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# National 5 Construction Crafts Skills for Work Course Specification

## C218 75

**Valid from August 2013**

This edition, May 2017 version 3.0

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# Course outline

**Course title:** National 5 Construction Crafts Skills for Work

**SCQF credit points:** (24 SCQF credit points)

**Course code:** C218 75

## Mandatory units

The course comprises the following mandatory units:

J147 75	Construction Crafts: Employability Skills	6 SCQF credit points
J153 75	Construction Crafts: One Brick Walling	6 SCQF credit points
J152 75	Construction Crafts: Bench Joinery	6 SCQF credit points

## Optional units

The course comprises the following optional units:

J159 75	Construction Crafts: Plumbing of Sanitary Appliances	6 SCQF credit points
J158 75	Construction Crafts: Decorative Painting Techniques	6 SCQF credit points

## Recommended entry

While entry is at the discretion of the centre, it would be beneficial for learners to have attained the following or equivalent:

- ◆ National 4 Construction Crafts Course or its units

## Progression

This course or its units may provide progression to:

- ◆ Scottish Vocational Qualifications in construction crafts
- ◆ further education
- ◆ training/employment

## Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this course specification.

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

## Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The National 5 Construction Crafts Course has been designed to link broadly to National Occupational Standards, but the standards required of first-year apprentices in the building industry are significantly more demanding than those in this course.

Compared to National Occupational Standards, this course involves less scale and complexity in practical work, and/or more achievable tolerances. For example, one of the mandatory units in the course, *Construction Crafts: One-Brick Walling*, requires learners to build a one-brick wall with a stopped end, toothed and racked back, and a one-brick wall with return corner and racked back, all to a drawing or given dimensions. In the unit, the scale of the exercises is less extensive than that given to apprentices in training in industry. The tolerances demanded by the National 5 unit are also less demanding than those found in National Occupational Standards. The course nevertheless introduces learners to the type of assessment regime they will encounter in industry and provides a useful preparation for employment or further training in the construction industry.

In other units in the National 5 Construction Crafts Course, the tolerances required are similarly less stringent than those required of trade apprentices.

Further details are provided in the Rationale section.

## Equality and inclusion

This course arrangements 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](http://www.sqa.org.uk/assessmentarrangements).

## Common rationale for Skills for Work courses

Skills for Work courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Skills for Learning, Skills for Life and Skills for Work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

### The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge
- ◆ Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

# Course Rationale for Construction Crafts National 5 Skills for Work

All new and revised National courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

The construction industry is a major employer and significant contributor to the Scottish economy. There is a need for trainees in all of the trades in this diverse sector. The National 5 Course allows learners to gain an insight into several of the important trades and make informed choices regarding a career in construction.

The *National 5 Construction Crafts Course* has been designed to provide a basis for progression into further education or for moving directly into training or employment within the construction sector. The purpose of the course is to ensure that learners start to develop the general skills, practical skills, knowledge and understanding and employability skills needed within the sector.

The course structure has been designed to reflect important trades in the construction industry. The two trade-specific units in the mandatory section deal with brickwork and bench joinery. Brickwork contractors and joinery contractors regularly act as principal or main contractors and co-ordinate the work of the other trades as well as their own. The two optional units deal with trades that are always in demand — plumbing and painterwork. The mandatory unit, National 5 *Construction Crafts: Employability Skills*, reflects those generic employability skills that are valued by employers.

## Purposes and aims of the course

The general aims of the Construction Crafts Course are to:

- ◆ widen participation in vocationally-related learning
- ◆ allow learners to experience vocationally-related learning
- ◆ provide learners with a broad introduction to the construction crafts vocational sector
- ◆ encourage learners to foster a good work ethic, including timekeeping, a positive attitude and other relevant employability skills
- ◆ provide opportunities to develop a range of Core Skills in a realistic context
- ◆ encourage learners to take charge of their own learning and development
- ◆ provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential
- ◆ facilitate progression to further education and/or training

In particular, the aims of this course in Construction Crafts are to:

