



## National Unit Specification: general information

**UNIT** Construction Craft Studies and Procedures (SCQF level 6)

**CODE** F6N5 12

### SUMMARY

This Unit is suitable for candidates working towards a Modern Apprenticeship in Carpentry and Joinery and will develop the candidate's knowledge and understanding of the construction industry. This Unit is designed to provide candidates with an in-depth knowledge of the personnel in the construction team and the roles and responsibilities of each. It is also designed to provide candidates with an understanding of the sequence of operations, techniques and procedures required to construct a domestic building.

### OUTCOMES

- 1 Correctly identify the members of the construction team and their individual functions.
- 2 Demonstrate knowledge and understanding of health and safety in relation to the construction industry.
- 3 Describe the functions of the main elements and components of a domestic building.
- 4 Accurately list a sequence of operations for an element of domestic building construction.

### RECOMMENDED ENTRY

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

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#### Administrative Information

**Superclass:** TE

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## **National Unit Specification: general information (cont)**

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### **CREDIT VALUE**

1 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.*

### **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
- ◆ *Information and Communication Technology* at SCQF level 3
- ◆ *Numeracy* at SCQF level 4
- ◆ *Communication* at SCQF level 4

## **National Unit Specification: statement of standards**

### **UNIT        Construction Craft Studies and Procedures (SCQF level 6)**

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**

Correctly identify the members of the construction team and their individual functions.

##### **Performance Criteria**

- (a) Correctly identify the members of the construction team.
- (b) Correctly identify the functions associated with the members of the construction team.

#### **OUTCOME 2**

Demonstrate knowledge and understanding of health and safety in relation to the construction industry.

##### **Performance Criteria**

- (a) Correctly state the three responsibilities of the employee with regard to health and safety.
- (b) Correctly state the responsibilities of the employer with regard to health and safety.
- (c) Correctly describe the power of the Health and Safety Inspectorate.
- (d) Correctly describe welfare requirements with regard to site conditions.
- (e) Produce a risk assessment and method statement for a given scenario.

#### **OUTCOME 3**

Describe the functions of the main elements and components of a domestic building.

##### **Performance Criteria**

- (a) Correctly describe the construction detail of building elements and components using the correct terminology.
- (b) Correctly describe the main functions associated with construction elements and components within a domestic structure.

#### **OUTCOME 4**

Accurately list a sequence of operations for erecting an element of domestic building construction.

##### **Performance Criteria**

- (a) Accurately list the sequence of operations for erecting an element of a domestic building.
- (b) Accurately list the materials, tools and equipment required.

## **National Unit Specification: statement of standards**

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### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that the candidates have achieved this Unit to the standard specified in all the Outcomes and Performance Criteria. All working practices must be in line with relevant and current Health and Safety legislation and regulations.

Written and/or oral evidence is required for Outcomes 1, 2, 3 and 4 to demonstrate the candidate has individually met the requirements set out in the Performance Criteria.

The evidence for Outcomes 1, 2, and 3 will be obtained under closed-book supervised conditions and for Outcome 4 in the form of an assignment.

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

## National Unit Specification: support notes

### UNIT Construction Craft Studies and Procedures (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 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 Carpentry and Joinery at SCQF level 6, which is a mandatory component of the Modern Apprenticeship in Carpentry and Joinery.

The successful completion of this Unit will provide candidates with the required underpinning knowledge and skills relating to the members and functions of the construction team, health and safety roles and responsibilities of both employees and employers, the functions of the elements and components of a domestic building and erection sequence for an element of such a building.

The Unit would be offered to candidates from the construction and related services industries. 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 the operational aspects of the construction industry and provides candidates with information on the roles and responsibilities of the construction team from concept to completion. It is further complimented by Units dealing with related work in their craft discipline. There would be opportunity to integrate aspects of this Unit with others in the appropriate PDA, eg *First Fixing; Second Fixing; Ground and Upper Floors; Pitched Roof Construction* at SCQF level 6. 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 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.

