



National Unit specification: general information

Unit title: Construction Crafts: Associated Subjects (SCQF level 6)

Unit code: H108 12

Superclass: TE

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Summary

This Unit is suitable for candidates working towards a Modern Apprenticeship in a Construction Craft and will develop the candidate's skills and knowledge in craft associated subjects. This Unit is designed to provide candidates with competence in moving and handling resources and the ability to apply these skills in the workplace.

Outcomes

- 1 Conduct and report on occupational science experiments.
- 2 Produce craft drawings and details.
- 3 Identify current occupational practices for insulation and sustainability.

Recommended entry

While entry to this Unit is at the discretion of the centre, candidates undertaking the Professional Development Award in a Construction Craft at SCQF level 6 must meet the requirements of the Modern Apprentices which include being employed in the relevant craft industry.

Credit points and level

1 National Unit credits at SCQF Level 6 (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

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Core Skills

There is no automatic certification of Core Skills or Core Skill components in this Unit. Opportunities for developing aspects of the following Core Skills are highlighted in Support Notes of this Unit.

- ◆ *Problem Solving* at SCQF level 4
- ◆ *Working with Others* at SCQF level 4
- ◆ *Information and Communication Technology (ICT)* at SCQF level 3
- ◆ *Numeracy* at SCQF level 4
- ◆ *Communication* at SCQF level 4

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Conduct and report on occupational science experiments.

Performance Criteria

- (a) Conduct occupational science experiments.
- (b) Report the findings and conclusions for occupational science experiments.
- (c) Identify occupational construction practices related to scientific principles.

Outcome 2

Produce craft drawings and details.

Performance Criteria

- (a) Draw occupational craft drawings in orthographic projection.
- (b) Draw sections through craft details.
- (c) Sketch proportional craft details.

Outcome 3

Identify current occupational practices for insulation and sustainability.

Performance Criteria

- (a) Identify craft construction practices used to increase insulation.
- (b) Identify craft processes used to reduce waste.
- (c) Identify craft processes used to reduce carbon emissions.
- (d) List renewable energy sources for domestic housing.

Evidence Requirements for this Unit

These Evidence Requirements will be met by the completion of the Training and Assessment Programme (TAP).

Evidence is required to demonstrate that the candidates have achieved this Unit to the standard specified all Outcomes and Performance Criteria.

Written recorded evidence is required to demonstrate that the candidate has achieved Outcomes 1–3 to the standard specified in the Performance Criteria. Candidates will be required to demonstrate their knowledge of construction crafts associated subjects.

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit has been developed as a mandatory Unit in the Professional Development Award in Construction Crafts at SCQF level 6.

The successful completion of this Unit will provide candidates with the required knowledge and skills relating to associated craft subjects.

This Unit would be offered to candidates working towards a Modern Apprenticeship in a Construction Craft and will develop the candidate's skills in working effectively as a team member within a construction craft. The skills and knowledge and understanding are transferable within different working environments but the Unit is primarily aimed at candidates whose normal place of work would be a site, workshop, or similar environment.

The Unit deals with construction craft associated subjects. It should be delivered as part of a structured programme of training and orientated to the context of the candidate's work and area of responsibility.

Health and Safety and Sustainability are integral and key to the Construction Industry therefore throughout the Unit emphasis will be placed where appropriate on the application of Health and Safety and Sustainability. Safety working practices should comply with current safety codes of practice and regulations. Sustainability should include reference to criteria affecting sustainability, impact of not implementing sustainability on the environment and the legislation promoting sustainability.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

Candidates must be given the opportunity to further develop their skills in their chosen construction craft by learning about craft science, construction drawings, sustainability and building insulation.

Candidate centred learning and teaching approach are encouraged with candidates actively participating in practical activities after lecturer discussions and demonstrations of the key skills required to confirm work activities and resources.

The use of effective questioning techniques to confirm understanding of salient learning objectives should be central to learning and teaching approaches used in the classrooms or workshop.

Candidates should be encouraged to learn at their own pace with e-learning opportunities available to suit their preferred learning style.

The use of e-learning as a teaching tool should be adopted by lecturers wherever possible to enable candidates to develop at their own pace using preferred learning styles.

There are opportunities for candidates to develop co-operative working skills as the practical assessments may be carried out working in teams or in pairs. Candidates should take equal responsibility for activities and provide support and information to each other during assessments. After assessment, they should be encouraged to consider how effectively they supported each other.

Opportunities should be taken throughout delivery of this Unit to meet the requirements of the PDA generic Units and the Training and Assessment Programme including:

- ◆ *Conform to General Workplace Health Safety and Welfare*
- ◆ *Confirm Work Activities and Resources for the Work*
- ◆ *Develop and Maintain Good Working Relationships*
- ◆ *Confirm the Occupational Method of Work*
- ◆ *Conform to Productive Working Practices*
- ◆ *Move and Handle Resources*

Guidance on approaches to assessment for this Unit

Detailed assessment material for this Unit will be found in the each specific Construction Craft Training and Assessment Programme (TAP) Centres may use the instruments of assessment which they consider to be most appropriate but are advised to use the appropriate TAP which has been developed centrally by SQA. Any other instruments of assessment used must be comparable to the TAP and have been through prior verification.

National Unit specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

Components of the Core Skill of *Problem Solving* at SCQF level 4, such as Planning and Organising and Critical Thinking will be developed as candidates undertake this Unit. Candidates will need to take account of a range of factors in order to work efficiently and safely, such as the interpretation of drawings, choice of tools and appropriate materials, application of scientific principles, risk assessments, health, safety and welfare and a sustainable approach. Individual discussions with assessors will enhance the evaluation of construction craft associated subjects.

There are opportunities to develop the Core Skill of *Working with Others* at SCQF level 4, particularly in Outcomes 1–3, as these practical assessments should be carried out in pairs or teams. Candidates can agree responsibilities and provide support and information to each other during the practical group activities.

Opportunities also arise for candidates to develop the Core Skill of *Information and Communication Technology* at SCQF level 3 by researching Health and Safety legislation affecting their area of work, manufacturer's instructions and specifications, interpretation of drawings.

Numeracy at SCQF level 4 could be enhanced through the evaluation of resources and components for the selected activities in the integrated assessments for Outcomes 1, 2 and 3.

There will be opportunities for candidates to develop the Core Skills of *Communication* at SCQF level 4 through the assessment for Outcomes 1, 2 and 3. As candidates complete their integrated practical tasks in Outcomes 1–3, they should be expected to communicate effectively with others using the correct terminology, tone and style suited to the workplace.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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