- ◆ give learners the knowledge, skills and understanding associated with a range of craft skills in construction at this level
- ◆ develop an awareness that health and safety issues and risk assessment are central to the world of work and, in particular, to the construction industry
- ◆ encourage learners to be proactive regarding health and safety
- ◆ encourage learners to develop a positive attitude to waste minimisation and environmental issues
- ◆ enable learners to develop and apply practical, technical and communication skills as a foundation for future learning and progression
- ◆ encourage learners to interact with their peers and tutors to complete practical tasks
- ◆ encourage learners to apply their knowledge and understanding of construction by using skills of evaluation and problem-solving in a vocational context
- ◆ encourage learners to plan their work, review their progress and implement change where necessary
- ◆ prepare learners for further learning opportunities, study and training for employment in construction and the built environment sectors and related occupations

The *National 5 Construction Crafts Course* has been designed with National Occupational Standards in mind. There is a link, though not directly, to these Standards. The standards required of first-year apprentices in the building industry are significantly more onerous than those for this course which is at an introductory level.

This course supports progression into appropriate further education or training. The course provides the basis for learners to gain an insight into the craft occupations of brickwork, joinerwork and plumbing or painting, and to use their studies to help them decide the career they wish to follow.

Learners studying the *National 5 Construction Crafts Course* may progress into a craft apprenticeship and undertake a Scottish Vocational Qualification whilst in employment. They may also choose to progress to a full-time pre-vocational course in a further education college. All learners will benefit from the transferable

employability skills developed in this course, regardless of which career they choose to follow.

### **Information about typical learners who might do the course**

The primary target group for this course is school learners in S3 and above with an aptitude and enthusiasm for practical crafts work or who have previous experience of construction crafts at National 5. It is anticipated that, for this group of learners, the course will rely on and build on existing partnerships between schools and colleges (or other agencies). This may be particularly pertinent in the case of the Construction Crafts Course due to the specialist expertise and facilities available in, for example, Further Education colleges and with training providers. Nevertheless, the Construction Crafts Course is designed at a level and scope such that it can be delivered in schools, if the school has suitable facilities and teaching expertise. The course is also suitable for adult learners who are seeking to enhance their employability and develop introductory vocational skills in the construction sector.

While no formal entrance qualifications are required for this National 5 Course, it would be expected that learners embarking on the course will find the following learning skills and aptitudes helpful:

- ◆ basic proficiency in literacy
- ◆ proficiency in numeracy
- ◆ an aptitude and enthusiasm for practical crafts work
- ◆ some aptitude for graphical forms of communication (the reading of drawings is specifically required by the course)
- ◆ motivation to work independently
- ◆ ability to work as part of a small team

Learners who have previously achieved the *National 4 Construction Crafts Course* will find that the *National 5 Course* allows them to develop their skills by tackling more complex crafts activities. The *National 5 Course* can, nevertheless, be attempted by learners with no prior experience of construction crafts but who have an aptitude or enthusiasm for practical crafts work.

# Course structure and conditions of award

## Summary of course content

The course has three mandatory units and one optional unit selected from a choice of two. In the mandatory section one of the units addresses a range of employability skills related to the construction industry. The other two mandatory units are concerned with the two main construction crafts of brickwork and joinery.

The optional section requires learners to take one 40-hour unit from a choice of two. The unit in this section can be chosen, if applicable, to extend the learner's experience of one of the craft skills already undertaken in the National 4 *Construction Crafts Course*. The selection of the optional unit may, alternatively, simply be to enable the learner to gain experience of an additional construction craft.

All of the craft skills units, whilst focusing on specific craft skill areas, address generic skills relating to quality checking and health and safety issues.

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

### Mandatory section

#### **Construction Crafts: Employability Skills (SCQF level 5)**

Learners are required to develop work practices and attitudes that enhance employability. They will review the skills they have developed and adapt their performance in subsequent activities.

Learners will carry out basic risk assessments and record their findings. They will also develop skills in interpretation of drawings and in preparing basic materials schedules from drawing and specification information.

