



## **National Unit specification: general information**

**Unit title:** Construct Rural Features and Structures: An Introduction

**Unit code:** H098 10

**Superclass:** SL

**Publication date:** January 2012

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Summary**

The Unit is designed to enable candidates to assist with the construction of simple features and structures typically found in rural work areas. Candidates will learn to select tools, equipment and materials and use them safely and appropriately in assisting with construction activities associated with entry level employment in rural industries. The Unit will introduce candidates to planning a construction project and producing a basic construction drawing, describing procedures and assisting with completing a construction task. This is an optional Unit in the National Certificate in Rural Skills at SCQF level 4. It is also available as a free standing Unit.

This Unit is suitable for candidates who:

- ◆ are undertaking the study of this subject for the first time.
- ◆ have a general interest in developing basic practical skills in constructing rural features and structures.
- ◆ have no prior knowledge or experience of construction or estate work. However, an interest in outdoor, practical work or previous experience of estate maintenance, landscape or construction work would be an advantage.

### **Outcomes**

- 1 Assist with planning the construction of a simple rural feature or structure
- 2 Carry out a simple risk assessment for the construction of a simple rural feature or structure
- 3 Assist in the construction of a simple rural feature or structure

## **General information (cont)**

### **Recommended entry**

Entry is at the discretion of the centre.

### **Credit points and level**

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4\*)

*\*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**

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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

### **Unit title:** Construct Rural Features and Structures: An Introduction

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.

All activities undertaken in this Unit must adhere to current Health and Safety legislation, regulations and codes of practice.

### **Outcome 1**

Assist with planning the construction of a simple rural feature or structure.

#### **Performance Criteria**

- (a) Assist with identifying procedures and tasks and arranging them in logical order.
- (b) Assist with selecting tools, equipment and materials.
- (c) Draw a simple construction drawing or cross section of the feature or structure, showing scaled measurements.
- (d) Produce a simple action plan for carrying out the project according to safe working practices.

### **Outcome 2**

Carry out a simple risk assessment for the construction of a simple rural feature or structure.

#### **Performance Criteria**

- (a) Identify risks and hazards during the construction of a simple rural feature or structure using a risk assessment form.
- (b) Describe control measures to be taken to reduce risks and minimise hazards using a risk assessment form.

### **Outcome 3**

Assist in the construction of a simple rural feature or structure.

#### **Performance Criteria**

- (a) Assist with preparing the site.
- (b) Assist with selecting appropriate tools, equipment and materials.
- (c) Assist with carrying out project tasks safely.
- (d) Keep the site tidy and store tools, materials and dispose of waste.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Construct Rural Features and Structures: An Introduction

### **Evidence Requirements for this Unit**

Performance and product evidence under supervised open-book conditions is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria at a standard appropriate for basic entry level skills. In particular attention should be paid to enabling candidates to achieve a required basic standard of safety, cleanliness, tidiness and sound construction and quality of appearance of simple structures and features. All activities undertaken in this Unit must adhere to current health and safety legislation, regulations and codes of practice.

A holistic approach to assessment and gathering of evidence is encouraged wherever possible. For example the candidate could use the same project to provide the evidence required for two or all three Outcomes.

#### **Outcome 1**

In planning the construction of a simple feature or structure the candidate should assist with making decisions on the procedures and tasks required and their order of completion and on the selection of tools, equipment and materials. They will use this information in their production of a simple construction drawing and a simple action plan.

The construction drawing or cross section should be:

- ◆ drawn to a suitable scale and accuracy (+ or – 10%).
- ◆ simple, clear and easily understood.
- ◆ show important dimensions or measurements.
- ◆ name or describe materials and structures.

The action plan must indicate the order of tasks to be carried out and very briefly describe the procedure and materials used in each key stage of the construction of the feature or structure.

#### **Outcome 2**

Candidates will be provided with a simple and familiar risk assessment form and are required to carry out a basic risk assessment and fill in the form for a specific construction task (such as in Outcome 1 or 3). They should:

- ◆ identify hazards and risks.
- ◆ briefly describe measures for minimising hazards and risks, including listing the personal protective equipment required for the task.

#### **Outcome 3**

Candidates must take part in the construction of a simple feature or structure according to the requirements of the Performance Criteria. They should keep a brief record of what was done at each stage of the project and of their contribution to meeting the Performance Criteria. Candidates will achieve the required basic standard of safety, cleanliness and tidiness of self and work area. They will also assist in the production of effective construction and in the quality of appearance of a simple structure or feature.

