



National Unit specification

General information

Unit title: Block Walling: An Introduction (SCQF level 5)

Unit code: F1K5 11

Superclass: TG

Publication date: April 2016

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is suitable for learners who have had some experience in bricklaying, eg completion of the Unit Half Brick Walling: An Introduction. The Unit will develop learners in the craft skills of bricklaying, with particular emphasis on the construction methods used for Block Walls. Learners who complete this Unit can feel confident progressing further in the Construction Craft Industry.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Demonstrate the knowledge and understanding required to build block walls.
- 2 Measure and set out block walls.
- 3 Build block walls to given specifications.
- 4 Build an extended length of block wall to given specifications.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the Unit

Whilst entry is at the discretion of the centre, it would be beneficial for the learner to have attained the following of equivalent:

- ◆ an aptitude for craft skills
- ◆ some prior practical experience
- ◆ *Half Brick Walling: An Introduction* (SCQF level 4)

National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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 the knowledge and understanding required to build block walls.

Performance Criteria

- (a) Identify the correct sequence to measure, set out and dry bond block walls.
- (b) Identify the correct sequence to ensure the first course is level.
- (c) Identify the correct techniques, terminology and sequences used in building block walls.

Outcome 2

Measure and set out block walls.

Performance Criteria

- (a) The walls are measured out accurately.
- (b) The walls are marked and set out correctly.
- (c) The dry bonding on the first course is correct.
- (d) The level at both ends is established correctly.

Outcome 3

Build block walls to given specifications.

Performance Criteria

- (a) The walls are built to the given working drawings.
- (b) The walls are built to the prescribed standards and tolerances.

Outcome 4

Build an extended length of block wall to given specifications.

Performance Criteria

- (a) The walls are built to the given working drawings.
- (b) The walls are built to the prescribed standards and tolerances.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners must adhere to relevant Health and Safety regulations and legislation relating both to working practices within the construction environment, as well as those specific to any practical task they are requested to carry out (such as emphasising the importance of selecting and using the correct PPE at all times).

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required which demonstrates that the learner has achieved Outcome 1 to the standards specified in the Outcome and Performance Criteria. The evidence for this Outcome should be obtained under controlled, supervised conditions. The assessment will be closed-book and should last no more than 45 minutes.

Performance evidence supplemented with an assessor observation checklist/record should be used to show that the learner has achieved Outcomes 2, 3 and 4 to the standard specified in the Outcomes and Performance Criteria. Each learner will be observed to show that they can achieve the following throughout the delivery of the Unit:

- ◆ measure walls out accurately
- ◆ set out and dry bond the first course correctly
- ◆ establish the levels on the first course
- ◆ build basic walls working from information given on 3 dimensional drawings
- ◆ behave in a safe manner at all times

These Block walls will include:

- 1 A stopped end in half lap bond to include racking back (minimum height 4 courses).
- 2 A return corner in half lap bond to include racking back (minimum height 4 courses).
- 3 An extended length Block wall in half lap bond (minimum height four courses, minimum length six blocks).

This extended length of wall can be incorporated with either (1) or (2) above.

Assessment of this Unit should be completed over a period of time and evidence should be gathered at appropriate intervals.



National Unit Support Notes

Unit title: Block Walling: An Introduction (SCQF level 5)

Unit Support Notes are offered as guidance and 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 an optional Unit in the National Progression Award in Construction and can also be delivered as a free-standing Unit.

The content and context of this Unit is aimed at learners who are interested in pursuing a career in the craft of bricklaying. Learners will be required to gain an understanding of the correct terminology and sequences of block walling and will gain practical experience of building two block walls and extending one of them to given tolerances with the use of 3-dimensional drawings. There is an emphasis in developing the basic skills normally taught to an apprentice at the very early stage of time-serving. It is imperative that there is firm guidance on the continued development of safe working practices at this stage of the award.

The learning environment for this Unit will be a combination of classroom and workshop based learning. The knowledge element of this Unit would be taught in a classroom environment and put into practice in the workshop in conjunction with practical Outcomes.