#### **Construction Crafts: One-Brick Walling (SCQF level 5)**

Learners are required to set out and build short sections of one-brick wall in accordance with given drawings and to prescribed tolerances. This will give them experience of brick bonding techniques significantly beyond simple half-brick walls.

#### **Construction Crafts: Bench Joinery (SCQF level 5)**

Learners will learn a number of joinery jointing techniques. They will learn skills in measurement as well as how to cut, assemble and fix timbers into a frame from a given drawing.

## **Optional section**

### **Construction Crafts: Plumbing of Sanitary Appliances (SCQF level 5)**

Learners are required to assemble, fit and fix a significant piece of sanitaryware such as a wash hand basin. They will assemble and fix associated fittings such as handwheels (taps) and wastes and will fabricate and connect both copper and plastic pipework associated with the sanitary appliance.

### **Construction Crafts: Decorative Painting Techniques (SCQF level 5)**

Learners will carry out work in forming decorative bands and lines. They will work with moulded panels and gain skills in replicating given designs in freehand brushwork. Finally, learners will learn how to mix different colours to match given paint samples.

## **Conditions of award**

To achieve the award of Construction Crafts National 5, learners must achieve all the required units as outlined in the course Outline. They will be assessed pass/fail within centres. Skills for Work courses are not graded.

# Assessment

## Assessment objectives

Assessment across the units in this course will address the applied knowledge, skills and understanding associated with a range of craft skills in construction at National 5. In particular, assessment will focus on:

- ◆ practical vocational skills
- ◆ skills for employment in a construction crafts context

## Unit assessment

The assessment of the units in this course will be as follows:

### Construction Crafts: Employability Skills (SCQF level 5)

The assessment in this unit is based on:

- ◆ the completion of a learner review sheet on three different occasions throughout the course and each time in a different trade
- ◆ employability skills in the context of different craft trades
- ◆ the interpretation of building or component drawings to produce simple materials schedules
- ◆ the completion of basic risk assessments

### All other units

In all the units that focus on the development of specific craft skills, the assessment follows a common pattern. This involves a range of practical activities that will produce evidence for all the outcomes. The evidence will be confirmed by the use of assessor checklists which will cover:

- ◆ the appropriate use of tools and materials
- ◆ successful completion of a task, product or assembly
- ◆ quality checking of their own work by the learner to prescribed standards and tolerances
- ◆ attention to health and safety aspects of working in a workshop environment

Further details about unit assessment for this course can be found in the unit specifications and the Assessment Support Pack (ASP) materials.

Exemplification of possible assessment approaches for these units will be provided in the *Assessment Support Pack*.

## Quality Assurance

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

## **1 Literacy**

1.1 Reading

1.2 Writing

## **2 Numeracy**

2.1 Number processes

## **3 Health and Wellbeing**

3.1 Personal learning

3.4 Planning for, and making, choices and changes

## **4 Employability, enterprise and citizenship**

4.1 Employability

## **5 Thinking Skills**

5.1 Remembering

5.2 Understanding

5.3 Applying

5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

# Employability skills profile

## Appendix: Employability Skills Profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

Construction Crafts: Employability Skills	= A
Construction Crafts: One Brick Walling	= B
Construction Crafts: Bench Joinery	= C
Construction Crafts: Plumbing	= D
Construction Crafts: Decorative Painting Techniques	= E

Employability skill/attitude	Evidence
◆ timekeeping	A
◆ attendance	A
◆ following instructions	A
◆ taking advice and dealing with constructive feedback	A
◆ maintaining tidy work area	A
◆ working co-operatively with others	A
◆ planning and preparation	All
◆ checking quality of own work	All
◆ positive attitude to learning	A
◆ review and self-evaluation	A
◆ awareness of health and safety issues	All
◆ interpretation of graphic information	All
◆ calculating materials requirements	A
◆ waste minimisation	B, D, E
◆ basic risk assessment	A

Assessment evidence in all units:

A = Learner Review Sheet; learner's risk assessment; learner's materials schedules

B-E = Assessor observation checklist, learner quality check

## **Course support notes**

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work Course. They are intended for teachers and lecturers who are delivering the course and its units.

