



National Unit Specification: general information

UNIT Bricklaying: Decorative Features (SCQF level 6)

CODE F6MJ 12

SUMMARY

This Unit is suitable for candidates working towards a Modern Apprenticeship in Bricklaying and will develop the candidates craft skills in decorative features. This Unit is designed to provide candidates with competence in the use of tools and equipment to set out and build decorative features and the ability to apply these skills in the workplace. It is also designed to enable candidates to develop their understanding and use bricklaying terminology, techniques and practices, produce working drawings and set out and build decorative features.

OUTCOMES

- 1 Demonstrate understanding of terminology, setting out techniques and construction practices used in building decorative features.
- 2 Set out and build decorative walling with corbels, plinths and special bricks.
- 3 Set out and build decorative walling with diapers, string course, corbels, convex ramp and brick on edge.

RECOMMENDED ENTRY

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

CREDIT VALUE

2 credits at Higher (12 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.*

Administrative Information

Superclass: TG

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National Unit Specification: 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
- ◆ ICT at SCQF level 3
- ◆ Numeracy at SCQF level 4
- ◆ Communications 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

Demonstrate understanding of terminology, setting out techniques and construction practices used in building decorative features.

Performance Criteria

- (a) Define terminology related to decorative features correctly.
- (b) Describe setting out techniques correctly.
- (c) Identify and explain construction practices correctly.

OUTCOME 2

Set out and build decorative walling with corbels, plinths and special bricks.

Performance Criteria

- (a) Set out decorative walling in accordance with the given specification.
- (b) Build decorative walling in accordance with the given specification.
- (c) Comply with current Health and Safety requirements during all work methods and activities.

OUTCOME 3

Set out and build decorative walling with diapers, string course, corbels, convex ramp and brick on edge.

Performance Criteria

- (a) Set out decorative walling in accordance with the given specification.
- (b) Build decorative walling in accordance with the given specification.
- (c) Comply with current Health and Safety requirements during all work methods and activities.

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 Bricklaying Training and Assessment Programme (TAP).

Evidence is required to demonstrate that the candidate has achieved this Unit to the standard specified in all Outcomes and Performance Criteria.

Written and/or oral recorded evidence is required to demonstrate that the candidate has achieved Outcome 1 to the standard specified in the Performance Criteria. Candidates will be required to demonstrate their knowledge of terminology, techniques and practices by defining terms, describing setting out techniques and identifying required construction practices. This assessment will take the form of a question paper and will be conducted under controlled, closed-book supervised conditions.

Product and performance evidence is required to demonstrate that the candidate has achieved Outcomes 2 and 3 to the standards specified in the Performance Criteria. Candidates will be required to set out and build decorative walling with corbels, plinths and special bricks and a decorative one-brick thick wall with diapers, string course, corbels, convex ramp and brick on edge. Assessment of these Outcomes will be evidenced through observation of work processes and assessment of the completed workpiece. Candidates must meet the given standards and tolerances during the practical assessment. An assessor observation checklist must be used to record this evidence. Assessment should be conducted under controlled, supervised conditions.

Outcome 2

| Summary of standards (working towards industrial tolerances) | |
|---|--|
| Item | Measurement of standard |
| Overall length | ±6mm |
| Gauge | ±5mm in overall height |
| Level | ±5mm |
| Plumb (all points) | ±5mm |
| Internal face flush | Regular, consistent and to all arrises |
| Round key finish external face | Clean, minimal smudging, no defects |
| Joint thickness | ±3mm |
| Faceplane deviation | ±6mm |
| Perpends No deviation exceeding | 3mm |
| Bonding all course | Complies with bonding rules |
| Projection of corbels | ±3mm |
| Level of corbels | ±3mm and must not tilt forward |
| Facework | Clean, minimal smudging, no defects |
| Plinths level | ±4mm |
| Plinth courses bonded fully | ±2mm |
| Projecting feature headers plumb | ±4mm |
| Projecting feature projection uniform | ±2mm |
| Brick-on-edge coping level double cants | ±3mm |
| Brick-on-edge coping level bullnose | ±3mm in length |
| Brick-on-edge coping regular joint thickness for both copings | ±3mm in length |

