

# Pearson BTEC Level 3 National Extended Diploma in Civil Engineering

## Specification

First teaching September 2017

Version 1.0



**Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

**About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

ISBN 978 1 446 94666 4

All the material in this publication is copyright

© Pearson Education Limited 2017



# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We are providing a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10* for details of the support we offer.

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.



## Collaborative development

Students completing their BTEC Nationals in Construction and the Built Environment will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.



# Contents

<b>Introduction to BTEC National qualifications for the Construction and the Built Environment sector</b>	<b>1</b>
Total Qualification Time	2
Qualifications, sizes and purposes at a glance	3
Structures of the qualifications at a glance	6
Qualification and unit content	8
Assessment	8
Grading for units and qualifications	10
UCAS Tariff points	10
<b>1 Qualification purpose</b>	<b>11</b>
<b>2 Structure</b>	<b>14</b>
<b>3 Units</b>	<b>17</b>
Understanding your units	17
Index of units	20
<b>4 Planning your programme</b>	<b>251</b>
<b>5 Assessment structure and external assessment</b>	<b>254</b>
Introduction	254
Internal assessment	254
External assessment	254
<b>6 Internal assessment</b>	<b>256</b>
Principles of internal assessment	256
Setting effective assignments	258
Making valid assessment decisions	260
Planning and record-keeping	262
<b>7 Administrative arrangements</b>	<b>263</b>
Introduction	263
Learner registration and entry	263
Access to assessment	263
Administrative arrangements for internal assessment	264
Administrative arrangements for external assessment	265
Dealing with malpractice in assessment	267
Certification and results	269
Additional documents to support centre administration	269
<b>8 Quality assurance</b>	<b>270</b>
<b>9 Understanding the qualification grade</b>	<b>272</b>
<b>10 Resources and support</b>	<b>278</b>
Support for setting up your course and preparing to teach	278
Support for teaching and learning	279
Support for assessment	279
Training and support from Pearson	280
<b>Appendix 1 Links to industry standards</b>	<b>281</b>
<b>Appendix 2 Glossary of terms used for internally-assessed units</b>	<b>282</b>







# Introduction to BTEC National qualifications for the construction and the built environment sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Diploma in Civil Engineering. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of Construction and the Built Environment qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between qualifications where they wish to select a more specific progression route. The qualification titles are given below.

Within this suite are BTEC National qualifications for post-16 learners wishing to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and technical skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In the construction and the built environment sector these are:

Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment (603/0862/X)

Pearson BTEC Level 3 National Foundation Diploma in Construction and the Built Environment (603/0863/1)

Pearson BTEC Level 3 National Diploma in Construction and the Built Environment (603/0864/3)

Pearson BTEC Level 3 National Diploma in Building Services Engineering (603/1218/X)

Pearson BTEC Level 3 National Diploma in Civil Engineering (603/1217/8)

Pearson BTEC Level 3 National Extended Diploma in Construction and the Built Environment (603/0861/8)

Pearson BTEC Level 3 National Extended Diploma in Building Services Engineering (603/1219/1)

Pearson BTEC Level 3 National Extended Diploma in Civil Engineering (603/1216/6).

Other BTEC National qualifications in this sector provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them. Learners may progress to one of the qualifications in this specification having completed a smaller qualification that provides suitable fundamental knowledge and skills.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table show all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment</b>	360 GLH (490 TQT) Equivalent in size to one A Level. 4 units of which 4 are mandatory and 2 are external. Mandatory content (100%). External assessment (67%).	The Extended Certificate is for learners who are interested in learning about the construction sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Foundation Diploma in Construction and the Built Environment</b>	540 GLH (725 TQT) Equivalent in size to 1.5 A Levels. 7 units of which 4 are mandatory and 2 are external. Mandatory content (67%). External assessment (44%).	The Foundation Diploma is for learners looking to study construction as a one-year, full-time course, or for those wanting to take it alongside another area of contrasting or complementary study as part of a two-year, full-time study programme. It supports progression to higher education if taken as part of a programme of study that includes other BTEC Nationals or A Levels. It also supports progression to an Apprenticeship in the business sector or to a further year of study at Level 3.
<b>Pearson BTEC Level 3 National Diploma in Construction and the Built Environment</b>	720 GLH (985 TQT) Equivalent in size to two A Levels. 10 units of which 7 are mandatory and 2 are external. Mandatory content (75%). External assessment (33%).	The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in construction areas before entering employment. The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject. This qualification can also be used to progress to Higher Apprenticeships.

Title	Size and structure	Summary purpose
<p><b>Pearson BTEC Level 3 National Diploma in Building Services Engineering</b></p>	<p>720 GLH (990 TQT) Equivalent in size to two A Levels. 10 units of which 6 are mandatory and 2 are external. Mandatory content (67%). External assessment (33%).</p>	<p>The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study.</p> <p>This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in construction areas before entering employment. The qualification is intended to meet the educational base for registration as a technician.</p> <p>The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject.</p> <p>This qualification can also be used, when studied part time, as part of an advanced technician Apprenticeship in building services engineering, or for progression to a Higher Apprenticeship in building services engineering.</p>
<p><b>Pearson BTEC Level 3 National Diploma in Civil Engineering</b></p>	<p>720 GLH (975 TQT) Equivalent in size to two A Levels. 10 units of which 7 are mandatory and 2 are external. Mandatory content (75%). External assessment (33%).</p>	<p>The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study.</p> <p>This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in construction areas before entering employment. The qualification is intended to meet the educational base for registration as a technician.</p> <p>The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject.</p> <p>This qualification can also be used, when studied part time, as part of an advanced technician Apprenticeship in civil engineering, or for progression to a Higher Apprenticeship in civil engineering.</p>
<p><b>Pearson BTEC Level 3 National Extended Diploma in Construction and the Built Environment</b></p>	<p>1080 GLH (1465 TQT) Equivalent in size to three A Levels. 16 units of which 10 are mandatory and 3 are external. Mandatory content (78%). External assessment (33%).</p>	<p>The Extended Diploma is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in construction areas before entering employment.</p> <p>It supports learners who want to progress directly to employment in roles in construction or a professional construction role and Higher</p>

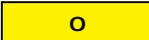
		Apprenticeships in the construction sector.
--	--	---

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Extended Diploma in Construction and the Built Environment</b>	1080 GLH (1465 TQT) Equivalent in size to three A Levels. 16 units of which 10 are mandatory and 3 are external. Mandatory content (78%). External assessment (33%).	The Extended Diploma is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in construction areas before entering employment. It supports learners who want to progress directly to employment in roles in construction or a professional construction role and Higher Apprenticeships in the construction sector.
<b>Pearson BTEC Level 3 National Extended Diploma in Building Services Engineering</b>	1080 GLH (1480 TQT) Equivalent in size to three A Levels. 15 units of which 7 are mandatory and 3 are external. Mandatory content (56%). External assessment (33%).	The Extended Diploma is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in building services areas before entering employment. The qualification is intended to meet the educational base for registration as a technician. It supports learners who want to progress directly to employment in roles in building services engineering as technicians, or to a professional construction role and advanced/Higher Apprenticeships in building services engineering.
<b>Pearson BTEC Level 3 National Extended Diploma in Civil Engineering</b>	1080 GLH (1450 TQT) Equivalent in size to three A Levels. 15 units of which 8 are mandatory and 3 are external. Mandatory content (61%). External assessment (33%).	The Extended Diploma is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in civil engineering areas before entering employment. The qualification is intended to meet the educational base for registration as a technician. It supports learners who want to progress directly to employment in roles in civil engineering as technicians, or to a professional construction role and advanced/Higher Apprenticeships in civil engineering.