## **Guidance on approaches to delivery and assessment for this course**

The course has three mandatory units and one optional unit selected from a choice of two.

Teachers and lecturers may wish to discuss job opportunities with learners. Learners will become aware of the further steps they need to take to gain employment or further training. Through their experiences of the various practical crafts in the course, they should become better equipped to make informed personal choices regarding careers and further study.

## **Sequencing/integration of units**

These units can be attempted in any order, but the mandatory Employability Skills Unit should span the course, allowing learners ample opportunity and time to develop and review employability skills and attitudes over a range of trade activities and over a reasonable period of time.

The trade-specific units in the mandatory section deal with two main trades in the construction industry. Brickwork contractors and joinery contractors regularly act as principal or main contractors and co-ordinate the work of the other trades as well as their own.

## **Guidance on approaches to delivery**

The optional units are from trades that are always in demand. Plumberwork allows learners to work with a variety of tools and materials. Plumbers must also be able to read drawings and assemble bathroom and kitchen fittings in accordance with manufacturers' instructions. Painterwork involves learning specialist techniques that have stood the test of time. Furthermore, modern tools and materials have added new dimensions to this popular trade. Learners will learn skills in decorative finishes and in creating patterns in freehand brushwork. Learners will also experiment with colours and learn how to mix different colours to match given paint samples.

## **Learning and Teaching**

The course has been designed to ensure that learners are involved in lots of hands-on work, learning through practical experiences. The main focus in each of the trade-specific units is on experiential learning. General vocational skills, such as the careful selection and maintenance of tools and equipment and adherence to health and safety requirements, are integrated with the practical work in the units.

As an essential prelude to the carrying out of practical tasks, learners will be introduced to the importance of health and safety and workshop protocol. Learners will gain experience of aspects of the health and safety regime in the workshop by carrying out basic risk assessments for the workspace or for particular construction trade activities. (Formal risk assessments are carried out by responsible individuals appointed by each centre in accordance with legislation).

Teaching and learning approaches should include demonstrations of practical work by tutors. Short lessons on specific aspects of trade practice and the correct use of tools will prove invaluable and should be offered at regular and appropriate intervals throughout the learning experience. This is especially important because, at National 5, learners will learn skills significantly beyond those required of National 4 learners. For example, one-brick walling requires the use of significantly more complex brick bonds than half-brick walling. The other trade-specific units in this course similarly require that learners learn more demanding skills and accomplish more complex or intricate tasks than at National 4.

Practical demonstrations by tutors may be followed by brief practice sessions in which the learners practice the skills emphasised in the demonstration. Given the practical nature of teaching/learning and assessment, centres should ensure that teaching sessions are sufficiently long to ensure that such sessions provide a meaningful experience for learners.

Learning from practical experiences and reflecting on them is an approach that is embedded in the course. Throughout the learning experience, the emphasis should be on helping learners to develop an awareness of the employability skills and attitudes needed in the construction industry. These include, for example, good timekeeping, co-operating with others, awareness of hazards and other health and safety issues, careful reading of drawings, following instructions and a willingness to learn. Opportunities to develop these skills and attitudes will arise naturally throughout the course. Learners should be aware that these generic skills are just as valuable as the practical craft skills they are developing.

It is important for workshop activities to be carried out to the scheduled timetable; learners will have opportunities to demonstrate good timekeeping and see the benefit of this in their achievements. Learners will have to co-operate and communicate with others regarding the shared workspace. They may have to co-operate over the sharing of common tools and equipment.

Although learners are required to carry out only a limited number of formal reviews of their work and learning for assessment purposes, they should be encouraged to review their work throughout the course and on an ongoing basis. They should come to appreciate that reviewing their work is good practice and that their work improves as a consequence of developing this habit.

Learners should be encouraged to develop a positive attitude to waste minimisation and environmental issues regarding the use of materials. They should be asked to consider waste minimisation when completing lists or schedules of materials required for practical activities in the different trades. Waste minimisation is also highlighted when learners assist in clearing away surplus materials and tidying up the workplace during and after practical work. The course will also increase awareness that health and safety issues are important in the workplace generally and in the construction industry in particular.

