has three grades which are equally weighted. If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved (NYA) must be awarded for the unit.

## Overall unit grade

The overall unit grade is determined by the highest average grade across the three learning outcomes. The overall unit grade will be determined from the following table:

LO1	LO2	LO3	Overall
P	P	P	P
P	P	M	P
P	P	D	M
P	M	P	P
P	M	M	M
P	M	D	M
P	D	P	M
P	D	M	M
P	D	D	M
M	P	P	P
M	M	M	M
M	M	P	M
M	M	D	M
M	D	D	D
M	P	M	M
M	P	D	M
M	D	D	D
D	P	P	M
D	M	M	M
D	M	P	M
D	M	D	D
D	D	M	D
D	D	D	D
D	P	M	M
D	P	D	M
Pass is a minimum requirement for all learning outcomes			

## Pass only criteria

When a learning outcome is **PASS** only, for example LO1, the criterion for LO1 applies to MERIT and DISTINCTION and the grade for LO1 defaults to the highest grade achieved for LO2 or LO3 in order to determine the overall unit grade.

For example:

	PASS	MERIT	DISTINCTION	Grade awarded
<b>LO1</b>	PASS ONLY	PASS ONLY	PASS ONLY	<b>Defaults to DISTINCTION</b>
<b>LO2</b>			Meets <b>Distinction</b> Criterion	<b>DISTINCTION</b>
<b>LO3</b>		Meets <b>Merit</b> Criterion		<b>MERIT</b>
LO1 = D; LO2 = D; LO3 = M (DDM = D)				<b>DISTINCTION</b>

A further example, where LO3 is pass only:

	PASS	MERIT	DISTINCTION	Grade awarded
<b>LO1</b>		Meets <b>Merit</b> Criterion		<b>MERIT</b>
<b>LO2</b>		Meets <b>Merit</b> Criterion		<b>MERIT</b>
<b>LO3</b>	PASS ONLY	PASS ONLY	PASS ONLY	<b>Defaults to MERIT</b>
LO1 = M; LO2 = M; LO3 = M (MMM = M)				<b>MERIT</b>

## Qualification grading

The final grade for the qualification is based on the unit grades - Pass, Merit, and Distinction. It is arrived at according to the table below which shows how the combination of unit grades is aggregated to form the overall qualification grade for the Certificate and the Diploma.

An awarding panel will meet before the final grades are submitted to NCFE to consider special considerations and extenuating circumstances.

The **highest** possible grade is determined first. Units 1, 2, 3 and 4 are the **core** units of the qualification. Units 1 and 3 contain synoptic elements, unit 2 contains essential knowledge and skills and unit 4 is the **Working in the Industry** unit which is common to all subject strands. Units 5 and above are all option units. The **highest** overall grade is determined by:

1. Selecting the highest grade achieved for unit 1 or 3
2. Selecting the highest grade achieved for unit 2 or 4
3. Selecting the **three** highest grades achieved from the option units.

For example:

This is a candidate grade profile for all 10 units:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>P</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>M</b>	<b>P</b>	<b>D</b>	<b>D</b>	<b>M</b>

1. Between units 1 and 3, the highest grade achieved is for Unit 3: **MERIT**
2. Between units 2 and 4, the highest grade achieved is for Unit 4: **DISTINCTION**
3. The **three** highest grades achieved from the option units are for Units 8, 9 and 6 or 10: **DISTINCTION; DISTINCTION; MERIT**.

The five **highest** grades achieved in this example (arranged in the order with lowest grades first) are:

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>

The final **highest** overall grade is aggregated according to the table below:

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the table above, the example of a grade profile of **MMDDD** works out as an overall grade of **Distinction**.

A	B	C	D	E	OVERALL GRADE
M	M	D	D	D	D

Where **five** appropriate units have been achieved but less than 10 units have been fully achieved, just the Jersey Progression Certificate is awarded and the highest grade (Distinction, in this example) will be recorded on the certificate. A unit certificate for any additional units above the five used to grade the Certificate but fewer than five to contribute towards a Diploma will be issued. Where fewer than five units overall have been achieved, just a unit certificate will be awarded for the units achieved.

Once the **highest** overall grade has been determined for the Jersey Progression Diploma, the remaining five units can be used to determine the **second overall grade** for the **Jersey Progression Certificate**. Using the example from above, the remaining unit grades that can be used to calculate the second overall grade are:

1	2	5	7	10
P	M	P	P	M

Rearranged in grade order, with the lowest first, gives a grade profile of **PPPM**. Using the final overall grade table from above, the **second overall grade** is a **Pass**.

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	M	M	P
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the overall grade table, it will be noted that this particular profile is highlighted in red because it is a borderline grade. At the awarding stage there is an opportunity to review the grades for the units with a pass to ensure that the assessment is secure.

Where the learner has achieved ten units, as in the example above, they will receive **one overall grade** for the **Jersey Progression Certificate** and a **second overall grade** for the **Jersey Progression Diploma**. In the example above, the overall grades are Pass and Distinction. Where one grade is higher than the other, the lower grade should be assigned to the Jersey Progression Certificate (Pass) and the higher grade to the Jersey Progression Diploma (Distinction).

Distinction\* (star) is awarded where all of the grades for the Diploma are Distinction. Double Distinction\*(star) is awarded where all 10 units are graded Distinction.



## Overall grading descriptors

### **Not Yet Achieved**

The learner will not meet all the learning outcomes and will not have enough work or evidence of progress available to allow a valid judgement to be made.

### **Pass**

To achieve a Pass grade the learner will meet all the requirements as set out in the assessment criteria for each unit. They will make some effort to apply knowledge, and have some understanding of key concepts, but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials, but this may be uneven in application. Their evidence will show some degree of planning, organisational and investigatory skills, but may be lacking in structure.

The learner will have completed the tasks to the minimum standard for a level 2 qualification.

### **Merit**

To achieve a Merit grade the learner will meet all the requirements as set out in the assessment criteria for each unit to the required standard. They will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. Their evidence will show planning, organisation and investigatory skills in a clear and logical way.

The learner will have completed the tasks in a manner exceeding the minimum standard for a level 2 qualification.

### **Distinction**

To achieve a Distinction grade the learner will meet all the requirements as set out in the assessment criteria for each unit to a high standard. They will demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. They will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. Their evidence will be appropriately contextualised showing planning, organisation and investigatory skills in a well-structured and thorough way.

The learner will have shown a high degree of motivation, ability and commitment and will have completed the tasks effectively in a manner far exceeding the minimum standard for a level 2 qualification.

### **Distinction\* (Star)**

The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work for a level 2 qualification.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification. The assessment for the **Jersey Progression Qualification** is unit based. Each unit requires the learner to demonstrate that they have met the learning outcomes. Learning outcomes are assessed through a portfolio of evidence which can take a number of different forms. The assessment methods used are appropriate to the type of learning activity and tasks prescribed in the unit.

Assessment methods include:

- Assignments
- Project based work
- Written tests or examinations
- Practical tests or examinations
- Lecturer/assessor observation
- Audio/video recorded activities
- Interviews or a viva
- On-line assessment
- Portfolio of documentation
- Sketchbooks
- Video/audio diaries
- Workbooks
- Use of blogs or discussion forums
- Employer or customer/client feedback.

## Course-based assessment

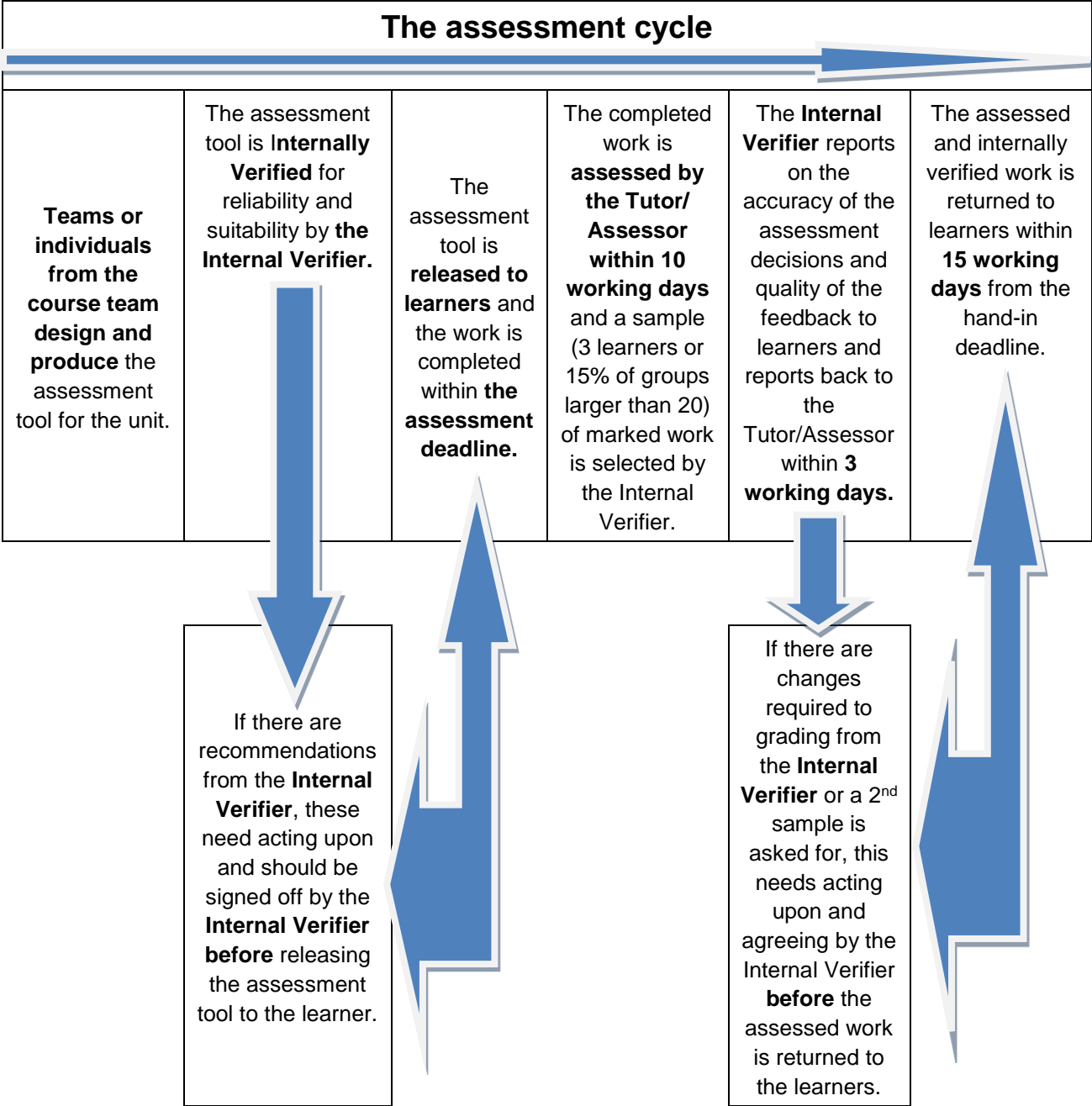
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single assessment activity per unit is advised. Whilst **all** of the content of a unit must be taught, course teams can be **selective** about which aspects of the content may be assessed, particularly where assessment tests or assignments are unseen prior to the learner taking them.