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Construction and the Built Environment is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

	Unit assessed externally		Mandatory units		Optional units
	CBE		Civil		Building Services

Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)			Extended Diploma (1080 GLH)		
				CBE	C	BS	CBE	C	BS
1 Construction Principles	120	M	M	M	M	M	M	M	M
2 Construction Design	120	M	M	M	M	M	M	M	M
3 Tendering and Estimating	120						M	M	M
4 Construction Technology	60	M	M	M	M	M	M	M	M
5 Health and Safety in Construction	60	M	M	M	M	M	M	M	M
6 Surveying in Construction	60		O	M	O		M	O	
7 Graphical Detailing in Construction	60		O	M	O	O	M	O	O
8 Building Regulations and Control in Construction	60		O	M			M	O	
9 Management of a Construction Project	60			O	O	O	M	O	O
10 Building Surveying in Construction	60		O	O			O	O	
11 Site Engineering for Construction	60		O	O	M		O	M	
12 Low Temperature Hot Water Systems in Building Services	60			O		O	O		O
13 Measurement Techniques in Construction	60		O	O	O		O	O	
14 Provision of Primary Services in Buildings	60		O	O		M	O		M
15 Further Mathematics for Construction	60				M	O	O	M	O
16 Work Experience in the Construction Sector	60						O	O	O
17 Projects in Construction	60			O	O	O	O	O	O
18 Building Information Modelling	60			O	O	O	O	O	O

Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)			Extended Diploma (1080 GLH)		
				CBE	C	BS	CBE	C	BS
19 Quantity Surveying	60		O	O		O	O		O
20 Quality Control Management in Construction	60			O			O	O	O
21 Building Services Science	60					M	O		M
22 Economics and Finance in Construction	60						O		
23 Construction in Civil Engineering	60				M		O	M	
24 Planning Application Procedures in Construction	60						O		
25 Property Law	60						O		
26 Conversion, Adaptation and Maintenance of Buildings	60						O		
27 Building Services Control Systems	60					O			O
28 Ventilation and Air Conditioning Design	60					O			O
29 Use of Static and Dynamic Fluids in Building Services	60					O			O
30 Plumbing Technology in Building Services	60					O			O
31 Electrical Principles in Building Services	60					O			O
32 Electrical Installation Standards, Components and Design	60					O			O
33 Measurement Techniques in Building Services	60					O			O
34 Building Regulations and Control in Building Services	60					O			O
35 Principles and Applications of Structural Mechanics	60				O			O	
36 Public Health Engineering	60				O			O	
37 Specialist Civil Engineering Techniques	60				O			O	
38 Highway Construction and Maintenance in Civil Engineering	60				O			O	

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory content provides a balance of breadth and depth ensuring that all learners have a strong basis for developing technical skills required in the sector. Learners are then offered the opportunity to develop a range of technical skills and attributes expected by employers with some opportunity to select between optional units where a degree of choice for individual learners to study content relevant to their own progression choices is appropriate. It is expected that learners will apply their learning in relevant employment and sector contexts during delivery and have opportunities to engage meaningfully with employers.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve all external units at pass grade or above. Learners are permitted to resit any external assessment only once during their programme.

The styles of external assessment used for qualifications in the Construction and the Built Environment suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- demonstrate practical and technical skills using appropriate (tools/processes etc.)
- complete realistic tasks to meet specific briefs or particular purposes
- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units to be a focus for synoptic assessment. Centres need to plan appropriate delivery of units with synoptic assessment to ensure that learners would be ready to take assessment as they are expected to be able to draw on a range of content. Synoptic units may be internally or externally assessed. The particular units that you will need to treat synoptically for this qualification are shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to HE, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units including external and synoptic assessment.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\* Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Extended Diploma in Civil Engineering

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

### The construction sector

Construction is a very important global industry and is worth £90 billion annually to the UK economy. At technician level and beyond, there is a diverse range of career pathways, with established professional entry and development routes in civil engineering, building services engineering, design/architecture and construction supervision/management. Currently, qualified construction technicians, managers and professionals are highly sought after in the UK industry, with demand for a greater number of professionals to implement and lead low-carbon and sustainable building projects in an efficient, cost-effective way.

### Who is this qualification for?

The Pearson BTEC Level 3 National Extended Diploma in Civil Engineering is intended as a Tech Level qualification, equivalent in size to three A Levels and designed as a two-year, full-time programme of study. It allows learners to develop a substantial core of knowledge, to study in depth a range of optional units and to develop the broader skills, such as critical thinking, highly valued by higher education institutions and the range of written and verbal communication skills required in the construction sector.

The qualification is primarily for learners studying full time over a period of two years and who want to pursue a career in construction by progressing directly to employment as a technician or to higher education. The qualification is intended to meet the educational base for registration as a technician, for example with the Institution of Civil Engineers (ICE), once they are in employment. Learners who choose this route must take *Unit 15: Further mathematics in Construction* optional unit (or take this qualification alongside A Level maths). This is likely to be a requirement for entry to many degrees.

No prior study of the sector is needed but learners should normally have a range of achievement at Level 2, in GCSEs or equivalent qualifications, including English, mathematics and science.

### What does this qualification cover?

The content of this qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that it fully supports entry to the relevant range of specialist degrees.

This qualification provides the knowledge, understanding and skills that will allow learners to progress to further education, or directly to employment or an Apprenticeship in the construction sector.

There are eight mandatory units, which cover the following aspects of construction:

- construction principles
- construction design
- tendering and estimating
- construction technology
- health and safety in construction
- further mathematics in construction
- site engineering for construction
- construction in civil engineering.

The mandatory units will cover foundation mathematical and scientific principles, as applied in a construction context. They will introduce a range of technologies and their application in the industry, and the principles of site surveying and site engineering. The tendering and estimating

unit covers the processes involved in costing and bidding for project contracts. The health and safety unit will introduce learners to their personal responsibilities for health, safety and welfare, the industry and legislative requirements for health and safety, and the application of organisational processes and risk management to ensure compliance.

Learners will be able to choose further optional units focusing on their areas of preferred specialism, at least two of which must be in a specialist civil engineering context, for example principles of structural mechanics, public health engineering, specialist civil engineering work and highway construction and maintenance.

These units will ensure learners acquire a depth of specialist skills and knowledge necessary to enter specialist civil engineering technician roles, or for direct entry to a degree without any supplementary study.