In carrying out trade activities, learners will learn that there are correct and incorrect ways to use tools and equipment. Tutors will be able to demonstrate to learners various examples of good working practice and trade techniques. Learners, in turn, will learn the importance and value of following instructions. Such positive experiences will contribute to the fostering of a positive attitude to learning.

Teaching and learning approaches should encourage learners to take responsibility for their own learning and development. In the practical units in the course, learners need to carry out quality checks on their own work. This provides a good opportunity to motivate learners to take pride in their work and to be confident that their work is up to standard. In the Employability Skills Unit, learners will take responsibility for seeking feedback and identifying action points for improvement. This should help them to develop confidence in speaking on a one-to-one basis with teachers and lecturers, in taking advice and in asking for direction and assistance when necessary.

### **Preparation for practical activities, visiting speakers, visits**

Throughout the Course, the need for correct preparation in advance of practical activities should be stressed. Preparatory work should not take a long time to complete if correct trade practices are emphasised by tutors on a day-to-day basis.

Learners will learn how to interpret drawings and associated written instructions. Such skills can be acquired through carefully planned and managed tutorial sessions. In addition, teaching the correct use of tools and equipment and a positive view of health and safety should help to ensure that preparation for practical work is comprehensive but does not take too long.

Learners will require supervision during workshop sessions — not just to help with practical work but for health and safety reasons as well. The learning environment should be designed to promote safe systems of work and to minimise risks. For example, when undertaking the task of transporting and stacking bricks for brickwork activities, a safe system of work involving a correct route through and around the workshop should be pre-planned by the centre and adhered to by Learners. Learners themselves can be taught how to recognise potential safety hazards and should be encouraged to report these to a responsible person as and when they occur.

It is recommended that each practical session be preceded by a ‘tool box’ talk on an aspect of health and safety relevant to the planned work for the day. It is recommended that Learners be given appropriate and regular practice sessions in the correct use of the materials to be used in each session as well as coaching in the correct use of associated tools and equipment.

Centres are encouraged to establish links with local industry. Local construction companies, trades associations, builders’ merchants and chambers of commerce may be happy to offer support. For example, they might send representatives from their organisations to give short talks or presentations about the work of their company. Visitors from industry will also be able to give Learners a realistic view of jobs and conditions in construction.

It may be possible for centres to arrange visits to building sites as part of the Learners' learning experience. Visits to housing developments are often particularly useful because work in progress will likely be at different stages throughout the site — some houses may be at foundation stage, others with the structure in place and yet others being worked on by the finishing trades. Learners will be able to see how, through planning, all of the different trades are able to work at the same time on the one site. Site visits, or visits to builders' merchants' premises, should be carefully arranged, organised and must be properly authorised. It would be preferable for safety reasons for those responsible for such visits to have prior knowledge of the site in question.

## **Health and Safety**

Risk assessment and compliance with health and safety legislation is of paramount importance in this Course. Learners and tutors alike, therefore, need to be aware of the hazards encountered in construction crafts activities, for example, slips, trips and falls. Correct manual handling techniques are also important in, for example, brickwork. Learners must also learn the correct method of stacking bricks in preparation for builderwork activities.

Learners fabricating joints in timber frames should be well informed of the hazards inherent in working with sharp tools. They must be taught correct techniques in the use of such tools.

Learners of plumberwork carrying out work on kitchen or bathroom fittings should be taught correct manual handling techniques. Sometimes they might be dealing with items of sanitaryware that require lifting by two persons because they may be awkward to lift or manoeuvre into position.

When Learners are working with paint, precautions should be taken to guard against skin contact with certain paint materials. Slipping and tripping hazards must also be addressed.

Due to the health and safety implications involved in working on building sites, the Construction Crafts Units have been designed so that they can be taught and assessed in a workshop environment. Legislation effectively precludes work placement for 14–16 year olds on building sites. This Course has been designed with that in mind and does not require work placement.