## National Unit specification: support notes

### Unit title: Construct Rural Features and Structures: An Introduction

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 focuses on the construction of new features or structures and has a different emphasis from the Unit *Rural Estate Maintenance* (SCQF level 4) which focuses on the repair and maintenance of existing features, structures and buildings.

The Unit should be candidate-centred and focus on tasks that develop practical skills and underpinning knowledge required to provide basic transferable construction skills that are appropriate to a wide range of situations (eg mixing concrete). Candidates should be introduced to a range of tools, methods and materials and supported in learning the skills and understanding to carry out a range of tasks covering each Outcome. The range of tasks covered will depend upon the situation or rural skills area or context but should cover a variety of tasks and materials. Suggestions of the types of tasks that could be covered are given below:

Building a low wall, raised bed or fence; assembling a polytunnel or garden shed; putting up bollards or signs; constructing a path. The methods and materials will depend on the situation, for example: a path may be concrete, slabs, hoggin, woodchip, boardwalk or other construction.

This Unit aligns to the following National Occupational Standards from Lantra:

CU24 Install, maintain and repair site furniture and structures

### Guidance on learning and teaching approaches for this Unit

Centres must ensure that health and safety issues are emphasised throughout the Unit and that candidates carry out tasks according to safe working practices and are provided with and use personal protective equipment (PPE) appropriate for the tasks and working environment.

The importance of protective clothing, safety regulations, safe working practices and procedures and legal requirements should be emphasised at all times. Some time should be spent on the identification, purpose, safe use and care of basic hand tools. The value of completing records of work should also be emphasised as part of the normal routine. Records should include time taken and materials and quantities used, health and safety issues as well as details of the tasks themselves.

The Unit should be candidate-centred and focus on developing basic practical transferable construction skills that are appropriate to a wide range of rural work situations.

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

### **Unit title: Construct Rural Features and Structures: An Introduction**

Centres must provide an appropriate environment in which the candidates can experience a suitable range of tasks to meet the requirements of the Unit. The importance of health and safety should be highlighted throughout the Unit.

The delivery of this Unit should be activity based. The learning and teaching approaches adopted and the time required will be determined by the individual needs of the candidate. Demonstrations should be followed by supervised participation until confidence and competence increases. Eventually opportunities should be available for the candidate to work in small groups or individually.

Skills should be demonstrated to the candidates and support and guidance given as they prepare for, carry out and keep records of the tasks. Throughout the Unit the reasoning behind each task and the underpinning knowledge required to support development of the basic skills should be covered and formative questioning used to help embed knowledge.

The emphasis should be on the development and understanding of basic practical skills, the use of tools and materials and safe and well organised working practices.

Group discussion, team working activities and individual responsibilities will play an important part in the delivery of the Unit and will provide opportunities for candidates to develop their communication, working with others and employability skills. Due to the practical and variable nature of the work there will also be opportunities for candidates to develop their problem solving skills and record how challenges were met. Candidates should also be encouraged to develop their numeracy skills where opportunities arise for example: measuring distance or area and calculating quantities of materials.

### **Guidance on approaches to assessment for this Unit**

Centres may use the instruments of assessment which are considered by tutor/trainers to be the most appropriate. Examples of instruments of assessment which could be used for all Outcomes would be open-book practical exercises assessed by tutor observation of activity supplemented by adequate checklists. Additional evidence should be provided in the form of written and/or oral evidence in the form of a candidate's log book, diary or portfolio recording all relevant activities.

Due to the practical nature of the assessment it is suggested that candidates maintain some form of photographic or video record of performance along with written or oral records of tasks carried out. These might be kept in the form of a logbook, diary or portfolio of evidence on paper or in an electronic format. In addition to supporting candidates with their recording of evidence, the assessor should maintain an observation checklist that covers all the Outcomes and Performance Criteria for each candidate.

Candidates may wish to add additional (not required for assessment) information and notes to their records of evidence to develop their work beyond the minimum requirements of the Unit.

## National Unit specification: support notes (cont)

**Unit title:** Construct Rural Features and Structures: An Introduction

### 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)*.

### Opportunities for developing Core Skills

In this Unit candidates will assist in planning and constructing a rural feature or structure. Candidates will:

- ◆ assist with planning a project including basic measurement.
- ◆ assist with the selection of appropriate tools and equipment.
- ◆ carry out a simple risk assessment.
- ◆ assist with the completion of the project.

As candidates are doing this Unit they will be developing aspects of Core Skills in *Communication, Numeracy and Problem Solving*.

This Unit has the Problem Solving component of Critical Thinking embedded in it, so when the candidate achieves this Unit their Core Skills profile will be updated to show they have achieved Critical Thinking at SCQF level 4.

### 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)

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	19/01/2012

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