Once the assessment tool is designed and written it is given to an **Internal Verifier** to verify prior to being released to learners. The **Internal Verifier** must be independent from the design and production process of the assessment tool. The role of the **Internal Verifier** is to check the reliability and appropriateness of the assessment tool. The Internal Verifier will complete a pro-forma and feedback to the assessment tool writer/designer who will act upon any recommendations or required changes before issuing the assessment tool to learners.

Each learner will complete the appropriate assessment task or tasks for each unit to a given deadline. On completion of each unit learners will declare that the work produced is their own unaided work (except in the case of examinations or tests taken under timed and supervised conditions). The tutor/assessor will countersign this declaration to confirm that the work carried out is the learner's own and unaided work. Learners may carry out research activities outside of the supervised sessions, but any work submitted for assessment must be authenticated and attributable to the learner. Learners should ensure that any work by others or research material used in their assessed work is properly referenced and the source acknowledged.

Learner work will be assessed by the tutor/assessor using the grading criteria from each unit. The **Internal Verifier** will sample the assessed work and feedback to

the tutor/assessor on the accuracy of their assessment decisions using an Internal Verification pro-forma. The Tutor/Assessor must act on the feedback from the Internal Verifier and amend their assessment decisions accordingly. A further sample may be asked for where there are inaccuracies in the marking. A minimum of **three** different learners' work or **15%** of the cohort (whichever is the greater) should be sampled by the Internal Verifier for each assessment task. Across all units, all learners should be sampled where possible.



## Standardisation

To ensure that standards are maintained across the whole Jersey Progression Qualification and within each subject strand, a **Lead Internal Verifier** will sample at least **three** different internally verified Assessment Tools within each subject strand. The **Lead Internal Verifier** will provide each Course Team and their Internal Verifiers with a brief report that highlights areas of good practice and identifies any areas for improvement. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the standard, quality and consistency of the assessment tools being used across the qualification and make recommendations for improvements year on year.

The **Lead Internal Verifier** will also sample at least **three** internally verified assessment decisions from each subject strand. They will compare standards across and between each subject strand. This will ensure that assessment and grading decisions are being arrived at consistently in terms of the types and quality of evidence being presented for assessment purposes and the application of grading descriptors. The **Lead Internal Verifier** will also carry out standardisation exercises within subject strands and between different subject strands. The **Lead Internal Verifier** will produce a brief report for each course team that highlights good practice and provides recommendations that will ensure consistency and fairness of marking. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the reliability and consistency of assessment decisions within each programme and across the Jersey Progression Qualification as a whole.

## External verification

To further assure the quality and consistency of assessment across all subjects of the Jersey Progression Qualification, there is an external verification process that mirrors that of the Lead Internal Verification process. External verification is carried out by an external verifier who is appointed, trained and monitored by NCFE. The external verifier is responsible for monitoring and sampling learners' evidence to ensure that assessment decisions are valid, reliable, fair and consistent. The issuing of certificates by NCFE is subject to the External Verifier reporting that all of the conditions of accreditation have been met.

## Awarding

An annual **Award Board** is held in late June/early July once all of the assessments are completed across all subject areas and the grades for each student are verified and recorded. The College Registry is responsible for running these meetings and ensuring that the correct grades are recorded and reported to NCFE. **The Award Board** is made up of the Chair (normally the College Registrar), a member of the College Leadership Team, the Lead Internal Verifier and a Minutes Secretary.

### Attendance at the Award Board

- The Head of Department or Director for the named qualification
- The Subject Co-ordinator for the named qualification
- The internal verifier(s) of all units for the named qualification
- Attendance of **unit assessors** at the awarding meeting is **optional**

## Required documentation for the Award Board

- Copies of all completed Extenuating Circumstances forms (if any)
- Copies of all completed Candidate Appeals forms (if any)
- Copies of documentation related to compensation for missing marks (if any)
- Completed grading sheets for all candidates showing all unit grades and the proposed final overall grade for the Jersey Progression Certificate and for the Jersey Progression Diploma.

## Agenda for the awarding meeting<sup>2</sup>

1. Welcome by the Chair and record of attendees made
2. Consideration of any Extenuating Circumstances
3. Decisions regarding individual candidates and extenuating circumstances documented and implemented **prior** to awarding<sup>3</sup>
4. Consideration of any Appeals
5. Decisions regarding individual appeals documented and implemented **prior** to awarding
6. Review of any candidates who have failed to complete the Certificate or the Diploma (or Unit 4: Working in the Industry) where there are no extenuating circumstances and/or an appeal has not been upheld
7. Chair records decisions related to non-completers which will be **one** of the following:
  - a. The candidate is allowed to resubmit work by a set date
  - b. The candidate is unable to resubmit work and achievement at unit only level will be recorded
8. Review of grade boundaries (at unit level for unit 4; at whole qualification level for named qualifications awarding).<sup>4</sup>
  - a. For unit 4: The Unit Leader will talk the panel through the Minimum Mark Setting Process for the unit and verify how the grade boundary decisions for the unit were reached. Comparison with the previous year's grade boundaries also to be taken into consideration.
  - b. All candidates with grades **PPMM** (which equates to an overall **Pass** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Pass are securely assessed. If any of the units graded at Pass are close to the Pass/Merit boundary, this work may be recommended for re-assessment. If one of the pass units is re-assessed at Merit, the overall grade to be awarded at **Merit**.

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<sup>2</sup> Unit 4: Working in the Industry is common to all named qualifications. There will be a separate awarding meeting for this unit which will happen before the subject panels. The agenda for this meeting will relate solely to the unit and the decisions for this unit will be carried forward to each subject awarding meeting.

<sup>3</sup> Where decisions related to Extenuating Circumstances and/or appeals cannot be resolved at this stage, the panel will reconvene to determine the outcomes for the individual candidates concerned. Decisions related to candidates where there are no appeals or extenuating circumstances will be made as part of items 6 and 7.

<sup>4</sup> Where the Unit 4 result is the reason for a candidate's overall grade being on the Pass/Merit or Merit/Distinction grade boundaries and that candidate's unit 4 grade is within 1 mark of the learning outcome grades for the unit, their work will be reviewed.

- c. All candidates with grades **MMMDD** (which equates to an overall **Merit** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Merit are securely assessed. If any of the units graded at Merit are close to the Merit/Distinction boundary, this work may be recommended for re- assessment. If one of the Merit units is re-assessed at Distinction, the overall grade to be awarded at **Distinction**.
9. Confirmation of the award of the Jersey Progression Certificate and the Jersey Progression Diploma for each candidate in the named qualification pathway.
10. Summary of Actions from the meeting.
11. AOB.

The Chair will make it clear at the outset of each Awarding Meeting that the results remain confidential until the External Verifier has submitted their final report for the year.

## Assessment regulations

To achieve the **Jersey Progression Qualification** learners will successfully pass the units associated with the qualification. The assessment schedule for each unit will be identified at the start of the course and may include a range of different tasks such as practical activities, skill tests, in-class tests, course work, written reports and formal examinations, amongst others. A submissions calendar for all assessed work will be made available at the beginning of the academic year.

Deadlines for assessment are an important part of the **Jersey Progression Qualification** as by meeting these, learners develop the important employability skill of good time management. It is also important not to advantage learners by accepting late work. This allows individuals extra time to complete assignments, which is unfair. If there are extenuating circumstances for late submission the learning needs to complete the appropriate form and submit it for consideration at the Award Board. Assessments which are not submitted by the original specified assessment deadline but are received within five working days afterwards will be marked but will only be able to receive a maximum grade of **Pass**. Late work will have limited written feedback.

Normally only one opportunity will be given to provide final formative assessment feedback on assessed work. Feedback will focus on enhancing the learners' understanding and knowledge to allow them to further develop their answers. It is not intended that tutors write or provide information that can be directly incorporated into an assessment.

Following formative assessment and feedback, learners are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve a higher grade
- Submit evidence for summative assessment and the final unit grade.

Summative assessment is a final assessment decision on an assessment task in relation to the assessment criteria of each unit. It is the definitive assessment and it is recorded on the learner's profile. Should the learner not achieve at least a Pass grade, the submitted work will be recorded as 'Not Yet Achieved'.

## Reassessment

The decision on whether to offer the learner the opportunity for reassessment will be made by the Course Team, in consultation with the Lead Internal Verifier, prior to the Award Board. Reassessment can either be through:

- Resubmission – revision of the work originally submitted; or
- Retake – submission of a new piece of work.

## Extenuating circumstances

The purpose of this policy is to outline the support available for learners who, during their studies, experience exceptional unforeseen circumstances beyond their control which severely affect their ability to successfully complete an assessment, meet an assignment deadline or sit an examination. The table below gives an indication of what might be considered valid extenuating circumstances and circumstances which would not be considered valid.

This list is not exhaustive and learners should not make assumptions regarding extenuating circumstances but should ask for advice from their tutor or staff from Student Life to confirm what might be an appropriate claim.

Each claim for extenuating circumstances must be accompanied by a completed Extenuating Circumstances Form (see Appendix I) and independent supportive evidence which is signed and dated by the appropriate individual, e.g. the doctor. Examples of corroborating evidence likely to be acceptable include an original copy of a medical certificate, the doctor's or counsellor's letter on headed paper, or a hospital appointment letter. Every claim for extenuating circumstances will be considered by the Course Team, in consultation with the Lead Internal Verifier, on a case by case basis.

