



National Unit specification: general information

Unit title: Construction Craft Competence Assessment (SCQF level 6)

Unit code: H109 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 that craft. This Unit is designed to provide candidates with competence in the use of tools, equipment and materials to work towards National Occupational Standards and the ability to apply these skills in the workplace.

Outcomes

- 1 Generate evidence from the workplace.
- 2 Meet the requirements of occupational competence assessments.
- 3 Prepare for construction craft skills test.

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 credit 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

Generate evidence from the workplace

Performance Criteria

- (a) Complete all Candidate Record of Evidence from the Workplace reviews.
- (b) Complete all Candidate Record of Evidence from the Workplace craft experience checklists.
- (c) Agree actions to address gaps in skills, knowledge and experience.

Outcome 2

Meet the requirements of occupational competence assessments.

Performance Criteria

- (a) Complete the year one occupational competence assessment to the stated standards and tolerances.
- (b) Complete the year two occupational competence assessment to the stated standards and tolerances.
- (c) Complete the year three occupational competence assessment to the stated standards and tolerances.

Outcome 3

Prepare for construction craft skills test.

Performance Criteria

- (a) Complete a skills test preparation programme.
- (b) Practice key occupational skills and techniques.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

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

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

Written evidence is required to demonstrate that the candidate has achieved Outcomes 1 to the standards specified in the Performance Criteria. Assessment for Outcome 1 should be undertaken using the CREWs with evidence that the candidate has reflected on experiences from the workplace and has identified gaps in training and actions to address these gaps.

Performance evidence is required to demonstrate that the candidate has achieved Outcomes 2 to the standards specified in the Performance Criteria. Assessment for Outcome 2 will be achieved using an appropriate occupational competence assessment to evaluate the skills and competences developed during each year of training. Competence assessments will be undertaken at the end of years 1, 2 and 3. Achievement of Outcome 2 will be evidenced through observation of work processes and completed work product, assessed using the assessor observation checklist.

Performance evidence is required to demonstrate that the candidate has achieved Outcome 3 to the standards specified in the Performance Criteria. Assessment for Outcome 3 should be evidenced during skills test preparation with the candidate honing practical skills and techniques to the standards and tolerances of the occupational skills test. This industry progress assessment seeks to measure the progress towards and the achievement of the industry national occupational standards.

Outcome 1–3

Summary of standards (working towards industrial tolerances)	
Item	Measurement of standard
Complete all Candidate Record of Evidence from the Workplace reviews.	Review of each CREW and identify gaps in skills and knowledge.
Complete all Candidate Record of Evidence from the Workplace craft experience checklists.	Review the completed checklist of evidence from the final CREW to identify gaps in experience.
Agree actions to address gaps in skills, knowledge and experience.	Identify training needs for the skills test preparation programme.
Complete the year one occupational phase test to the stated standards and tolerances	Successful achieves year 1 Phase Test to the stated standards and tolerances
Complete the year two occupational phase test to the stated standards and tolerances	Successful achieves year 2 Phase Test to the stated standards and tolerances
Complete the year three occupational phase test to the stated standards and tolerances	Successful achieves year1 Phase Test to the stated standards and tolerances
Complete a skills test preparation programme	Attends and successfully completes the agreed programme
Practice key occupational skills and techniques.	Practices identified training needs to the requirements of the occupational skills test.

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 confirming construction craft competence.

This Unit would be offered to candidates working towards a Modern Apprenticeship in a Construction Craft and will measure experience from the workplace and candidates progress towards the craft occupational skills test standards.

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 confirming construction craft competence. 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 developing skills in organising work activities and resourcing. 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.

Learning and Teaching approaches should ensure that candidates are acquiring the underpinning knowledge required for the Unit in tandem with undertaking practical workshop activities.

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, Handle or Store Resources*

National Unit specification: support notes (cont)

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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.

Candidates should be given as much practise as possible prior to undertaking formal assessment. Evidence will be gathered for Outcomes 1 and 2 through observation that the candidates have met the given standards and tolerances during the practical assessment. An assessor observation checklist should be used to record this evidence.

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 productive work practices.

There are opportunities to develop the Core Skill of *Working with Others* at SCQF level 4, particularly in Outcomes 3, as these practical activities 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.

National Unit specification: support notes (cont)

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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 1–3. As candidates complete their practical tasks in Outcomes 2 and 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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