While taking this qualification, learners will be required to engage with sector employers as part of their course. This could include work experience with an employer in the sector, where learners will be given opportunities to develop practical skills in preparation for employment.

### **What could this qualification lead to?**

This qualification will prepare learners for direct employment in the construction and built environment sector, and is ideal if they wish to enter a particular specialist area of work, such as:

- civil engineering technician
- civil engineering design technician
- civil engineering surveying technician
- construction project technician
- site engineering technician
- public health engineering technician
- construction contracting technician (estimator) in civil engineering
- trainee site supervisor in civil engineering.

The optional units give learners the chance to learn about a particular aspect of construction in more detail, but because the mandatory content makes up two-thirds of the qualification, they will be prepared for all these roles whichever optional units they choose.

### **Will the qualification lead to further learning?**

There are many roles in this sector where recruitment is at graduate level. The qualification is recognised by higher education providers as meeting admission requirements for many relevant courses, for example:

- BSc (Hons) in Construction Management
- BSc (Hons) in Civil Engineering (this is likely to require taking *Unit 15: Further Mathematics for Construction* optional unit)
- HNC/D in Civil Engineering
- HND in Construction and the Built Environment.

Teachers and learners should always check the entry requirements for degree programmes with specific higher education providers.

### **How does the qualification provide employability and technical skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities.

Many of the mandatory and specified optional units encourage learners to develop the specific practical skills that employers are looking for.

### **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university or other higher study either immediately or for career progression. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- to be able to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can become prepared for life-long learning through:

- reading technical texts
- analytical skills.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Extended Diploma in Civil Engineering

##### Mandatory units

There are eight mandatory units, three external and five internal. Learners must complete and achieve at Pass or above all the units in group A. Learners must complete all the units in group B.

##### Optional units

Learners must complete seven optional units.

Pearson BTEC Level 3 National Extended Diploma in Civil Engineering				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units group A– learners complete and achieve all units</b>				
1	Construction Principles	120	Mandatory	External
2	Construction Design	120	Mandatory	External
3	Tendering and Estimating	120	Mandatory Synoptic	External
4	Construction Technology	60	Mandatory	Internal
5	Health and Safety in Construction	60	Mandatory	Internal
<b>Mandatory units group B – learners complete all units</b>				
11	Site Engineering for Construction	60	Mandatory	Internal
15	Further Mathematics for Construction	60	Mandatory	Internal
23	Construction in Civil Engineering	60	Mandatory	Internal
<b>Optional units group C – learners complete up to 5 units</b>				
6	Surveying in Construction	60	Optional	Internal
7	Graphical Detailing in Construction	60	Optional	Internal
8	Building Regulations and Control in Construction	60	Optional	Internal
9	Management of a Construction Project	60	Optional	Internal
10	Building Surveying in Construction	60	Optional	Internal
13	Measurement Techniques in Construction	60	Optional	Internal
16	Work Experience in the Construction Sector	60	Optional	Internal
17	Projects in Construction	60	Optional	Internal
18	Building Information Modelling	60	Optional	Internal
20	Quality Control Management in Construction	60	Optional	Internal

Unit number	Unit title	GLH	Type	How assessed
<b>Optional units group D – learners complete at least 2 units</b>				
<b>35</b>	Principles and Applications of Structural Mechanics	<b>60</b>	<b>Optional</b>	Internal
<b>36</b>	Public Health Engineering	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	Specialist Civil Engineering Techniques	<b>60</b>	<b>Optional</b>	Internal
<b>38</b>	Highway Construction and Maintenance in Civil Engineering	<b>60</b>	<b>Optional</b>	Internal

## External assessment

This is a summary of the type and availability of external assessment, which is 33% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Construction Principles</b>	<ul style="list-style-type: none"> <li>• Written exam.</li> <li>• 1 hour 30 minutes.</li> <li>• Written submission.</li> <li>• 75 marks.</li> </ul>	<b>Jan and May/June First assessment May/June 2018</b>
<b>Unit 2: Construction Design</b>	<ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions.</li> <li>• Before the supervised assessment, learners will be given three hours for research in a two-week period.</li> <li>• The supervised assessment is 12 hours in a two-week period timetabled by Pearson.</li> <li>• Written submission of evidence.</li> <li>• 63 marks.</li> </ul>	<b>May/June First assessment May/June 2018</b>
<b>Unit 3: Tendering and Estimating</b>	<ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions.</li> <li>• The supervised assessment is 12 hours in a two-week period timetabled by Pearson.</li> <li>• Written submission of evidence.</li> <li>• 63 marks.</li> </ul>	<b>May/June First assessment May/June 2019</b>

## Synoptic assessment

The mandatory synoptic units require learners to apply learning from across the qualification to the completion of defined vocational tasks. For *Unit 3: Tendering and Estimating* learners complete a task to produce an estimated project cost and then consider external factors and risk to develop a firm tender offer. Learners complete the tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills. This draws together underpinning knowledge of surveying, along with practical knowledge of site engineering and measurement techniques, which is particularly important for large scale civil engineering projects.

In delivering these units you need to encourage learners to draw on their broader learning so they will be prepared for the assessment.

## Employer involvement in assessment and delivery

You need to ensure that learners on this qualification have a significant level of employer involvement in programme delivery or assessment. See *Section 4* for more information.

# 3 Units

## Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
<b>Summary of unit</b>	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
<b>Further information for teachers and assessors</b>	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
<b>Resource requirements</b>	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .
<b>Links to other units</b>	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

## Index of units

This section contains all the units developed for this qualification. Please refer to *pages 4–5* to check which units are available in all qualifications in the construction and the built environment sector.

Unit 1:	Construction Principles	21
Unit 2:	Construction Design	33
Unit 3:	Tendering and Estimating	45
Unit 4:	Construction Technology	57
Unit 5:	Health and Safety in Construction	67
Unit 6:	Surveying in Construction	77
Unit 7:	Graphical Detailing in Construction	87
Unit 8:	Building Regulations and Control in Construction	97
Unit 9:	Management of a Construction Project	105
Unit 10:	Building Surveying in Construction	115
Unit 11:	Site Engineering for Construction	127
Unit 13:	Measurement Techniques in Construction	137
Unit 15:	Further Mathematics for Construction	147
Unit 16:	Work Experience in the Construction Sector	159
Unit 17:	Projects in Construction	167
Unit 18:	Building Information Modelling	177
Unit 20:	Quality Control Management in Construction	187
Unit 23:	Construction in Civil Engineering	199
Unit 35:	Principles and Applications of Structural Mechanics	209
Unit 36:	Public Health Engineering	219
Unit 37:	Specialist Civil Engineering Techniques	231
Unit 38:	Highway Construction and Maintenance in Civil Engineering	241

# Unit 1: Construction Principles

Level: **3**

Unit type: **External**

Guided learning hours: **120**

---

## Unit in brief

Learners demonstrate an understanding of the underlying principles used in the design, construction and refurbishments of buildings and infrastructure.