Applications for extenuating circumstances should always be made as soon as possible **before** the assessment deadline. Claims made after the assignment is due will not normally be considered unless there are exceptional reasons for not doing so. Evidence and a completed claim form must be provided within five working days of the assessment deadline to support any such claims. If a claim is considered valid, an extension of a maximum of **ten working days** will normally be granted and the assessment must be submitted before this revised deadline. Any late submission of work for which there is no valid claim for extenuating circumstances but which is submitted within five working days of the initial deadline will receive a maximum grade of Pass.

## Compensation

To be awarded the Jersey Progression Certificate it is expected that the learner achieves two core units and three option units and for the Jersey Progression Diploma a further two core units and three option units. However, it may be possible to award **compensation** for one incomplete unit in the Certificate and one incomplete unit in the Diploma if there are valid extenuating circumstances. This equates to a maximum of 20% compensation for each qualification. The decision to award compensation rests with the Award Board. Where a unit is compensated, this will be shown on a learner transcript.



<b>Valid extenuating circumstances</b>
Medical illness or serious injury which has a severe impact on work and can be evidenced by a GP/Doctor
Extreme personal problems
Bereavement of a close family member or close friend
<b>Not valid</b>
Coughs, colds, sore throats or other minor illnesses
Illness affecting relatives or friends would not be considered a valid reason unless it is serious or you are the main carer
Making personal arrangements such as holiday arrangements, medical appointments, etc., which conflict with the examination and assessment timetable
Transport problems
Computer problems including submission of the wrong file, computer malfunction, etc.
Alarm clock not going off
Misreading the timetable and/or failing to attend at the right time and in the right place
Non-submission of work
Lateness or absence from assessment sessions
Moving house
Sanctions imposed for being in breach of college regulations.



## **Student academic appeal procedure**

If a learner disagrees with an assessment decision the procedure outlined below will be followed. Please note an appeal can only be based on the achievement/non-achievement of the specific criteria related to that assessment.

### **Stage One: Informal**

If a learner disagrees with the assessment decision of an assessor, the learner must discuss this with the assessor within a period of five working days following the assessment decision. If the matter is unresolved then the issues should be documented on a Candidate Appeal Form (see Appendix II) before moving to Stage Two.

### **Stage Two: Formal**

The internal verifier should review the assessment decision within five working days and notify the learner in writing. The learner agrees or disagrees with the outcome, in writing, within a period of five working days and if the matter is unresolved Stage Three takes effect.

### **Stage Three: Appeal Hearing**

The College Registrar or their nominee will hear the appeal within a period of ten working days. The panel at the Appeal Hearing will also include the Head of Department, the original assessor and the internal verifier. The learner can choose to be accompanied by a friend, parent or guardian. The panel will inform the learner of the outcome of the hearing, both orally and in writing, within five working days.

## **Academic malpractice policy**

Academic malpractice can be defined as any attempt to gain unfair advantage in the assessment process of a qualification and therefore manipulate the grades which might be achieved. Malpractice may be intentional or unintentional, however, the college policy on malpractice does not consider whether there is intention to deceive or not.

Examples of malpractice include:

- allowing someone else to complete the assignment;
- copying another learner's work (with or without their permission);
- copying anything from the internet or from an article or book without acknowledging the author; or
- failure to reference sources correctly.

All assessed work must be solely the own work of the learner and learners must sign an assessment cover sheet before submission to confirm this.

The College supports learners in the avoidance of malpractice by helping them to develop appropriate academic skills through the initial part of their studies. This includes tuition on how to carry out and record research, writing skills and referencing.

The College takes academic malpractice very seriously and has produced a full policy which outlines what is deemed as malpractice, the process the college will use to investigate its occurrence and the sanctions which may be imposed if malpractice is proven. The policy and guidelines relating to academic malpractice can be found on the College Intranet.

## **Access arrangements and reasonable adjustments**

The College takes its commitments under the Discrimination (Jersey) Law 2013 very seriously and works to create equal access for learners through the provision of information, advice, guidance and, where appropriate, additional support to meet individual needs and situations.

If you have a recognised learning need, medical condition or disability which affects your ability to study, complete assessments or sit examinations, you must bring this to the attention of your tutor. They will advise you on the best course of action in accordance with the Highlands College Special Educational Needs and Equality, Diversity and Inclusiveness policies. These College policies have been developed to take account of the published policies and regulations of the Joint Council for Qualifications. Under these policies you may qualify for access arrangements, reasonable adjustments or additional support when studying or undertaking assessed work. Any such claims must be made in a timely manner and supported by appropriate evidence and documentation.

# **Section B**

# **Unit Content**

# **and**

# **Assessment**

# **Guidance**



## Structure of the Jersey Progression Qualification in Building Trades

Unit No.	Unit Title	Core/Option
1	Basic Construction Project 1	Core
2	Safe Working Practices in Construction	Core
3	Advanced Construction Project 2	Core
4	Working in the Industry	Core
<p>The <b>Jersey Progression Certificate</b> requires learners to achieve unit 1 or 3 <b>and</b> unit 2 or 4.</p> <p>The <b>Jersey Progression Diploma</b> requires learners to achieve the remaining two core units.</p>		
5	Performing Basic Maintenance Operations	Option
6	Measurement and Drawing in Construction	Option
7	Performing Basic Carpentry Techniques	Option
8	Performing Basic Block and Brickwork Techniques	Option
9	Performing Basic Painting And Decorating Techniques	Option
10	Construction Technology	Option
<p>The <b>Jersey Progression Certificate</b> requires learners to achieve unit 1 or 3 <b>and</b> unit 2 or 4 and a further three option units.</p> <p>The <b>Jersey Progression Diploma</b> requires learners to achieve the remaining two core units and a further three different option units from those achieved for the Certificate.</p>		

## Unit 1 Basic Construction Project 1

<b>Unit summary</b>	This unit is about creating a project relating to the construction trades in response to a client brief. It will enable you to utilise the skills you have learnt during previous units in order to carry out the necessary planning, preparatory work and construction methods required to produce a realistic, working painting, bricklaying and carpentry task
<b>Guided learning hours</b>	48 hours
<b>Level</b>	2
<b>This core unit is synoptic.</b>	
<b>Learning outcome 1</b>	
<b>The learner will:</b> Plan and prepare to carry out simple construction tasks.	
<b>The learner must know about:</b>	
<ul style="list-style-type: none"> <li>• Selecting the appropriate materials required for a specified construction project.</li> <li>• Sourcing the correct tools and equipment required for a specified construction project.</li> <li>• Safely assessing the risks associated with a specific construction project.</li> </ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Carry out the safe manufacturing of a basic construction project.	
<b>The learner must demonstrate:</b>	
<ul style="list-style-type: none"> <li>• The competent use of materials, tools and equipment when carrying out a construction project.</li> <li>• The ability to carry out a basic construction project to required tolerances.</li> <li>• Safe working practices when carrying out basic construction tasks.</li> </ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review their performance and the standard of a simple construction project.	
<b>The learner must consider:</b>	
<ul style="list-style-type: none"> <li>• The quality of workmanship; accuracy of finished product, gaps in joints, gauging of bricks</li> <li>• What could be improved; overall sizes, plumb and level, paint runs</li> <li>• How the areas for improvement could be enhanced; more time taken on setting out, better accuracy with measurements, joints flushed off and mortar gauged correctly</li> </ul>	

## Grading descriptors

<b>Pass:</b>	<p><b>LO1:</b> Plan and prepare to carry out simple construction tasks.</p> <p>Learners will identify, using some technical terms, the components, tools and equipment required to carry out simple construction tasks in accordance with a specification</p> <p><b>LO2:</b> Carry out the safe manufacturing of a basic construction project.</p> <p>Learners will safely carry out basic construction tasks in accordance with a specification, achieving within minimum set of tolerances</p> <p><b>LO3:</b> Review their performance and the standard of a simple construction project.</p> <p>Construction project is assessed and compared against a specification</p>
<b>Merit:</b>	<p><b>LO1:</b> Plan and prepare to carry out simple construction tasks.</p> <p>Learners will Identify, using a range of technical terms, the components, tools and equipment required to carry out simple construction tasks in accordance with a specification</p> <p><b>LO2:</b> Carry out the safe manufacturing of a basic construction project.</p> <p>Learners will safely carry out basic construction tasks in accordance with a specification, achieving within medium set of tolerances</p> <p><b>LO3:</b> Review their performance and the standard of a simple construction project.</p> <p>Construction project is assessed and compared against a specification. Learners identify a range of suitable reasons for inaccuracies and explain relevant remedial action</p>
<b>Distinction:</b>	<p><b>LO1:</b> Plan and prepare to carry out simple construction tasks.</p> <p>Consistently and correctly use a wide range of technical terms, the components, tools and equipment required to carry out simple construction tasks in accordance with a specification</p> <p><b>LO2:</b> Carry out the safe manufacturing of a basic construction project.</p> <p>Learners will safely carry out basic construction tasks in accordance with a specification achieving within maximum set of tolerances</p> <p><b>LO3:</b> Review their performance and the standard of a simple construction project.</p> <p>Construction project is assessed and compared against a specification. Learners identify a range of suitable reasons for inaccuracies and explain relevant remedial action and are able to evidence the impact of the inaccuracies on the overall project quality.</p>

## Assessment

The assessment for this unit consists of:

- Working to a design brief, the learner will identify and list the correct tools, materials and equipment required to carry out basic construction tasks that will include painting and decorating, brickwork and carpentry.
- The learner will carry out the tasks, in accordance with the brief, under controlled conditions in a workshop environment. The practical task will be graded using a set of tolerances that represent a graduating degree of accuracy with the completed tasks being measured against these tolerances
- The learner will be orally questioned in relation to the quality and specification of the task and report on any remedial action.

## Types of Evidence

- Production of a suitable materials, equipment and tool list.
- Assessment of completed construction tasks using witness testimony or DVD or digital audio
- Completed performance test paperwork.
- Record of oral questioning.

## Delivery guidance

Learners will be expected to draw on the knowledge and skills developed during previous units and apply them when carrying out the set construction tasks. Prior to the assessment, time must be spent in the classroom, explaining the purpose of a comprehensive design brief and how information is extracted from one to aid the identification of materials, equipment and tools required to complete the work. Existing briefs will be employed to allow learners to familiarise themselves with the terminology used in the industry.