National Unit Specification: statement of standards (cont)

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Outcome 4

| Summary of standards (working towards industrial tolerances) | |
|---|--|
| Item | Measurement of standard |
| Overall length | ±5mm |
| Gauge | ±5mm |
| Level front and back of BOE | ±5mm |
| Plumb each point | ±5mm |
| Joint thickness | ±3mm |
| Perpend | No deviation exceeding 5mm |
| Struck jointing | Joint finish to extend to all arrises as appropriate |
| Corbel courses level | Level ±2mm and must not tilt forward |
| Corbel courses uniform projection | ±3mm |
| Soldiers plumb | ±2mm in both directions |
| Soldiers uniform joints | ±3mm |
| Soldiers gauge | To conform to gauge of brickwork ±1mm |
| Convex ramp radius | As specified |
| Circular cutting | ±4mm |
| Diaper work plumb | ±5mm |
| Diaper work projection | Uniform ±2mm |
| English cross bond | As specified |
| Faceplane | ±5mm |
| Face of bricks | Clean, minimal smudging, no visual defects |

| Summary of standards (working towards industrial tolerances) | |
|---|--|
| Item | Measurement of standard |
| Health and safety | Complies at all times |
| Risk assessment | Safety boots worn at all times Hard hat worn at all times High visibility vest worn at all times All other PPE as risk assessed |
| Method statement | Working area kept clean at all times Materials stacked safely at all times Tools handled correctly at all times Tools cleaned and stored safely at end of working day |

National Unit Specification: support notes

UNIT Bricklaying: Decorative Features (SCQF level 6)

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 80 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 Bricklaying at SCQF level 6.

The successful completion of this Unit will provide candidates with the required underpinning knowledge, practical skills, setting out techniques and construction practices associated with building feature brickwork.

This Unit should be offered to candidates from the construction and related services industries. The skills 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 decorative features. 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. Aspects of this Unit could be integrated with *Bricklaying: Decorative Ramp Walling* (SCQF level 6).

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 be looked at in accordance 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.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidate is required to develop the ability to set out and build decorative features in a safe manner at all times and, therefore, it is anticipated that the majority of learning will take place in a workshop/site environment.

Practical demonstrations underpinned by effective questioning techniques should focus on key skills, construction practices, techniques and underpinning knowledge related to the setting out and building of decorative features. During the learning process, practical learning is fundamental as candidates must become proficient in setting out and building decorative features while adopting appropriate construction practices.

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

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

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

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 choice of tools, appropriate materials, safety issues, safety equipment and sustainability. Individual discussions with assessors will enhance the evaluation of efficient working practices.

There are opportunities to develop the Core Skill of *Working with Others*, particularly in Outcome 3, as this practical assessment may be carried out working in pairs, as part of teaching and learning. Candidates can agree responsibilities and provide support and information to each other during the assessments. After assessment, they should be encouraged to consider how effectively they supported each other.

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.

Numeracy at SCQF level 4 could be enhanced through the interpretation of information from 3-dimensional working drawings and the practical use of calculation and measuring scales required for teaching and learning assessments for Outcomes 3 and 4.

There will be opportunities for candidates to develop the Core Skills of *Communications* at SCQF level 4. Candidates will have the opportunity to develop written and/or oral communication skills for the knowledge part of the assessment for Outcome 1 and Outcome 2. As candidates complete practical tasks, they should be expected to communicate with others using the correct terminology, tone and style suited to the workplace.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Detailed assessment material for this Unit will be found in section six of the Bricklaying 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 Bricklaying 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.

The candidates' knowledge and understanding of terminology, techniques and construction practices of bricklaying will be assessed through a question paper.

Candidates should be given as much practise as possible in setting out and building decorative features prior to being set the assessment. Evidence will be gathered for Outcomes 2 and 3 through observation that the candidates have met the given standards and tolerances during the practical assessment. An assessor observation checklist must be used to record this evidence.

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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. 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)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).