## Unit introduction

Job roles in the construction and built environment industry require the application of knowledge and understanding related to the design of structures and infrastructure, selection and use of construction materials, and the provision of human comfort in buildings. Whether you want to become a site manager, designer, engineer or surveyor, you will apply the knowledge and skills to ensure that materials are fit for purpose and that specified quantities are ordered and used on a construction project.

In this unit, you will develop the skills needed to solve a variety of practical construction problems by applying scientific knowledge and carrying out mathematical and statistical techniques. You will learn about the science underpinning the manufacture, properties and degradation of construction materials. You will apply mathematical principles and techniques to carry out calculations that determine how materials behave under the action of forces or loads when used as structural members, and draw conclusions regarding whether a material is fit for purpose. You will understand scientific principles and apply them to heat loss, sound reduction and lighting levels to provide human comfort during structure design, build and refurbishment.

This unit gives a foundation to help you progress to a wide range of construction-related higher education qualifications, and will support you in a variety of construction job roles such as technician, and Higher Level Apprenticeships.

## Summary of assessment

This unit is assessed through a written examination set and marked by Pearson.

The examination is 1 hour and 30 minutes. During the supervised assessment period, learners will be assessed on their knowledge of construction materials and their properties, application of mathematics in construction contexts, and the provision of human comfort in buildings. The number of marks for the paper is 75.

The assessment availability is January and May/June each year. The first assessment availability is May/June 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge of construction terms, standards, concepts, methods and processes

Command words: calculate, describe, explain, identify, state/give

Marks: ranges from 1 to 4 marks

**AO2** Demonstrate understanding of construction standards, concepts, methods and processes in context, in order to find solutions to real-life construction problems

Command words: calculate, describe, discuss, draw, explain, find

Marks: ranges from 1 to 8 marks

**AO3** Analyse and evaluate information in order to recommend and justify the use of technologies and methodologies to solve construction problems in context

Command words: analyse, discuss, evaluate

Marks: ranges from 6 to 12 marks

**AO4** Make connections between information, technologies and methodologies to resolve construction problems

Command words: analyse, discuss, evaluate

Marks: ranges from 8 to 12 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Construction materials

The use of materials in construction, including their manufacture, the properties of materials linked to their use, the degradation of materials, the effects of temperature change on materials and the behaviour of materials under different loading conditions.

#### A1 Properties of materials

Material properties, terminology and use in construction:

- mass and density
- strength – tensile, compressive, shear, bending
- hardness
- toughness
- malleability
- workability
- stiffness
- fatigue and creep
- fire resistance
- electrical conductivity and conductance
- thermal conductivity and conductance
- resistance to moisture penetration
- resistance to vapour penetration
- resistance to degradation
- embedded energy
- recycling potential.

#### A2 Properties of construction materials

Key properties of construction materials, how they work together to provide composite performance and properties, how they impact on performance in use and on the specification of materials for different scenarios and levels of exposure to the elements.

- Bricks – facings, Class A engineering, Class B engineering, commons.
- Concrete – prescribed mixes, design mixes, mixes by ratio of volume, mixes by ratio of weight, screed mixes.
- Concrete blocks – aerated, high density, insulated.
- Mortar mixes – cement mortar, lime mortar, cement lime mortar, coloured mortar.
- Sand – building, sharp, silver.
- Plasterboard.
- Glass and glass finishes – smart, laminated, tempered, float, clear, obscured.
- Insulation materials – fibreglass, expanded polystyrene, Celotex, mineral wool, cellulose, straw, polyurethane.
- Plastics used for polythene damp-proof membranes (DPM), damp-proof courses (DPC).
- Plastics used for doors and window frames, soffits, bargeboards, fascia, guttering, Polyvinylchloride (PVC), unplasticised Polyvinylchloride (uPVC).
- Timber and manufactured boards – hardwoods, softwoods, plywood, chipboard, particle board, medium-density fibreboard (MDF).
- Roofing materials – slate, concrete, pantile, roofing felt, thatch, ridge, lead flashing.
- Engineered timber – glulam beams, engineered joists.
- Steel – mild, stainless, high strength.
- Aluminium alloys.

### **A3 Manufacturing and processing of construction materials**

The manufacturing and processing of construction materials and how this impacts on their key properties and fitness for purpose, including sustainability issues and embedded energy.

- Cements – ordinary Portland and sulphate-resisting cement.
- Steels – mild and stainless.
- Concrete.
- Bricks – engineering and facing bricks.
- Concrete blocks – aerated, high density, insulated.
- Aluminium alloys.
- Glass – laminated, tempered, float.

### **A4 Degradation of construction materials**

The impact of the environment on building materials for various scenarios, degradation methods and types, preventive and reduction measures, and impact of failure of a single material in a composite element.

- Sources of degradation and their cause:
  - natural agents – ageing, ultraviolet (UV) radiation
  - timber infestation – insect attack, fungal
  - timber decay – wet rot, dry rot, lichens and mosses
  - moisture movement – capillary action, shrinkage
  - exposure conditions – weathering, freeze-thaw, thermal ageing, creep, humidity, loadings
  - chemical degradation – acid rain, sulphate, alkalis, leaching
  - corrosion in metals – oxidation.
- Remedial measures to prevent and reduce degradation and their benefits and drawbacks:
  - use of special paints
  - protective coatings.
- Material failure:
  - concrete and reinforced concrete
  - brickwork
  - timber – external and internal applications
  - steel
  - mortars.

### **A5 Effects of temperature changes on construction materials**

- Types of heat: latent, sensible.
- The effect of temperature change on the properties of materials:
  - changes of state
  - evaporation
  - expansion and contraction.

### **A6 Behaviour of structural members under load**

- Types of structural members:
  - beams, lintels
  - columns, walls and frames
  - struts and ties.
- The effect of different loading conditions and potential failure of beams, lintels, columns, walls, frames, struts and ties in the following materials:
  - concrete
  - reinforced concrete
  - timber
  - steel.

- Types, configuration and effect of loads:
  - dead and live load
  - imposed and wind loads
  - point and distributed loads.
- Characteristics, properties and use of types of supports – pinned, roller, hinged and fixed.
- Effects of structural failure on structural members.

## B Solving practical construction problems

### B1 Application of mathematical and statistical methods and techniques used in practical construction contexts

Recall, perform procedures, demonstrate an understanding of and analyse information in a variety of construction contexts by applying mathematical and statistical techniques, including the following.