Learners can access suppliers' websites to identify likely materials and tools. Appropriate materials for a specified construction project might include timber, mortar, and paints. Tools and equipment required for the project might include chisels, paint brushes, and trowels. Safe working practices will include PPE worn and manual handling techniques. Safe assessment of the risks associated with a specific construction project should include the identification of required PPE, risk assessments, and a method statement.

Learners will be encouraged to practise their practical skills in order to ensure the assessment work is carried out to required tolerances. Some of the hours allocated to teaching will be used to reinforce the importance of correct sequencing of work, preparation and setting out of tasks. Measures of the quality of workmanship will cover accuracy of finished product, gaps in joints, and gauging of bricks. Improvements could cover overall sizes, plumb and level, paint runs, time taken on setting out, better accuracy with measurements, joints flushed off and mortar gauged correctly.



## Unit 2 Safe Working Practices in Construction

<b>Unit summary</b>	This unit provides you with the essential health and safety knowledge required to prepare you to work safely in the construction Industry. The knowledge covered relates to work carried out in a construction environment.
<b>Guided learning hours</b>	48 hours
<b>Level</b>	<b>2</b>
<b>Learning outcome 1</b>	
<b>The learner will:</b> Understand the health and safety legislation and procedures required to work safely in the construction industry.	
<b>The learner must know about:</b> <ul style="list-style-type: none"> <li>• Health and safety legislation (U.K. and Jersey)</li> <li>• Good practice in relation to hazardous situations</li> <li>• Good practice in relation to access equipment in construction.</li> </ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Apply safe working practices and procedures when carrying out tasks related to the construction industry.	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"> <li>• The ability to identify hazards and record them using the appropriate paperwork.</li> <li>• The use of safe manual handling techniques in different lifting tasks</li> <li>• The ability to Identify and erect working platforms</li> </ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review the risks associated with the practical tasks undertaken and produce risk assessments.	
<b>The learner must consider:</b> <ul style="list-style-type: none"> <li>• Health and safety legislation relating to the safe working practices when carrying out tasks</li> <li>• The risks associated with tasks in the construction industry when carrying out risk assessments and producing appropriate paperwork.</li> </ul>	

## Grading descriptors

Pass:	<p><b>LO1:</b> Understand the health and safety legislation and procedures required to work safely in the construction industry.</p> <p>Pass the Jersey Safety Council Passport to Safety on-line multiple-choice test.</p> <p><b>LO2:</b> Apply safe working practices and procedures when carrying out tasks related to the construction industry.</p> <p>Learners will identify, select and use safe access equipment and manual handling techniques for given scenarios and identify major hazards</p> <p><b>LO3:</b> Review the risks associated with the practical tasks undertaken and produce risk assessments.</p> <p>Learners will describe the risks associated with the tasks and produce appropriate risk assessments</p>
Merit:	<p><b>LO2:</b> Apply safe working practices and procedures when carrying out tasks related to the construction industry.</p> <p>Learners will identify and explain in detail the safe selection and use of appropriate access equipment and manual handling techniques for given scenarios and identify most hazards</p> <p><b>LO3:</b> Review the risks associated with the practical tasks undertaken and produce risk assessments.</p> <p>Learners will give a detailed description of the risks associated with the tasks and produce detailed risk assessments</p>
Distinction:	<p><b>LO2:</b> Apply safe working practices and procedures when carrying out tasks related to the construction industry.</p> <p>Learners will identify in detail and justify their selection and safe use of appropriate access equipment and manual handling techniques for given scenarios and identify most potential hazards with detailed reasons</p> <p><b>LO3:</b> Review the risks associated with the practical tasks undertaken and produce risk assessments.</p> <p>Learners will give a comprehensive description of the risks associated with the tasks and produce detailed risk assessments.</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Completion of the multiple-choice exam Passport to Safety in conjunction with the Jersey Construction Council. The learner will be required to pass the exam in order to be deemed as being able to work safely in the construction industry.

**LO2:** A practical assessment requiring the learner to identify a range of hazardous situations in a workshop including the safe selection and use of appropriate access equipment and manual handling techniques for given scenarios

**LO3:** A reflection on the health and safety risks associated with the LO2 tasks and the production of appropriate risk assessments that minimise the risk factor of at least three of the tasks.

## Types of evidence

**LO1:** Successful completion of the Passport to Safety test

**LO2:** Oral assessment of hazards, access equipment and manual handling techniques.

**LO3:** Three completed risk assessments.

## Delivery guidance

The most important requirements of this unit are that learners are given opportunities to develop health, safety and welfare awareness in the construction environment. Learners will undertake practical and theoretical tasks relating to health and safety activities throughout the unit. This will cover:

- Health and safety regulations; roles and responsibilities
- Accident and emergency procedures including reporting
- Identifying hazards on construction sites
- Health and hygiene in a construction environment
- Handling and storing materials and equipment safely
- Basic working platforms and access equipment
- Working safely around electricity in a construction environment
- Using personal protective equipment (PPE) correctly
- Fire and emergency procedures
- Signs and safety notices

Learners must know about and be able to use personal protective equipment (PPE). This will be done in practical scenarios which will include the correct manual handling of different objects and materials. Throughout the unit the learners should be made aware of all relevant legislation and when it would come into force. They should use safe working practices and procedures when carrying out tasks.

Internet research can be used to find details of PPE and its application, as well as information on material hazards and health and safety legislation. Learners will benefit from exposure to a range of visual resources for example video clips, the "Clickview" digital library resources and the HSE website. Learners will be introduced to risk assessments through live scenarios giving them an understanding of their importance in every construction situation.

## Unit 3 Advanced Construction Project 2

<b>Unit summary</b>	This unit is about creating a project relating to construction trades in response to a client brief. It will enable you to utilise the skills you have learnt during previous units in order to carry out the necessary planning, preparatory work and construction methods required to produce a realistic, working painting, bricklaying and carpentry task
<b>Guided learning hours</b>	48 hours
<b>Level</b>	<b>2</b>
<b>This core unit is synoptic.</b>	
<b>Learning outcome 1</b>	
<b>The learner will:</b> Plan and prepare to carry out advanced construction tasks.	
<b>The learner must know about:</b> <ul style="list-style-type: none"> <li>• Selecting the appropriate materials required for a specified construction project (timber, mortar, paints)</li> <li>• Sourcing the correct tools and equipment required for a specified construction project.</li> <li>• The safe assessment of risks associated with a specific construction project</li> </ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Carry out the safe manufacturing of a construction project.	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"> <li>• The competent use of materials, tools and equipment when carrying out a construction project</li> <li>• The ability to carry out a construction project to required tolerances</li> <li>• Safe working practices when carrying out construction tasks</li> </ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review the performance and standard of a construction project.	
<b>The learner must consider:</b> <ul style="list-style-type: none"> <li>• The quality of workmanship</li> <li>• What could be improved</li> <li>• How the areas for improvement could be enhanced.</li> </ul>	

## Grading descriptors

Pass:	<p><b>LO1:</b> Plan and prepare to carry out advanced construction tasks. Identify, using some technical terms, the components, tools and equipment required to carry out construction tasks in accordance with a specification.</p> <p><b>LO2:</b> Carry out the safe manufacturing of a construction project. Safely and competently carry out construction tasks in accordance with a specification, achieving within minimum set of tolerances</p> <p><b>LO3:</b> Review the performance and standard of a construction project Construction project is assessed and compared against a specification.</p>
Merit:	<p><b>LO1:</b> Plan and prepare to carry out advanced construction tasks. Identify, using a range of technical terms, the components, tools and equipment required to carry out construction tasks in accordance with a specification</p> <p><b>LO2:</b> Carry out the safe manufacturing of a construction project. Learners will safely and competently carry out construction tasks in accordance with a specification, achieving within medium set of tolerances.</p> <p><b>LO3:</b> Review the performance and standard of a construction project. Construction project is assessed and compared against a specification. Learners identify a range of suitable reasons for inaccuracies and explain relevant remedial action.</p>
Distinction:	<p><b>LO1:</b> Plan and prepare to carry out advanced construction tasks. Identify, using consistently and correctly, a wide range of technical terms, the components, tools and equipment required to carry out construction tasks in accordance with a specification.</p> <p><b>LO2:</b> Carry out the safe manufacturing of a construction project. Safely and competently carry out construction tasks in accordance with a specification achieving within maximum set of tolerances.</p> <p><b>LO3:</b> Review the performance and standard of a construction project. Construction project is assessed and compared against a specification. Learners identify a range of suitable reasons for inaccuracies and explain relevant remedial action and are able to evidence the impact of the inaccuracies on the overall project quality.</p>

## Assessment

The assessment for this unit consists of:

- Working to a design brief, the learner will identify and list the correct tools, materials and equipment required to carry out construction tasks that will include painting and decorating, brickwork and carpentry
- The learner will carry out the tasks, in accordance with the brief, under controlled conditions in a workshop environment. The practical task will be graded using a set of tolerances that represent a graduating degree of accuracy with the completed tasks being measured against these tolerances.
- The learner will be orally questioned in relation to the quality and specification of the task and report on any remedial action

## Types of evidence

- A list of suitable materials, equipment and tools.
- A product assessment of completed construction tasks using witness testimony or DVD or digital audio
- Completed performance test paperwork.
- Record of oral questioning.

## Delivery guidance

Learners will be expected to draw on the knowledge and skills developed during previous units and apply them when carrying out the set construction tasks. Prior to the assessment, time must be spent in the classroom, explaining the purpose of a comprehensive design brief and how information is extracted from one to aid the identification of materials, equipment and tools required to complete the work. Existing briefs could be employed to allow learners to familiarise themselves with the terminology used in the industry. Suppliers' websites can be accessed to identify likely materials and tools.

The learner will also be encouraged to practice their practical skills in order to ensure the tasks assessment work is carried out to required tolerances.

Some of the hours allocated to teaching will be used to reinforce the importance of correct sequencing of work, preparation and setting out of tasks.