It is the centre's responsibility to carry out risk assessments. Centres should ensure that they comply with all current legislation.

Part of the evidence for Outcome 1 in the National 5 Construction Crafts: Employability Skills Unit requires that Learners carry out a number of basic risk assessments. These should be carried out as part of the work in trade-specific practical Units. Learners are not required to carry out the risk assessments that centres are required by law to perform.

The National 5 Construction Crafts Course requires access to safe and suitably equipped classrooms, workshops or work areas to deliver and assess the vocational craft Units. These workshops or work areas should be of an appropriate size and have sufficient tools, equipment and resources to deliver and assess the Units for the number of learners in the class group or groups. This may take the form of a combined workshop/project area divided into suitable work areas for each craft, or of separate workshops for each trade. Storage areas for materials and

personal protective equipment (PPE) should also be provided. Washing and drying facilities will be required to allow Learners to clean themselves after working with construction materials.

It is recognised that some centres will not have facilities available to deliver all of the Units in this qualification; in these cases, appropriate partnership arrangements may provide the learning environments and/or expertise necessary to deliver the Course. In such situations all partners involved should discuss health and safety and safe systems of work as a priority. They should also set up arrangements for ongoing communication between partners on health and safety.

## **Guidance on approaches to assessment**

Approaches to assessment which promote the efficient and effective gathering of evidence are to be encouraged.

The National 5 Construction Crafts: Employability Skills Unit should be integrated with the trade specific Units. Learners can readily gather evidence for assessment of this Unit during their work in the practical trades Units. Learners will complete a minimum of three review sheets in the different trade activities.

Part of the evidence for Outcome 2 in the National 5 Construction Crafts: Employability Skills Unit requires that Learners carry out a number of basic risk assessments. These should be carried out as part of the work in trade specific practical Units.

Assessment of Outcome 3, in the same Unit, which focuses on interpreting drawings and producing a schedule of materials required, could also take place during the work in trade specific practical Units.

Within the trade specific practical Units, the Learner will produce evidence as a natural part of the learning and teaching process. Learners will first learn and practise the correct techniques and methods for each of the trades they undertake. Assessment of the various practical tasks will take place at appropriate points throughout the Course, allowing time for Learners to make quality checks on their finished products against prescribed tolerances. This should be done before submitting their work for formal assessment.

## **Opportunities for e-assessment**

There may be opportunities for the introduction of e-learning during the teaching and delivery of the course. The learning and assessments of the knowledge-based outcomes can be conducted either by using e-learning methods (this could also be used for teaching) or by traditional teaching techniques. For example, formal assessments may make use of IT systems and facilities when available, or alternatively can use the standard mode of supervising learners during classroom paper-based assignments.

## **Opportunities for developing Core Skills**

Opportunities to develop aspects of Core Skills should be taken where they arise naturally. For example, learners will develop aspects of numeracy when making calculations for the materials they require and in setting out and planning practical exercises. Learners will also have to communicate with tutors and other learners regarding craft practices, materials and tools, health and safety and collaborative working in the workplace. Aspects of problem solving will arise in the carrying out of practical construction activities.

## General information for learners

The National 5 Skills for Work Construction Crafts course focuses on the broad areas of brickwork, joinery, plumbing and painting and decorating. The overall purpose of the course is to ensure that you start to develop the generic and practical skills, knowledge and understanding, and employability skills needed within the construction sector.

You will develop specific skills across all of these areas by the:

- ◆ Interpretation of a drawing or specification.
- ◆ Preparation of basic materials
- ◆ Carry out a number of practical tasks
- ◆ Appropriate use of tools, materials, and equipment.
- ◆ Quality checking of your own work.
- ◆ Attention to health and safety aspects of working in a construction type of environment.

This course supports progression into appropriate further education, training, or employment.

**Published:** August 2013

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## History of changes to National course specification

Version	Description of change	Date
3.0	Units re-coded to align with corresponding course 2 code. No change to unit content.	May 2017
2.0	2013 — Course re-coded as part of CfE development programme but no change to course and unit content.	August 2013

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