- Algebraic techniques:
  - linear equations of the form  $y = mx + c$
  - pair of simultaneous linear equations in two unknowns
  - factorisation and quadratics:
    - multiply expressions in brackets by a number, symbol or by another expression in a bracket
    - by extraction of a common factor  $a(x + y)$ ,  $a(x + 2) + b(x + 2)$
    - by grouping  $ax - ay + bx - by$
    - quadratic expressions  $a^2 + 2ab + b^2$
    - roots of an equation, including quadratic equations with real roots by factorisation, use of quadratic formula, completing the square
  - rearranging formulae to change subject of formulae, complex formulae involving exponents, roots and trigonometric identities
  - substituting values into and evaluating formulae.
- Accuracy of calculations:
  - use of significant figures
  - use of approximation to check a calculation
  - effects of rounding-off errors.
- Trigonometric techniques:
  - trigonometric functions: sine, cosine, tangent ratios
  - application of trigonometry to determine dimensions in 2D and 3D:
    - in surveying
    - in setting out
    - other practical contexts.
- Circular measure:
  - radian measure
  - conversion of degree measure to radian measure and vice versa
  - arc length  $s = r\theta$
  - area of sector  $A = \frac{1}{2} r^2\theta$
- Geometric techniques:<sup>2</sup>
  - properties of points, lines, angles, circles
  - Pythagoras' theorem.
- Graphical techniques:
  - Cartesian coordinates
  - intersections of graph lines with axes
  - gradients of straight lines
  - equations of graphs: straight line
  - areas under graphs: straight line
  - interpolation and extrapolation.

- Mensuration techniques for quantity surveying and buying:
  - calculation of perimeters, centre lines, areas, surface areas and volumes of:
    - rectangles, squares, triangles, circles, trapeziums
    - prisms, spheres, pyramids, cones, cylinders
    - compound and irregular shapes and objects.
- Statistical techniques:
  - types of data: discrete data, continuous data, ungrouped data, grouped data
  - methods of visual presentation of statistics and data, interpretation and production of: line graphs, bar charts, scatter diagrams, pie charts, histograms, distribution curve, Venn diagrams, tables
  - processing large groups of data to achieve mean, median, mode
  - statistical methods to present data and make decisions based on them
  - interpretation of climate maps.
- Application of mathematical techniques used in structural analysis:
  - concurrent and non-concurrent coplanar forces
  - relationship between force (load), mass and acceleration due to gravity
  - forces: tension, compression, shear
  - application of Hooke's law  $F = -kx$  and  $F = kx$
  - stress, strain and modulus of elasticity
  - loading as the result of gravitational attraction
  - shear force and bending moment in a beam and its effect on the beam cross section
  - equilibrium conditions to ensure stability of a beam
  - determination of support reactions for simply supported beams with point and distributed loads.
- Application of mathematical techniques involving the human comfort effect of temperature on construction materials while in situ:
  - calculating the effect of temperature change on materials
  - coefficients of thermal expansion application and its significance for selecting fit-for-purpose construction materials and details
  - calculation of  $U$ -value
  - calculating required insulation thickness
  - calculation of structural temperature profiles
  - calculation of dew-point temperature profiles.
- Calculation of sound absorption coefficients, reverberation, actual and optimum reverberation times.
- Application of mathematical techniques to determine lighting requirements:
  - inverse square law of illumination:  
 $E = \frac{I}{r^2}$
  - cosine law of illumination:  
 $E = \frac{I}{d^2} \cos \theta$
  - lumen method of design
  - daylight factor.
- Application of the desktop method to determine daylight factor.

## C Human comfort

The impact of heat, light and sound on human comfort in the built environment.

### C1 Heat

The impact of the natural and built environment on human comfort and the provision of comfortable living and working environments.

- Scientific principles and their application in the built environment:
  - air temperature
  - mean radiant temperature
  - relative humidity
  - air movement
  - dry and wet bulb temperatures
  - mechanisms of heat transfer:
    - conduction
    - convection
    - radiation.
- Measurement instruments and their application in heat in determining human comfort conditions:
  - thermometer
  - globe thermometer
  - hygrometer
  - anemometer
  - electronic control systems
  - thermostats
  - remote monitoring systems, e.g. smartphone applications to monitor and control temperature.
- Acceptable thermal comfort parameters according to:
  - current building regulations
  - combination of personal factors and thermal comfort requirements:
    - age
    - gender
    - clothing
    - state of health
    - level of activity
    - metabolic rate.
- Principles of heat losses and gains in buildings and methods to control them to provide human comfort in buildings:
  - how heat is lost in a building:
    - fabric heat losses
    - ventilation heat losses
    - thermal bridges and their impact on heat losses
    - contribution of air changes to heat losses
  - factors contributing to heat gains and losses:
    - insulation of building
    - surface area of the external shell
    - exposure and impact of local climatic conditions on a building
    - temperature difference between inside and outside
    - air change rate
    - building use
  - thermal conductivity and thermal resistance
  - significance of the insulating material and its thickness
  - determination of fabric and ventilation heat losses.

- Heat loss control methods (alternative: methods for controlling heat loss from buildings):
  - roof, wall and floor insulation
  - double/triple glazing, low emissivity glass
  - secondary glazing
  - draught reduction
  - insulated building materials
  - location and type of heating installations in a building.
- The source and causes of condensation, the consequences of its occurrence and potential impact on the building fabric and methods of control to provide human comfort in buildings:
  - sources of water vapour in buildings
  - causes and effects of condensation in buildings
  - impact of structural temperature profiles
  - impact of dew-point temperature profiles
  - prediction and prevention of condensation
  - interstitial condensation
  - methods for controlling condensation in buildings:
    - air conditioning
    - heating and ventilation
    - dehumidification
    - extractor fans.

## **C2 Acoustics**

Scientific principles of sound, its relation to human comfort and the acoustic fitness for purpose of the area relative to its intended use.

- Scientific principles:
  - difference between sound and noise
  - frequency of sound
  - standard units
  - addition and averaging of decibel levels
  - sound reduction indices
  - reverberation times.
- Acceptable acoustic comfort parameters of an area relative to its intended use:
  - current building regulations
  - noise criteria indices
  - personal factors:
    - age
    - previous exposure to noise
    - state of health
    - activity.
- Measurement of sound levels.
- Difference between sound insulation and sound absorption.
- Difference between airborne and impact sound.
- Issues associated with flanking transmission.
- Reasons why sound insulation and sound reduction is required.
- Understanding and application of sound insulation approaches:
  - source-path-receiver approach
  - improving structural elements
  - controlling flanking sound
  - use of appropriate materials to reduce sound.

### C3 Lighting

Scientific principles and the provision of appropriate lighting levels and type for various activities in the built environment.

- Scientific principles:
  - differences between natural and artificial light
  - illuminance levels
  - daylight factors
  - glare indices
  - direct and reflected light
  - power of a light source
  - flow of light energy
  - illumination of surface.
- Standard units of measurement:
  - candela – power of a light source
  - lumen – flow of light energy
  - lux – illumination on surface.
- Acceptable illuminance levels for different activities and building use.
- Variation of daylight factors in a room.
- Principal components of daylight factor:
  - sky component (SC)
  - externally reflected component (ERC)
  - internally reflected component (IRC).
- Artificial lighting sources:
  - incandescent lamps
  - compact fluorescent lamps (CFLs)
  - fluorescent tubes
  - discharge lamps
  - halogen lamps
  - ballast lamps
  - light-emitting diodes (LEDs).

## Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners will be able to apply their understanding of construction principles to develop a solution to given situations and information in context. Learners are able to use and apply basic construction, human factors and mathematics to solve simple and familiar construction problems directly. They can provide responses showing understanding and analysis of basic and familiar construction problems. They can interpret and analyse drawings, diagrams, graphical information and meteorological information, and use their knowledge and understanding to solve basic and familiar problems. They are able to use their knowledge of construction to deconstruct given scenarios to produce solutions with interpretation. They often use appropriate construction and human comfort terminology in their responses. Learners will apply their knowledge and understanding of basic construction, human comfort and applied mathematical principles to make recommendations and propose evolutionary or analytical solutions to construction problems.

### Level 3 Distinction

Learners will be able to use and apply advanced construction, human factors and mathematical principles to solve complex and unfamiliar construction problems directly, indirectly and synoptically. They can provide balanced responses showing developed understanding and evaluation of complex familiar and unfamiliar construction problems. They can interpret and evaluate drawings, diagrams, graphical information and meteorological information, and use their knowledge and understanding to solve complex, familiar and unfamiliar problems. They use appropriate and technically accurate construction and human factors terminology consistently. They are able to synthesise knowledge and understanding of construction to deconstruct given scenarios, drawing on various sources of information to develop effective solutions with justification. Learners can propose justified synoptic solutions to problems, drawing on their knowledge and understanding of construction, human comfort and applied mathematical principles to make recommendations and propose evolutionary or analytical solutions to construction problems. Learners are able to evaluate the effectiveness of solutions to make justified recommendations on their development and future actions that can be taken.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners examine in detail a scenario or problem to discover its meaning or essential features. Learners will break down the problem into its parts and show how they interrelate. This may include the analysis of graphs to solve construction problems. There is no requirement for any conclusion.
Calculate	Learners apply some form of mathematical process to give an answer. Learners judge the number or amount of something by using the information they already have and add, subtract, multiply, or divide numbers, and apply formula to solve mathematical problems.
Describe	Learners give a clear, objective account in their own words, or highlight a number of key features of a given topic to show recall and/or application of relevant features and information about a subject.
Discuss	Learners investigate a problem or scenario, showing reasoning or argument. There is no requirement for any conclusion.
Draw	Learners produce hand-drawn graphical information or a drawing to show their understanding of and/or solve a construction problem.
Evaluate	Learners review and synthesise information to provide a supported judgement about the topic or problem. Typically a conclusion will be required.
Explain	Learners make a series of linked points and/or justify or expand on an identified point.
Find	Learners discover the facts or truth about something, typically from information contained in a diagram, graph or chart.
Identify	Learners assess factual information, typically when making use of given stimuli. Requires a single word or short-sentence answer.
State/Give	Learners assess factual information. Learners declare definitely or specifically in a single word or short-sentence answer.

## **Links to other units**

This unit has links to all other units in the qualification.

## **Employer involvement**

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

## Unit 2: Construction Design

Level: **3**

Unit type: **External**

Guided learning hours: **120**

---

### Unit in brief

Learners will apply the principles and practice of design and construction for low- and medium-rise buildings and structures.

### Unit introduction

Almost all human activity takes place in and around buildings and structures that are, for example, places of shelter, work, worship, culture and sport, and these things have a strong influence on our quality of life. Buildings are deceptively complex and expensive to build and maintain, so their design requires careful consideration to ensure that they are fit for purpose and meet user requirements. Creating buildings and structures is a unique process that requires input from a team of built environment professionals, who take into consideration a wide variety of factors to resolve problems and meet client requirements.

In this unit, you will learn the principles and practice involved in the design and construction of low- and medium-rise buildings and structures, and gain an understanding of how design is influenced by client requirements and external constraints. You will consider the stages involved in the design and construction process and gain an understanding of the use of design techniques, including sketching and computer-aided design (CAD) to provide efficient methods of designing, constructing and maintaining structures over their life cycle.

This unit will give you the knowledge and understanding of design and construction that will support your progression to employment as an apprentice or trainee construction professional, or entry to a construction-related higher education programme.

### Summary of assessment

This unit is assessed under supervised conditions. Learners will be given a scenario two weeks before a supervised assessment period in order to carry out research.

The supervised assessment period is a maximum of 12 hours and can be arranged over a number of sessions. During the supervised assessment period, learners will be given a set task that will assess their ability to produce designs to meet client requirements. Pearson sets and marks the task.

The number of marks for the paper is 63.

The assessment availability is May/June each year. The first assessment availability is May/June 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of construction design and build concepts and processes

**AO2** Apply knowledge and understanding of construction design and build concepts and processes to design a building to meet an initial project brief

**AO3** Analyse site, client and construction information to make decisions in order to produce a building design to meet an initial project brief

**AO4** Be able to develop a reasoned design solution for a building to meet an initial project brief

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A The construction design process

#### A1 Stages and tasks involved in the design process

The application of Stages 1–4 of the Royal Institute of British Architects (RIBA) Plan of Work 2013 to the tasks associated with the design of low- and medium-rise domestic, commercial and industrial buildings.

- Preparation and brief.
- Concept design.
- Developed design.
- Technical design.

#### A2 Factors that influence the design process

Requirements and constraints and their impact on the initial project brief and design process for combinations of rural, urban, greenfield and brownfield settings.

- Client requirements for the project outcomes:
  - building use:
    - to include domestic, industrial, commercial, retail, health, cultural and recreation
    - how the building operates within its defined use
  - the project spatial requirements – building size, layout, circulation space, number of floors, number and use of rooms
  - flexibility and remodelling potential
  - future extension potential to meet residential needs and business expansion
  - external and internal aesthetics, types and use of materials
  - sustainability, energy efficiency, alternate types of energy sources
  - age demographic of the building user(s)
  - target market sector
  - needs of different building users
  - security requirements for the building and client operations
  - corporate image and branding requirements.
- Site information and constraints:
  - site features – location, size, configuration, orientation, access, topography
  - borehole report used to provide information on geotechnical and ground conditions
  - ground contamination
  - building services availability
  - existing buildings, structures
  - neighboring structures and the need for temporary and permanent support
  - existing underground services
  - trees
  - rights of way
  - underground transport.