Unit 4 Working in the Industry	
<b>Unit summary</b>	This unit will develop your readiness for the world of work. Through research activities you will develop an awareness of your industry sector and the opportunities that may be open to you. You will assess your current employability skills, plan for a placement and subsequently embark on work experience. This unit concludes with an opportunity to re-assess your skill set and the progress made.
<b>Guided hours</b>	<b>27 teaching hours and 35 in work placement</b>
<b>Level</b>	<b>2</b>
<b>Learning outcome 1</b>	
<b>The learner will:</b> Identify current employability skills and plan for an industry relevant work placement.	
The learner must know about: <ul style="list-style-type: none"> <li>• Employability skills and employment opportunities in their industry.</li> <li>• CV, cover letters and email etiquette</li> <li>• Skills for gaining and maintaining employment to include: <ul style="list-style-type: none"> <li>▪ communication skills</li> <li>▪ self-management skills</li> <li>▪ teamwork skills</li> <li>▪ confidence and resilience skills.</li> </ul> </li> </ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Carry out an industry relevant work placement for a minimum of 5 days (35 hours).	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"> <li>• Attendance and timekeeping at placement that is evidenced by the tutor and employer.</li> <li>• Dressed and presented appropriately in accordance with industry requirements.</li> <li>• Engagement with professionals within the work placement evidenced by employer feedback.</li> </ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Review the progress made in developing employability skills during the course, their placement and how this has influenced their plans for the future.	
<b>The learner must consider:</b> <ul style="list-style-type: none"> <li>• Their 'end of course' employability skills including time management and interview skills evidenced through re-assessment via Navigate, attendance for Unit 4 sessions and observed interview.</li> <li>• The impact of their work experience on improving their employability skills.</li> <li>• How their work experience placement has influenced their plans for the future.</li> </ul>	

## Grading descriptors

Pass:

**LO1:** Identify current employability skills and plan for an industry relevant work placement.

- Identify current employability skills, their strengths and areas for improvement.
- Identify three employment options that are suitable for the student via Kudos AD and provide evidence to show this.
- Complete preparation for an appropriate work placement including an up-to-date basic CV and covering letter/email showing adequate spelling, grammar and punctuation skills.
- Completion of adequate skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by a daily timesheet.
- Complete a daily work placement journal on Navigate using comments from daily timesheet.
- Satisfactory feedback from employer evidenced through Navigate or manual documentation.

**LO3:** Review the progress made in developing employability skills during their course and their placement period and how this has influenced their plans for the future evidenced through observed interview.

- Take part in an observed interview showing basic interview skills and preparation.
- Identify their 'end of course' employability skills and identify a range of strengths and areas for development in these areas providing evidence to support this.
- Outline basic ways to improve their employability skills.
- Outline how their placement has influenced their plans for the future.
- At least 80% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply.)



## Grading descriptors

### Merit:

**LO1:** Identify current employability skills and plan for an industry relevant work placement.

- Identify their 'end of course' employability skills, strengths and areas for improvement with explanations of these.
- Identify and compare at least 3 employment options that are suitable for the student via Kudos AD and provide evidence to show this.
- Complete tailored preparation for an appropriate work placement including an up-to-date tailored CV and appropriate covering letter demonstrating good grammar, spelling and punctuation skills, and demonstration of good interview skills.
- Completion of good skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by a daily timesheet signed by the supervisor.
- Complete a daily work placement journal on Navigate showing what student has learnt each day from daily timesheet.
- Good feedback from employers evidenced through Navigate or manual documentation.

**LO3:** Review the progress made in developing employability skills during their course and placement period and how this has influenced their plans for the future.

- Take part in an observed interview showing good interview skills and preparation.
- Review their 'end of course' employability skills and discuss a range of strengths and areas for development in these areas providing evidence to support this.
- Outline how they will improve their employability skills and produce evidence to support this.
- Describe how their placement has influenced their plans for the future.
- At least 85% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply.)

## Grading descriptors

### Distinction:

**LO1:** Identify current employability skills and the appropriate employability options in the industry.

- Identify current employability skills, outline strengths and areas for improvement with detailed explanations of each.
- Identify and evaluate several employment options that are suitable for the students via Kudos AD and provide evidence to show this.
- Complete thorough and appropriate preparation for a work placement including an up-to-date detailed CV and covering letter/email demonstrating excellent spelling, grammar and punctuation skills.
- Completion of excellent skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

**LO2:** Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by daily timesheet signed by supervisor.
- Complete a daily work placement journal on Navigate explaining in detail what student has learnt each day.
- Excellent feedback from employers evidenced through Navigate or manual documentation.

**LO3:** Review the progress made in developing employability skills during their course and placement period and how this has influenced their plans for the future.

- Take part in an observed interview showing excellent interview skills and preparation.
- Review and evaluate their 'end of course' employability skills and discuss a range of strengths and areas for development in these areas providing evidence to support this.
- Describe advanced ways and develop ideas to improve the employability skills.
- Give detailed account of how their placement has influenced their plans for the future.
- At least 90% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply).

## Assessment

The assessment for this unit requires the completion of:

1. An online employability skills assessment via 'Navigate' under controlled conditions. This will be completed during the first week of course.
2. Completion of KUDOS AD and evidence of careers suitable for student uploaded to Navigate.
3. Pre-placement planning and preparation including production of an up-to-date CV and covering letter/email.
4. Industry appropriate employability skills activities evidenced through Navigate 'My Activities' timeline and tutor witness statements.
5. Allocated days of work placement appropriate for industry evidenced by timesheet signed by tutor.
6. A daily work placement journal completed on Navigate including daily hours attended.
7. A second online employability skills assessment (following placement) via 'Navigate' under controlled conditions demonstrating the progress made since the first employability skills assessment.
8. A review task in the form of an interview under controlled conditions.

Timing of assessment tasks:

- Employability skills assessment – first week of course.
- Completion of pre-placement skills development during taught sessions and extra-curricular activities.
- Completion of work placement (minimum 5 days).
- Maintenance of work placement journal – during placement.
- Reassessment of employability skills post-placement under controlled conditions.
- Controlled assessment in the form of interview to reflect on unit, work experience and plans for the future, two weeks after placement end date.

## Types of evidence

The evidence for this unit consists of:

1. The results of an online employability skills assessment.

2. Pre-placement skills development – ‘My Activities’ timeline and witness statements from tutor.
3. Kudos AD ‘Compare my Careers’ screen – uploaded to Navigate.
4. Planning and preparation for placement including strengths and areas for improvement, CV and covering letter/email.
5. Completion of allocated days of work placement – signed timesheet and feedback from employer.
6. A daily work placement journal.
7. The results of a second online employability skills assessment (following placement).
8. An observed interview carried out by an external examiner.

### Delivery guidance

The focus of this unit is the professional approach required by learners when applying for any form of employment, work experience or voluntary position. Learners will be given the opportunity to complete sufficient time in a placement to ensure that they have been able to develop their employability skills and knowledge of the industry/workplace. This unit will be delivered by a combination of e-learning through the online platform Navigate, tutor input, visiting speakers from the industry and work placement supervisors.

Learners will need to know about their current employability skills. They will complete an online skills questionnaire and set targets on Navigate. These will be discussed with their tutor. Learners will research employment opportunities, both on and off the island, through tutor taught sessions, visiting speakers from the industry and research online. Research should include knowledge of specific recruitment methods for industry and the part social media plays in job searching. Learners will identify appropriate opportunities linked to personal analysis through a career planning computer package, e.g. Adult Directions accessed through Navigate and e-learning sessions.

Learners will prepare for their placement through taught sessions and Navigate. They will identify appropriate placement organisations, matching job description and person specification to skills, abilities and qualities. They will learn how to develop a relevant CV, complete an application form and produce an effective covering letter/email. They will demonstrate effective interview techniques and develop a knowledge of expectations and appropriate behaviours for placement. Tutors are to use appropriate activities that suit the needs of their industries to ensure that the necessary skills are developed.

The use of Link Careers Advisers from Skills Jersey should be embraced and planned into the Scheme of Work to ensure adequate notice is given to them. Also, with sufficient notice, support from Careers and Employability is available for the sessions using Kudos AD.

Learners will complete a relevant and appropriate work placement and produce a daily placement journal through Navigate which will be verified by the placement supervisor and personal tutor. After the placement, learners will complete an online placement review, a review of skills and an updated CV. They will identify their strengths and areas for development appropriate to employment in the industry.

## Unit 5 Performing Basic Maintenance Operations

<b>Unit summary</b>	This unit will provide the learner with the knowledge, understanding and skills required to carry out straightforward techniques commonly used in construction. Learners will be introduced to the specialist equipment used for basic construction work
<b>Guided learning hours</b>	<b>48 hours</b>
<b>Level</b>	<b>2</b>
<b>This unit is optional and internally assessed.</b>	
<b>Learning outcome 1</b>	
<b>The learner will:</b> Identify basic tiling, dry lining and plastering techniques required when carrying out basic maintenance operations	
<b>The learner must know about:</b> <ul style="list-style-type: none"> <li>• The various items of specialised equipment required for basic maintenance work; trowels, levels, scrim, plaster, adhesive, spreaders, cordless screwdriver</li> <li>• Basic maintenance techniques; cutting to length, sanding and filling, mixing plaster and adhesive, using common materials; plasterboard, tiles, timber, plywood</li> </ul>	
<b>Learning outcome 2</b>	
<b>The learner will:</b> Carry out basic maintenance techniques	
<b>The learner must demonstrate:</b> <ul style="list-style-type: none"> <li>• The safe use of equipment (trowels, squares, levels, cutters, paints, plaster) when carrying out basic construction techniques.</li> <li>• Use of common maintenance materials; plasterboard, grout, tiles, plywood, timber, mixing equipment</li> <li>• Accurate measuring when carrying out preparatory work prior to using construction materials; use of SI units (mm, m) from scale drawings, marking out of materials</li> <li>• Practical competence in the performing of basic maintenance techniques</li> </ul>	
<b>Learning outcome 3</b>	
<b>The learner will:</b> Justify the correct choice of equipment and maintenance techniques when carrying out tasks	
<b>The learner must consider:</b> <ul style="list-style-type: none"> <li>• The importance of selecting the correct equipment for the job; correct tool selection, misuse of tools and equipment, health and safety legislation</li> <li>• Why they used their selected construction techniques; properties of materials, costs of materials, strength, maintenance</li> <li>• The importance of equipment maintenance; preventative and reactive maintenance, storage of tools and equipment</li> </ul>	

Grading descriptors	
Pass:	<p><b>LO1:</b> Learners will describe the equipment required and the techniques used to carry out basic maintenance techniques on different materials found in construction</p> <p><b>LO2:</b> Learners will competently perform basic maintenance techniques of materials using common equipment and tools</p> <p><b>LO3:</b> Learners will briefly explain why they chose their selected equipment and materials and include maintenance requirements of the basic items of equipment needed.</p>
Merit:	<p><b>LO2:</b> Learners will confidently perform basic maintenance of materials using common equipment and tools.</p>
Distinction:	<p><b>LO2:</b> Learners will skilfully perform basic maintenance of materials using common equipment and tools.</p>

## Assessment

This unit is internally assessed. The internal assessment for this unit consists of:

**LO1:** Working to a set of pre-produced drawings, the learner will be expected to select, use and justify the correct equipment and tools required to carry out a series of basic tasks relating to fabrication of materials commonly used in construction maintenance.