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 approaches to delivery of this Unit

The learner is to be encouraged to further develop the hand skills and training of the eye for sighting purposes at this stage of the award. The use of the terms for Block walling should be integrated to the teaching of the practical work involved for this Unit. Learners should be encouraged to become familiar with the various terms by using them as appropriate. There must be emphasis on the importance of establishing accurate levels on the first course of blocks laid, and also the critical aspects of getting the first course of blocks plumb. The use of the pocket level combined with the training of eye sighting, with emphasis on building to the line are priorities at this stage of the learner's vocational development.

National Unit Support Notes (cont)

Unit title: Block Walling: An Introduction (SCQF level 5)

Guidance on approaches to assessment of this Unit

Centres may use the method of assessment which they consider to be most appropriate but are encouraged to use the Training Assessment Programme (TAP) developed centrally by SQA. It is expected that learners will have to demonstrate current knowledge and understanding of safe working practice and risk assessment methods, etc prior to being set the assessment tasks.

Knowledge and Understanding of the processes involved in *Block Walling: An Introduction (SCQF level 5)* should be assessed before any practical assignments are carried out by learners. This will include assessment of a learner's ability to prepare the work area for laying modular pavement.

Practical assignments should be carried out under supervised conditions and recorded in an assessor observation/operational checklist. Assessments should confirm that a learner has the ability to safely lay modular pavement using designated machinery or equipment correctly and safely, whilst adhering to current statutory Health and Safety regulations and legislation.

Adherence to current statutory working regulations and Health and Safety procedures will be observed during the practical exercise carried out by the learner towards all Outcomes.

Detailed assessment material for this Unit will be found in the relevant 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 TAP which has been developed centrally by SQA. Any other instruments of assessment used must be comparable to the TAP and have been prior verified.

Opportunities for 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 learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

The elements of the Core Skill of *Problem Solving*, such as Planning and Organising and Critical Thinking will be developed and enhanced as learners undertake this Unit. Learners 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 for learners to develop co-operative working skills, particularly in Outcome 4, as it is recommended that this practical assessment be carried out in pairs. Learners can agree responsibilities and provide support and information to each other during the teaching and learning assessment. After the assessment, they should be encouraged to consider how effectively they supported each other.

Opportunities also arise for learners to develop the Core Skill of *Information and Communication Technology (ICT)* by researching Health and Safety legislation affecting their area of work.

Numeracy skills will be naturally enhanced through the interpretation of information from 3-dimensional working drawings and the practical use of calculation and measuring scales required in the teaching and learning assessments for Outcomes 2, 3 and 4.

Although *Communication* skills are not formally assessed, learners will have the opportunity to develop written and/or oral communication skills for the closed-book assessment for the knowledge part of the teaching and learning assessment for Outcome 1. As learners complete practical tasks, they should be expected to communicate with others using the correct terminology, tone and style suited to the workplace.

History of changes to Unit

Version	Description of change	Date
02	Clarification of Standards and updated to new Unit Specification Standard.	29/04/16

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General information for learners

Unit title: Block Walling: An Introduction (SCQF level 5)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is suitable for learners who have had some experience in bricklaying. You will be required to gain an understanding of the correct terminology and sequences of block walling and will gain practical experience of building two block walls with the use of 3-dimensional drawings. There is an emphasis in developing the basic skills required for Block Walling.

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 will be looked at in accordance with current safety codes of practice and regulations.

There will be a series of training exercises followed by some practical task based assessment and multi choice knowledge assessment. Completion of the Unit will provide you with the basic skills necessary to enable you to progress to more complex aspects of Block Walling which in turn will further develop your skills and knowledge.

The elements of the Core Skill of *Problem Solving*, such as Planning and Organising and Critical Thinking will be developed and enhanced as you undertake this Unit. You 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.

There are opportunities to develop co-operative working skills, where you will agree responsibilities and provide support and information to others during assessment.

Opportunities also arise to develop the Core Skill of *Information and Communication Technology (ICT)* by researching Health and Safety legislation affecting your area of work.

Numeracy skills will be naturally enhanced through the interpretation of information from 3-dimensional working drawings and the practical use of calculation and measuring scales.

Although *Communication* skills are not formally assessed, you will have the opportunity to develop Written and/or Oral Communication skills