- Planning constraints:
  - planning consent/approval
  - local plan requirements
  - design sympathetic to local environment
  - planning objections and pressure groups
  - listed building consent
  - protection of greenbelt land
  - conservation areas, Areas of Outstanding Natural Beauty (AONB), sites of special scientific interest (SSSI)
  - tree preservation orders (TPO), contaminated land, flood risk areas.
- Statutory constraints and their requirements, including subsequent updates:
  - Construction (Design and Management) Regulations 2015
  - building regulations approval
  - Party Wall etc. Act 1996
  - Disability Discrimination Acts 1995 and 2005
  - Equality Act 2010
  - Landlord and Tenant Act 1985
  - restrictive covenants on land and property.
- Environmental constraints:
  - avoidance of air, water and noise pollution
  - National Planning Policy Framework (NPPF) 2012 with reference to:
    - Part 6 Delivering a wide choice of high quality homes
    - Part 7 Requiring good design
    - Part 9 Protecting Green Belt land
    - Part 10 Meeting the challenge of climate change, flooding and coastal change
    - Part 11 Conserving and enhancing the natural environment
    - Part 12 Conserving and enhancing the historic environment
  - Part 1 of the Wildlife and Countryside Act 1981, with reference to protected species and habitat conservation
  - the findings of Environmental Impact Assessments (EIAs) and their use in developing designs for a project.
- Social constraints:
  - neighbour's rights
  - local community objections
  - green space requirements
  - environmental requirements
  - mixed and balanced development.
- Project budget and economic constraints:
  - cost planning
  - available funds
  - source of additional funding for business premises – grants, government incentives, European funding
  - local land prices
  - first-time buyer residential accommodation – borrowing potential, shared-ownership schemes, Help to Buy scheme, government incentives for developers
  - life cycle costs.

## **B Project information and building design production**

### **B1 Project information**

Information used in the production of building designs.

- Client requirements.
- Site constraints.
- Planning constraints.
- Statutory constraints.
- Environmental constraints.
- Social constraints.
- Economic constraints.

### **B2 Initial project brief**

- The initial project brief's purpose and its application.
- Content of an initial project brief:
  - spatial requirements
  - desired project outcomes
  - site information
  - budget requirements.
- Use of an initial project brief to generate and develop design ideas and specifications.
- Completion of an initial project brief: use of appropriate tone and technical language for target audience.

### **B3 Design production**

Production of creative and innovative outline solutions and designs to meet initial project brief requirements and their presentation requirements for client and design team use.

- Production of designs for low- and medium-rise domestic, commercial and industrial buildings.
- Outline solution – to communicate use of space and appropriate form of construction.
- 2D and 3D sketches of initial ideas, to include internal and external views, plans and elevations:
  - freehand sketched
  - single-point perspective
  - two-point perspective
  - planometric views
  - isometric views
  - use of line thickness to convey a 3D effect
  - use of shade and light direction
  - freehand rendering techniques.
- Clear communication using technical annotations.
- Clear communication of key features to include external fabric, roof type, service access, circulation space, windows, doors etc.

**B4 Computer-aided design**

- Use of computer-aided design (CAD) to produce virtual models and interiors.
  - Setting up CAD projects:
    - number of floors
    - floor levels
    - linking elements, to include top and bottom anchors
    - building footprint
    - component libraries
    - saving in an appropriate format.
- Use of basic CAD methodologies:
  - dimensional control, sizing and scale
  - detail levels, to include appropriate level for drawing use and audience:
    - fine
    - medium
    - coarse
  - use of 'hidden element' features
  - setting up and drawing composite elements:
    - walls
    - floors
    - roofs
  - standard opening components, placing and positioning:
    - doors, to include external, internal, garage and industrial
    - windows
  - inclusion and placing of fixtures and fittings:
    - stairs
    - fitted units and fitted furniture
    - plumbing and sanitary ware fixtures
    - light fittings
  - furnishing and lighting for selected internal area.
- External site area:
  - setting up ground area
  - surface effects, to include natural and built environment
  - contours, relief and topography
  - inclusion of features to include street furniture, cars, etc.
  - inclusion of landscaping and planting features.
- Use and manipulation of CAD software to produce virtual models:
  - 3D digital project information
    - 3D views
    - 3D perspective effects
    - surface detailing and effects
  - 2D digital project information, to include appropriate scale and level of detail:
    - plans
    - elevations
    - sections.
- 3D manipulation:
  - orientation and rotation of images
  - zooming
  - detail level.
- Rendered images:
  - camera views, to include camera position, angle of coverage, shadow effects
  - setting up rendered views
    - internal lighting effects
    - external lighting effects

- weather effects
- seasonal effects
- sun position
- lighting/sun on or off
- detail level
- processing, saving and printing of rendered images.
- Extraction of 2D and 3D drawings:
  - plans
  - elevations
  - cross sections
  - 3D models.
- Drawing output:
  - setting up borders and title block
  - orthographic drawing conventions, to include third angle
  - scale and placement of images
  - printer and screen outputs.

## **C Construction methods and techniques**

Construction methods and techniques used in the design and construction of low- and medium-rise domestic, commercial and industrial buildings.

### **C1 Forms of low- and medium-rise structures**

- Functional requirements of key primary and secondary elements.
- Types, characteristics and application of construction techniques and methods for:
  - traditional construction
  - timber frame construction
  - steel frame construction
  - light steel frame construction
  - concrete frame construction
  - modern methods of construction (MMC)
  - structural insulated panels (SIPs)
  - Passivhaus construction.

### **C2 Sub-structure construction**

- Types, purpose and use of methods of site investigation and analysis:
  - site surveys – desk, walk-over, measured, survey reports
  - soil investigation – bore holes, trial pits, auger, test data/results/reports
  - soil assessment – classification, particle size distribution, compressive/tensile/shear strength
  - groundwater – water table, contaminates, dewatering techniques/control.
- Factors and principles affecting foundation design:
  - structural requirements – building type, loading types, load transmission
  - ground load bearing capacity – soil type/condition
  - differential settlement and ground heave – made up ground, subsidence, underground features/mining, shrinkable clay, frost, trees, hard standings.
- Purpose, types, sizing, construction methods/techniques and details of foundations:
  - strip – traditional, deep, narrow, wide, stepped, reinforced
  - raft – reinforced, edge thickening, edge beam, reinforced
  - pad – isolated, combined, reinforced
  - pile – replacement, displacement, end bearing, friction, pile caps, edge beams, reinforcement.

### C3 Superstructure construction

The construction requirements and detailing of the superstructure and external envelope and their suitability for use in different scenarios.

- External walls:
  - solid masonry, cavity walls, curtain walls, infill walling, rain screen, panel, cladding, profiled sheets, rammed earth, straw bale
  - formation of openings, heads, sills, jambs/reveals, thresholds
  - weather tightness
  - thermal and acoustic insulation
  - finishes.
- Internal walls:
  - separating/party, partition/compartment
  - loadbearing, non-loadbearing
  - finishes.
- Structural frames:
  - steel, reinforced concrete, timber, structural insulated panels, light gauge steel
  - fire protection.
- Ground floors:
  - solid and suspended
  - in-situ concrete, beam and block, timber
  - thermal insulation
  - damp proofing
  - finishes
  - upper floors – composite concrete/profiled steel, pre-cast concrete slabs, in-situ concrete, beam and block, timber/engineered timber
  - fire protection.
- Roofs:
  - flat/pitched forms and terminology
  - traditional, trussed rafter, profiled decking, lattice frame, portal frame
  - weather protection, coverings.
- Stairs and landings:
  - stair and landing terminology/regulations
  - timber, in-situ concrete, precast concrete, steel.
- Doors and windows:
  - types, construction
  - uses in fire compartmentalisation and escape.