**LO2:** The learner will be assessed on each of the practical tasks that will be collated in the form of a workbook.

**LO3:** Throughout the unit students will be asked questions relating to tool choice, fabrication techniques and maintenance requirements

## Types of evidence

This unit is internally assessed. The evidence consists of:

Assessor observation of practical tasks and marking recorded in completed workbook containing written and product evidence in accordance with brief

## Delivery guidance

This is a predominantly practical unit that introduces the learner to the principles of basic maintenance of materials that are specific to the construction trades. The learners will build on previous learning and they should be assumed to have developed some hand skills relating to the use of basic tools. The teacher should demonstrate the use of specialist tiling, dry lining and plastering equipment as well as the associated maintenance. A practical workshop, suitably stocked with appropriate tools and equipment, will be used.

The construction skills learners develop during this unit will be vital in terms of their employability. Whilst learners are practicing their construction techniques, the teacher must spend time ensuring they have grasped the basics before moving on. Teachers should contextualise the tasks learners are carrying out and examples of practical work carried out by more advanced learners could be used for this.

It is important that work produced by learners is presented in a neat fashion as this is what would be expected in the workplace, learners will be encouraged to work in an organised, tidy fashion and clean their work prior to assessment.

Teachers should set the learner a series of training tasks that should be completed to a competent standard before the learner is deemed ready for assessment.

## Unit 6 Measurement and Drawing in Construction

### Unit summary

This unit provides you with the essential measuring and drawing knowledge required when working in the construction industry.

### Guided learning hours

48 hrs

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Identify equipment and materials used to manually produce construction drawings.

#### **The learner must know about:**

- Types of construction drawings,
- Measurement and types of scales and detailing
- Types of drawing equipment

### Learning outcome 2

**The learner will:** Apply common drawing and measuring practices to produce construction drawings.

#### **The learner must demonstrate:**

- Use of scales
- Use of appropriate equipment
- Use of accurate measurements

### Learning outcome 3

**The learner will:** Review the finished drawings.

#### **The learner must consider:**

- How far the work produced has met the brief.
- Why they have used selected materials, equipment and drawing methods
- The strengths and weaknesses of the finished drawings
- Ways that the work might be improved or extended in the future.



## Grading descriptors

Pass:	<p><b>LO1:</b> Identify equipment and materials used to manually produce construction drawings. <b>PASS ONLY</b></p> <p><b>LO2:</b> Apply common drawing and measuring practices to produce construction drawings.</p> <p>Apply appropriate skills with some accuracy to the creation of technical drawings</p> <p><b>LO3:</b> Review the finished drawings. <b>PASS ONLY</b></p>
Merit:	<p><b>LO1:</b> Identify equipment and materials used to manually produce construction drawings. <b>PASS ONLY</b></p> <p><b>LO2:</b> Apply common drawing and measuring practices to produce construction drawings.</p> <p>Apply appropriate skills with mostly accurate creation of technical drawings</p> <p><b>LO3:</b> Review the finished drawings. <b>PASS ONLY</b></p>
Distinction:	<p><b>LO1:</b> Identify equipment and materials used to manually produce construction drawings. <b>PASS ONLY</b></p> <p><b>LO2:</b> Apply common drawing and measuring practices to produce construction drawings.</p> <p>Consistently and correctly apply a wide range of accuracy to the creation of technical drawings.</p> <p><b>LO3:</b> Review the finished drawings. <b>PASS ONLY</b></p>

## Assessment

The assessment for this unit consists of:

**LO1:** Workbook with questions requiring short written answers relating to the use of equipment and scales in drawing

**LO2:** Preparing a sheet of drawing paper with a 10 mm border; title box to include name, date and title of drawing. Producing basic construction drawings to timed constraints whilst also meeting the standards set in relation to scales and accuracy.

**LO3:** Workbook with questions requiring short written answers relating to process and practices, strengths and weaknesses in drawing.

## Types of evidence

**LO1:** A workbook with questions requiring short written answers relating to the use of equipment and scales in drawing.

**LO2:** A portfolio of construction drawings consisting of:

- Drawing to scale
- Measuring to scale
- Construction drawing symbols
- Different types of projections

**LO3:** A workbook (as LO1) with answers to questions and written review

## Delivery guidance

The purpose of this unit is to provide the learner with the knowledge, understanding and skills needed to produce construction related drawings. This could include:

- types of construction drawings such as location drawings, assembly drawings, component drawings, block plans, site plans, orthographic projection, and isometric projection);
- types of scales and detailing; (1:1, 1:2, 1:5, 1:10, 1:20, 1:50, 1:100, 1:1250, 1:2500), hatchings, brickwork, block-work, concrete, stone, soil/earth, timber, plywood, hard-core, insulation lines, centre lines, grid lines, break lines, section lines, outlines, dimension lines, hidden detail
- types of drawing equipment; drawing board, 45° set square, 30/60 set square, T-square, pencils, eraser, drawing board clips, masking tape, ruler, compass, detail paper, tracing paper, paper sizes, pencils

The learner will develop their hand skills in order to produce manual drawings and will also be introduced to a range of computer aided packages. It is important that the tutor allows the learner to practise the techniques required.

The tutor will be able to make reference to existing construction drawings relating to local projects. They must emphasise the importance of accuracy and consistency when producing drawings and time should be spent consolidating the basic skills. At the beginning of the unit the focus will be on principles of measurement, basic setting out of borders and title panels and then progress through to more complex drawings using scales and differing projections. The concept of scales and projections should be introduced where appropriate and the use of three-dimensional models is recommended. Learners should be encouraged to apply the knowledge they have learned on the other construction units to aid their progress. The tutor should contextualise the drawings so that the learners can see where they fit in to the construction process. In terms of resources, drawing boards and the related drawing equipment should be made available.

## Unit 7 Performing Carpentry Techniques

### Unit summary

This unit will provide you with the knowledge, understanding and skills required to carry out straightforward techniques commonly used in construction. You will be introduced to the specialist equipment used for basic construction work.

### Guided learning hours

**48 hours**

### Level

**2**

**This unit is optional.**

### Learning outcome 1

**The learner will:** Identify basic carpentry techniques required when carrying out basic tasks in construction.

#### The learner must know about:

- Specialised equipment required for basic construction work
- Basic construction techniques

### Learning outcome 2

**The learner will:** Carry out basic Carpentry techniques.

#### The learner must demonstrate:

- The safe use of equipment when carrying out basic Carpentry techniques.
- Use of common materials; timber, plywood, MDF, screws and glues
- Accurate measuring when carrying out preparatory work prior to construction.
- Practical competence in the performance of basic carpentry.

### Learning outcome 3

**The learner will:** Review the choice of equipment and construction techniques when carrying out tasks.

#### The learner must consider:

- The importance of selecting the correct equipment for the job
- Why they used their selected construction techniques
- The importance of equipment maintenance.

## Grading descriptors

Pass:	<p><b>LO1:</b> Identify basic carpentry techniques required when carrying out basic tasks in construction.</p> <p><b>LO2:</b> Carry out basic Carpentry techniques.</p> <p>Learners will competently perform basic Carpentry techniques of materials using common equipment and tools.</p> <p><b>LO3:</b> Review the choice of equipment and Carpentry techniques when carrying out tasks.</p> <p>Learners will give a detailed explanation of why they chose their selected equipment and materials and include a range of maintenance requirements for the selected equipment.</p>
Merit:	<p><b>LO1:</b> Identify basic carpentry techniques required when carrying out basic tasks in construction.</p> <p><b>LO2:</b> Carry out basic Carpentry techniques.</p> <p><b>LO3:</b> Review the choice of equipment and Carpentry techniques when carrying out tasks.</p> <p>Learners will give a detailed explanation of why they chose their selected equipment and materials and include a range of maintenance requirements for the selected equipment.</p>
Distinction:	<p><b>LO1:</b> Identify basic carpentry techniques required when carrying out basic tasks in construction.</p> <p><b>LO2:</b> Carry out basic Carpentry techniques.</p> <p><b>LO3:</b> Review the choice of equipment and Carpentry techniques when carrying out tasks.</p> <p>Learners will give a comprehensive explanation of why they chose their selected equipment and materials and include maintenance requirements of a wide range of items of equipment.</p>

## Assessment

The assessment for this unit consists of:

**LO1:** Working to a set of pre-produced drawings, the learner will be expected to select, use and justify the correct equipment and tools required to carry out a series of basic tasks relating to fabrication of materials commonly used in construction.

**LO2:** The learner will be assessed on each of the practical tasks that will be collated in the form of a workbook.

**LO3:** The workbook will also contain a series of written questions relating to tool choice, fabrication techniques and maintenance requirements.

## Types of evidence

Assessor observation of practical tasks and marking recorded in completed workbook containing written and product evidence in accordance with the brief.

## Delivery guidance

This is a predominantly practical unit that introduces the learner to the principles of basic construction of materials that are specific to the construction trades. The learners will build on previous learning and they should be assumed to have developed some hand skills relating to the use of basic tools. The teacher should demonstrate the use of specialist carpentry, painting and bricklaying equipment as well as the associated maintenance. A practical workshop, suitably stocked with appropriate tools and equipment, will be used. Specialised equipment should include; chisels, squares, levels, brushes, paints, mortar, and timber products. Basic construction techniques will include; cutting to length, halving joints, sanding and filling, mixing mortar, using common materials; blocks, bricks, timber, plywood, and water-based paints. Accurate measuring should be used when carrying out preparatory work prior to construction materials; use of SI units (mm, m) from scale drawings, marking out of materials.