## **National Unit Specification: support notes (cont)**

### **UNIT            Construction Craft Studies and Procedures (SCQF level 6)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The following information may be helpful with regard to specific Outcomes:

##### **Outcome 1**

The candidate should be introduced to the members of the construction team through the use of audio-visual material, internet research and lecturer led discussions. These discussions should focus on the functions of each member of the team and their role within the team as well as responsibilities. The members of the team could be split into two clear sections:

Design: Client; Architect; Quantity Surveyor; Structural Engineer; Services Engineer

Site: Site Agent; Site Engineer; Contracts Manager; Clerk of Works; General Foreman; Trades Foreman; Ganger; Site Operatives.

Candidates should be encouraged to relate their own experiences, however limited, to the discussions.

##### **Outcome 2**

Candidates should be introduced to the Health and Safety at Work Act along with other relevant legislation which will impact on their role during their working day.

The use of internet research and legislative documents along with audio-visual materials could form the basis of discussions on the role employers and employees have to perform to comply with health and safety requirements and the consequences of non compliance for both parties.

Candidates should be given examples of systems in use on large construction sites to manage health and safety such as 'Yellow Card' and 'Red Card' offences.

The role of the inspectorate should also be discussed in relation to enforcing the legislation.

##### **Outcome 3**

Candidates should be introduced to the main elements and components of a domestic structure and their functions. This could be achieved through audio-visual materials, internet research, VLEs and lecturer led discussions. The main elements and components could include: substructure; superstructure; floors; roofs; services; finishes; doors; windows.

Functions: structural strength; thermal and sound insulation; fire resistance; servicing functions; weather resistance; structural stability and purpose; aesthetic requirements.

Candidates should be made aware of the importance of efficiency, sustainability and re-cycling in relation to domestic construction.

## National Unit Specification: support notes (cont)

### UNIT Construction Craft Studies and Procedures (SCQF level 6)

#### Outcome 4

Candidates should be introduced to the concept of listing a sequence of operations for simple projects in the first instance and then gradually introduced to more complex situations. The importance of this process should be emphasised in terms of being able to plan effectively and efficiently. Along with the sequence of operations candidates should be encouraged to include lists of materials, tools and equipment required to complete the projects.

The preliminary work for this Outcome could be covered in Units such as Install First Fixings; Ground and Upper Floors; Door Construction etc.

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

The candidate should be given the opportunity to further develop their skills through visual aids, electronic presentations, DVDs, e-learning, reference books, classroom exercises and group discussions. This teaching approach should ensure the candidate is acquiring the underpinning knowledge and skills required for the Unit.

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are opportunities to develop the Core Skill of *Problem Solving* at SCQF level 4. 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 and the use of role play will enhance the evaluation of efficient working practices.

Opportunities also arise for candidates to develop the Core Skill of *Information and Communication Technology* at SCQF level 3 by researching, use of spreadsheets, word processing, e-learning and e-assessment.

*Numeracy* skills at SCQF level 4 could be developed through the interpretation of information from 3 dimensional working drawings and the practical use of calculation and measuring scales.

Candidates will have the opportunity to develop *Communication* skills at SCQF level 4 through the production of an assignment using the correct terminology throughout.

## **National Unit Specification: support notes (cont)**

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#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

All the Sections of the Carpentry and Joinery Training and Assessment Programme (TAP) provide detailed assessment material for this Unit. It is 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 through prior verification. It is expected that candidates will be given as much practise as possible, prior to being set assessment tasks.

The candidates' knowledge and understanding of, the members and functions of the construction team, health and safety and the functions of the main elements and components of a domestic structure will be assessed through a question paper and conducted under controlled, supervised conditions.

The candidates' knowledge and understanding of sequencing operations will be assessed through the production of an assignment.

#### **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 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)*.

#### **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](http://www.sqa.org.uk/assessmentarrangements)