The construction skills learners develop during this unit will be vital in terms of their employability. Teachers should contextualise the tasks learners are carrying out and examples of practical work carried out by more advanced learners could be used for this.

It is important that work produced by learners is presented in a neat fashion as this is what would be expected in the workplace, learners will be encouraged to work in an organised, tidy fashion and clean their work prior to assessment.

Teachers should set the learner a series of training tasks that should be completed to a competent standard before the learner is deemed ready for assessment.

## Unit 8 Performing Block and Brickwork Techniques

### Unit summary

This unit will provide you with the knowledge, understanding and skills required to carry out straightforward techniques commonly used in Block and Brickwork. You will be introduced to the specialist equipment used for basic Block and Brickwork.

### Guided learning hours

48 hours

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Identify basic tools, materials, fixings and techniques required when carrying out block and brickwork operations.

#### The learner must know about:

- The various items of specialised equipment required for basic block and brickwork; hammers, gauges, trowels, levels, string-lines squares and cordless screwdriver
- Basic block and brickwork techniques; cutting to length, basic joints, choosing correct tooling and mortar mix, using common materials; common brick, blocks and mortar.

### Learning outcome 2

**The learner will:** Carry out basic block and brickwork techniques

**The learner must demonstrate:** Knowledge of the different operatives' roles found in construction

- The safe use of equipment (; hammers, gauges, trowels, levels, string-lines squares and cordless screwdriver) when carrying out basic construction techniques.
- Use of common brick and blockwork materials, common brick, blocks and mortar
- Accurate measuring when carrying out preparatory work prior to using construction materials; use of SI units (mm, m) from scale drawings, marking out of materials
- Practical competence in the performing of basic brick and blockwork techniques.

### Learning outcome 3

**The learner will:** Justify the correct choice of equipment and brick and blockwork techniques when carrying out tasks

#### The learner must consider:

- The importance of selecting the correct equipment for the job; correct tool selection, misuse of tools and equipment, health and safety legislation
- Why they used their selected construction techniques; properties of materials, costs of materials, strength, maintenance
- The importance of equipment maintenance; preventative and reactive maintenance, storage of tools and equipment.

## Grading descriptors

Pass:	<p><b>LO1:</b> Learners will describe the equipment required and the techniques used to carry out basic brick and blockwork techniques on different materials found in construction.</p> <p><b>LO2:</b> Learners will competently perform basic brick and blockwork techniques of materials using common equipment and tools.</p> <p><b>LO3:</b> Learners will briefly explain why they chose their selected equipment and materials and include maintenance requirements of the basic items of equipment needed.</p>
Merit:	<p><b>LO1:</b> Learners will describe in detail the equipment required and the techniques used to carry out basic brick and blockwork techniques on different materials found in construction.</p> <p><b>LO2:</b> Learners will confidently perform basic brick and blockwork techniques on materials using common equipment and tools.</p> <p><b>LO3:</b> Learners will explain why they chose their selected equipment and materials and include maintenance requirements of the basic items of equipment needed.</p>
Distinction:	<p><b>LO1:</b> Learners will describe in detail the equipment required and the techniques used to carry out basic brick and blockwork techniques on different materials found in construction.</p> <p><b>LO2:</b> Learners will skilfully perform basic brick and blockwork on materials using common equipment and tools.</p> <p><b>LO3:</b> Learners will explain in detail why they chose their selected equipment and materials and include maintenance requirements of the basic items of equipment needed.</p>



## Assessment

The assessment for this unit consists of:

**LO1:** Working to a set of pre-produced drawings, the learner will be expected to select, use and justify the correct equipment and tools required to carry out a series of basic tasks relating to fabrication of materials commonly used in carpentry.

**LO2:** The learner will be assessed on each of the practical tasks that will be collated in the form of a workbook.

**LO3:** Throughout the unit students will be asked questions relating to tool choice, fabrication techniques and maintenance requirements.

## Types of evidence

**LO1 and LO2:** Report showing the evidence from project

**LO3:** Recorded evidence of learners' answers to questions relating to tool choice, fabrication techniques and maintenance requirements

The evidence consists of:

Assessor observation of practical tasks and marking recorded in completed workbook containing written and product evidence in accordance with brief

## Delivery guidance

This is a predominantly practical unit that introduces the learner to the principles of basic maintenance of materials that are specific to the construction trades. The learners will build on previous learning and they should be assumed to have developed some hand skills relating to the use of basic tools. The teacher should demonstrate the use of specialist Jointing, levelling and cutting equipment as well as the associated maintenance. A practical workshop, suitably stocked with appropriate tools and equipment, will be used.

The construction skills learners develop during this unit will be vital in terms of their employability. Whilst learners are practicing their construction techniques, the teacher must spend time ensuring they have grasped the basics before moving on. Teachers should contextualise the tasks learners are carrying out and examples of practical work carried out by more advanced learners could be used for this.

It is important that work produced by learners is presented in a neat fashion as this is what would be expected in the workplace, learners will be encouraged to work in an organised, tidy fashion and clean their work prior to assessment.

Teachers should set the learner a series of training tasks that should be completed to a competent standard before the learner is deemed ready for assessment.

## Unit 9 Performing Painting and Decorating Techniques

<b>Unit summary</b>	This unit will provide you with the knowledge, understanding and skills required to carry out straightforward techniques commonly Painting and Decorating. You will be introduced to the specialist equipment used for basic Painting and decorating work.
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<b>Guided learning hours</b>	48
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<b>Level</b>	2
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**This unit is optional.**

### Learning outcome 1

**The learner will:** Select the correct painting and decorating techniques required when carrying out basic tasks in construction.

**The learner must know about:**

- Specialised equipment required for complex construction work
- Complex construction techniques
- Specialised equipment required for complex painting and decorating work
- Complex painting and decorating techniques

### Learning outcome 2

**The learner will:** Perform basic Painting and Decorating techniques

**The learner must demonstrate:**

- The safe use of equipment when performing painting and decorating techniques
- Use of common materials, water-based paints, oil based paints, wallpaper, wallpaper paste, brushes and rollers
- Accurate measuring when carrying out preparatory work prior to construction materials.

### Learning outcome 3

**The learner will:** Review the choice of equipment and construction techniques when performing painting and decorating techniques

**The learner must consider:**

- The importance of selecting the correct equipment for the job
- Why they used their selected construction techniques
- The importance of equipment maintenance

## Grading descriptors

Pass:

**LO1:** Select the correct painting and decorating techniques required when carrying out tasks in construction.

Learners will specify the correct tools and equipment required to carry out painting and decorating techniques on different materials found in the construction industry accurately applying some technical terms

**LO2:** Carry out basic painting and decorating techniques

Learners will perform painting and decorating tasks using common equipment and tools

**LO3:** Review the choice of equipment and techniques when performing painting and decorating techniques. **PASS ONLY**

Merit:

**LO1:** Select the correct painting and decorating techniques required when carrying out tasks in construction.

Learners will specify the correct tools and equipment required to carry out painting and decorating techniques on different materials found in the construction industry accurately applying a range of technical terms.

**LO2:** Perform painting and decorating techniques

Learners will confidently perform painting and decorating tasks using common equipment and tools.

**LO3:** Review the choice of equipment and techniques when performing painting and decorating techniques. **PASS ONLY**

Distinction:

**LO1:** Select the correct painting and decorating techniques required when carrying out tasks in construction.

Learners will specify the correct tools and equipment required to carry out painting and decorating techniques on different materials found in the construction industry consistently and accurately applying a range of technical terms

**LO2:** Perform painting and decorating techniques

Learners will skilfully perform painting and decorating tasks using common equipment and tools.

**LO3:** Review the choice of equipment and techniques when performing painting and decorating techniques. **PASS ONLY**

## Assessment

The assessment for this unit consists of:

**LO1:** Working to a set of pre-produced drawings, the learner will select, use and justify the correct equipment and tools required to perform painting and decorating tasks relating to materials used in the construction industry.

**LO2:** The learner will be assessed on each of the practical tasks. The quality of the completed work will be assessed by using a pre-determined set of tolerances which fall within predetermined grading boundaries of pass, merit and distinction.

**LO3:** The workbook will also contain a series of written questions relating to tool choice and construction methods

## Types of evidence

Assessor observation and marking, recorded in completed workbook containing written and product evidence in accordance with brief.

## Delivery guidance

This unit will allow the learner to develop their hand skills in order to perform painting and decorating techniques on a wider range of materials. Basic skills learned during previous units will enable the learner to feel confident around various materials, tools and equipment. The learner must be encouraged to perform more complex procedures, thus further developing their hand skills to a level where they have encountered most of the construction techniques required to perform at a consistent, competent standard.

This is a practical unit and therefore should be delivered in a suitably stocked workshop. The tutor should ensure that learners become used to working with a high degree of accuracy when marking out construction materials. This can be achieved with suitably designed, increasingly difficult training tasks carried out under close supervision. The various items of specialised equipment required for complex construction work will include chisels, squares, levels, brushes, paints, mortar, timber products. Complex construction techniques will include cutting to length, halving joints, sanding and filling, mixing mortar.

Accurate measuring should be used when carrying out preparatory work prior to construction materials; use of SI units (mm, m) from scale drawings, marking out of materials.

The importance of equipment maintenance should be emphasised including preventative and reactive maintenance, storage of tools and equipment.

## Unit 10 Construction Technology

### Unit summary

This unit will develop your understanding of how walls, floors and roofs are constructed and give an understanding of each component part, along with its functions.

### Guided learning hours

48 hours

### Level

2

**This unit is optional.**

### Learning outcome 1

**The learner will:** Understand the substructure and superstructure components of low-rise buildings and the functions of each.

#### The learner must know about:

- Substructure and superstructure components of low-rise buildings:
- The functions of the substructure and superstructure of low-rise buildings.

### Learning outcome 2

**The learner will:** Identify the substructure and superstructure components of low-rise buildings and the functions of each.

#### The learner must demonstrate:

- Identification of key stages involved in the substructure and superstructure including the functional parts of each component

### Learning outcome 3

**The learner will:** Review the different aspects of the substructure and superstructure of low-rise buildings.

#### The learner must consider:

- The importance of each structural element
- The order in which each element would be constructed
- The different construction methods available including sustainable design.

Grading descriptors	
Pass:	<p><b>LO1:</b> Understand the substructure and superstructure components of low-rise buildings and the functions of each. <b>PASS ONLY</b></p> <p><b>LO2:</b> Identify the substructure and superstructure components of low-rise buildings and the functions of each.</p> <p>Learners follow with some accuracy the given brief to identify the components and stages of low-rise buildings</p> <p><b>LO3:</b> Review the different aspects of the substructure and superstructure of low-rise buildings. <b>PASS ONLY</b></p>
Merit:	<p><b>LO1:</b> Understand the substructure and superstructure components of low-rise buildings and the functions of each. <b>PASS ONLY</b></p> <p><b>LO2:</b> Identify the substructure and superstructure components of low-rise buildings and the functions of each.</p> <p>Learners follow accurately the given brief to identify in detail the components and stages of low-rise buildings</p> <p><b>LO3:</b> Review the different aspects of the substructure and superstructure of low-rise buildings. <b>PASS ONLY</b></p>
Distinction:	<p><b>LO1:</b> Understand the substructure and superstructure components of low-rise buildings and the functions of each. <b>PASS ONLY</b></p> <p><b>LO2:</b> Identify the substructure and superstructure components of low-rise buildings and the functions of each.</p> <p>Learners follow with high levels of accuracy the given brief to skilfully identify the components and stages of low-rise buildings</p> <p><b>LO3:</b> Review the different aspects of the substructure and superstructure of low-rise buildings. <b>PASS ONLY</b></p>

## Assessment

The assessment consists of:

A brief in the form of a proposed project based on scenarios in relation to building technology, that requires the learners to:

**LO1** Explain the construction technology behind the substructure and superstructure of low-rise buildings.

**LO2** Identify key component materials/elements of the substructure/superstructure

**LO3** Review key component materials/elements of the substructure/superstructure

## Types of evidence

Evidence for this unit consists of:

- Assessor observation
- Written and product evidence in accordance with brief

## Delivery guidance

The purpose of this unit is to introduce the learner to the construction industry in terms of methods of construction technology. The learner will see how different materials and components are incorporated within buildings and at what stage they are incorporated into the structure. This should include the following:

Substructure: preconstruction work, site-based preconstruction, substructure ground-works, hazards associated with ground-works, control of water, function of a foundation.

Superstructure: functions of walls, functions of floors, functions of roofs and functions of doors and windows, functions of a wall, functions of a floor, components of a floor, functions of a roof

Teachers will be encouraged to use a wide range of teaching methods to deliver this unit. Some of the likely methods would include; formal lectures, videos, internet research, class discussions and presentations. Site visits would be an excellent method of demonstrating basic methods of construction and how various trades are accommodated during a project.

In order to work effectively on site, a construction operative must be aware of basic construction technology thus ensuring any work carried out does not affect the integrity of a building. The teacher should choose a case study of a relevant construction project and then highlight all the technology behind the materials that are used at different stages of any construction project.



# Appendices



## Appendix I Extenuating Circumstances Form

(Must be fully completed and accompanied by independent supportive evidence, e.g. a letter from your GP/doctor/counsellor on headed paper or other official document. The form and evidence must be sent to the Registry Department in Nightingale building AS SOON AS POSSIBLE after the circumstances begin. Retrospective claims received within 10 working days will only be considered if there are exceptional circumstances which prevent the early submission of a claim form.)

<b>Name of candidate</b>				
<b>HC number</b>				
<b>Course name and year</b>				
<b>Date circumstances started</b>				
<b>Date circumstances ended</b>				
<b>Assessment(s) affected</b> (complete below)				
<b>Unit code</b>	<b>Unit tutor</b>	<b>Type of assessment (e.g. exam coursework, presentation)</b>	<b>Assessment deadline</b>	<b>Is this group work?</b>
<b>Description of circumstances</b>				
<b>Signature</b>				
<b>Date</b>				



## Appendix II Candidate Appeal Form

(To be completed if informal Stage 1 appeal is unresolved)



<b>Name of candidate</b>	
<b>Name of assessor</b>	
<b>Name of internal verifier</b>	
<b>Date of assessment</b>	
<b>Unit(s) assessed</b>	
<b>Date appeal received</b>	
<b>Date of Stage 1 decision</b> (within 5 working days of assessment decision)	

<b>Stage 1:</b>	
Assessment details	
Candidate's reasons for appeal	
Assessor decision	
Candidate's signature and date	I agree with the decision: YES / NO
Assessor's signature and date	

<b>Stage 2:</b>	
Date appeal received by internal verifier	
Internal verifier's comments and decision (within 10 working days of assessment decision)	
Candidate's signature and date	I agree with the decision: YES / NO
Internal verifier's signature and date	



## Appendix III Assessment Brief Template

	<b>Progression Qualification in Subject name here</b>		
Unit No. / Title			
Assessment No.		This work assesses:	
Issue Date:		Due Date:	
<p>In this assignment, you will <b>[continue writing vocational/technical scenario]</b>:</p>			
<p>During this assessment you are also required to demonstrate <b>speaking and listening skills/ written communication skills/ mathematical skills</b> <b>[delete as appropriate]</b></p>			
<b>Learning Outcome 1:</b>	The learner will		
<b>Task 1:</b>			
Task details	<p>Image here</p> <p>[visual reinforcement to aid readability of assignment]</p>		
<b>You must/ should/ could produce the following evidence:</b>			
<ul style="list-style-type: none"> <li>✓ A written report</li> <li>✓ A presentation</li> <li>✓ A practical assessment</li> <li>✓ <b>These are just examples [delete as appropriate]</b></li> </ul>			

<b>Learning Outcome 2:</b>		The learner will
<b>Task 2: Delete if necessary</b>		
Task details Delete if necessary		Image here
<b>You must/ should/ could produce the following evidence:</b>		
<ul style="list-style-type: none"> <li>✓ A written report</li> <li>✓ A presentation</li> <li>✓ A practical assessment</li> <li>✓ These are just examples [delete as appropriate]</li> </ul>		
<b>Learning Outcome 3:</b>		The learner will
<b>Task 3: Delete if necessary</b>		
Task details Delete if necessary		Image here
<b>You must/ should/ could produce the following evidence:</b>		
<ul style="list-style-type: none"> <li>✓ A written report</li> <li>✓ A presentation</li> <li>✓ A practical assessment</li> <li>✓ These are just examples [delete as appropriate]</li> </ul>		
<b>Grading Descriptors</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>



## Appendix IV Assessment Brief Internal Verification Template

	<b>Progression Qualification in</b> <b>Subject name here</b>	
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### VERIFICATION OF ASSESSMENT

<b>JPQ Title</b>			
<b>Unit No. / Title</b>			
<b>Assessor</b>		<b>Internal Verifier</b>	
<b>Assessment No.</b>		<b>Lead Verifier</b>	

Verifier Checklist		Comments
Are accurate qualification details shown?	Y/N	
Are accurate unit details shown?	Y/N	
Are clear deadlines for assessment given?	Y/N	
Is the timescale for the assessment appropriate?	Y/N	
What are the Learning Outcomes being assessed?		
Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N	
Are the appropriate English and maths skills identified on the assessment?	Y/N	
Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N	
Is the language and presentation used accessible to most learners?	Y/N	

Are the tasks set appropriate for most learners' current and expected level of knowledge/skill?	Y/N	
Is it possible to authenticate the learner's individual evidence through this assessment?	Y/N	
Is the method of assessment reliable?	Y/N	
<b>Overall, is the assignment fit for purpose?</b>	Y/N*	
*If 'No' is recorded and the Verifier recommends remedial action before the brief is issued, the Assessor and the Verifier should confirm that the action has been undertaken		
<b>Assessor signature</b>		<b>Date</b>
<b>Verifier signature</b>		<b>Date</b>
<b>Lead Verifier signature</b> (if required)		<b>Date</b>
<b>Agreed remedial action required/taken</b>		
<b>Assessor signature</b>		<b>Date</b>
<b>Verifier signature</b>		<b>Date</b>
<b>Lead Verifier signature</b> (if required)		<b>Date</b>

## Appendix V Internal Verification Template for Assessment Decisions

		<b>Progression Qualification in</b> <i>Subject name here</i>		
<b>VERIFICATION – ASSESSMENT DECISIONS</b>				
<b>JPQ Title</b>				
<b>Unit(s)</b>				
<b>Assessor</b>			<b>Internal Verifier</b>	
<b>Assignment No.</b>			<b>Lead Verifier</b>	
<b>Name of Learner</b> <small>(For larger samples, please add rows or use additional sheets)</small>	<b>Submission Type</b> <small>(First, Resubmission, Retake)</small>	<b>State grade awarded</b>	<b>Assessment Decision Accurate (Y/N)</b>	<b>Comments</b>

<b>VERIFIER CHECKLIST</b>		<b>Please give reasons for responses including evidence of judgements and good practice.</b>
<b>Is the assessed evidence valid? (Reflect current standards, practice/assessment requirements?)</b>	Y/N	
<b>Is the assessed evidence authentic? (Confirmed by both the learner and assessor?)</b>	Y/N	
<b>Is the assessed evidence current? (Produced, submitted and assessed within a relevant time frame?)</b>	Y/N	
<b>Is the assessed evidence sufficient? (Evidence matches the assessment outcome?)</b>	Y/N	
<b>Is the assessed evidence reliable? (Judgements consistent across all learners, over time and across levels?)</b>	Y/N	
<b>Does the feedback from the assessor confirm achievement?</b>	Y/N	
<b>Is the feedback constructive? (Clearly outline what has been done well, how to improve and clear targets set?)</b>	Y/N	
<b>Does the feedback address the English and maths needs of the students? (e.g. spelling, grammar and punctuation corrected using agreed approach; maths framework used)</b>	Y/N	

<b>Any actions required must be reviewed across the whole cohort.</b>			
<b>Action Required</b>			<b>Target Date for Completion</b>
<b>I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.</b>			
<b>Verifier signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	
<b>Lead Verifier signature</b> (if appropriate)		<b>Date</b>	