#### C4 Sustainability

Sustainability methods and techniques used in the design of modern construction projects and in the refurbishment, remodelling and extension of existing buildings to reduce pollution, the impact on the environment and the carbon footprint of the building.

- Passive solar gain.
- Passive stack ventilation.
- Water use reduction methods:
  - grey water systems
  - rainwater harvesting
  - water efficiency measures and fittings.
- Waste reduction measures:
  - segregation of waste
  - recycling.
- Use of alternative energy sources:
  - ground source – ground source heat pump (horizontal and vertical)
  - air source – air source heat pump (indoor heat exchanger, outdoor heat exchanger, air to air, air to water)
  - wind – micro wind generator (horizontal axis; vertical axis)
  - solar – solar photovoltaic (PV) panels, solar panel (thermal)
- Energy efficient electrical and mechanical services installations.
- Sustainable and low embodied energy materials.
- Insulation methods:
  - floors
  - walls
  - roofs.
- Sustainable urban drainage systems.
- Sustainable landscape design.
- Building Research Establishment Environmental Assessment Method (BREEAM):
  - benefits of
  - ratings and percentage of UK buildings in each category.

## Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners will demonstrate knowledge and understanding of the factors that influence design and development, with some consideration of how these impact on construction details. They will make some use of appropriate technical vocabulary in their work. They will be able to select, use and interpret relevant information in the context of a scenario to produce an initial project brief.

They will be able to consider the spatial requirements of a project and consider suitable forms of construction to produce a design that communicates design intentions with clarity and addresses aspects of the initial project brief, with some use of annotations. They can produce a virtual model that addresses some aspects of the scenario requirements and provide printouts of 3D rendered views.

### Level 3 Distinction

Learners will demonstrate a comprehensive knowledge and understanding of the factors that influence design and development, and consider in depth how these impact on construction details. They will make use of developed technical vocabulary in their work. They will be able to select, use and interpret most of the relevant information in the context of a scenario, showing a balanced consideration of this information to produce an initial project brief with minimal errors or omissions. They will be able to analyse the spatial requirements of a project and provide detailed consideration of suitable forms of construction to produce a design that communicates design intentions with clarity and comprehensively addresses the initial project brief. Learners use annotations that clearly explain the key features and operation of the design. They can produce an accurate and complete virtual model that appropriately addresses the scenario requirements and provide printouts of 3D rendered views.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Borehole report	A report that provides information on the soil types and depths within the various strata underneath the surface of the site.
Client details	Information about the client and their requirements.
External envelope	The walls and roof forming the external surfaces of a building, including features such as the windows and external doors.
Ground conditions	Soil type, composition, contamination, level of compaction, water table level, level of saturation.
Ground water table	The depth below ground level of water contained in the ground.
Initial project brief	A document providing information relating to the spatial requirements, desired project outcomes, context of the site and budget.
Internal views	3D internal views of the building.
Medium rise	A building of three- to eight storeys in height.
Sketch	A freehand drawing/hand drawn with annotations, using pens and pencils.
Specification	Details of the building fabric that will achieve the required outcomes
Sub-soil	The soil below the topsoil.
Virtual model	A 3D computer-generated image of a CAD design that can be rotated and viewed from any angle and can be used to generate rendered images of a project.

## Links to other units

This unit has links to:

- Unit 1: Construction Principles
- Unit 4: Construction Technology
- Unit 7: Graphical Detailing in Construction
- Unit 10: Building Surveying in Construction
- Unit 12: Low Temperature Hot Water Heating in Building Services
- Unit 14: Provision of Primary Services in Construction.

## Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

# Unit 3: Tendering and Estimating

Level: **3**

Unit type: **External**

Guided learning hours: **120**

---

## Unit in brief

Learners carry out estimating procedures to produce an estimated project cost and then consider external factors and risk to develop a firm tender offer.

## Unit introduction

Construction companies obtain work via the tendering and estimating process. An estimator uses the tender documents to arrive at an estimated cost of construction. The estimator then works with commercial managers to consider the potential commercial risk and current workload, in order to arrive at a tender sum that is considered a correct and appropriate offer.

In this unit, you will learn how to consider a project scenario, together with relevant tender documentation, in order to produce a commercial risk assessment for use in a tender settlement meeting. You will understand and apply the principles of the estimating process as it is used on large construction projects to produce an estimate. You will use an estimate and a commercial risk assessment to produce an appropriate tender for a project. In this unit, you will draw on your learning from across your programme to complete assessment tasks.

The content of this unit can be directly applied to the role of the estimator and to parts of other roles such as quantity surveyors and senior managers, who make the final decision relating to the tender sum. The unit gives a good foundation for studying construction management related subjects at a higher level, including degree level programmes.

## Summary of assessment

This unit is assessed under supervised conditions.

The supervised assessment period is a maximum of 11 hours and 30 minutes and can be arranged over a number of sessions. During the supervised assessment period, learners will be given a set task that will assess their ability to produce designs to meet client requirements. Pearson sets and marks the task.

The number of marks for the task is 63.

The assessment availability is May/June each year. The first assessment availability is May/June 2019.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Apply knowledge and understanding of the tendering and estimating process and techniques to determine estimated costs

**AO2** Analyse information to determine tendering and estimating outcomes in order to make evaluative judgements and commercial decisions in context

**AO3** Be able to apply the tendering and estimating process, techniques and outcomes in order to produce a justified tender submission relative to the scenario

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Commercial risk

#### A1 Action on receipt of tender documentation

How the initial information contained in the tender documents is considered and how it can impact on a company's tendering strategies and commercial risk.

- Checking documents and extracting key information from:
  - bill of quantities or specifications
  - drawings
  - schedules
  - tender form and submission documentation.
- Quality and accuracy of information provided by:
  - bill of quantities supplied by the client
  - bill of approximate quantities produced by the tendering company
  - schedules of rates.
- Tender period.
- Organisational capacity to tender.
- Completion of own company's internal tender information form.
- Internal review of tender documents to assess the project's suitability in meeting their own company's needs by the:
  - estimator or bid manager
  - planning engineer
  - quantity surveyor
  - buyer
  - contracts manager.

#### A2 Tendering considerations and strategies

The level of potential tender importance for a company, commitment of resources and resource requirements, company attitude to commercial risk, and the need to procure further contracts to maintain company turnover or meet planned expansion, resulting in tendering strategies that are effective and appropriate.

- Decision to accept or decline the invitation to tender and level of commitment:
  - reviewing available information
  - regular tender
  - priority tender (fully committed).
- Tender preparation programme:
  - despatch of enquiries
  - receipt of quotations
  - bill of quantities production (for design and build and drawings and specification contract types)
  - visit to the site and locality
  - completion of pricing and measured rates
  - finalisation of the tender works programme
  - internal coordination and review meetings
  - tender adjudication, settlement meeting.

- Allocation of resources:
  - tendering budget
  - availability of appropriate estimating team
  - supply chain tendering response times.
- Site and location.

### **A3 Contractual arrangements**

How the project's contractual arrangements impact on the level of risk, the decision to tender and potential financial returns.

- Conventional lump sum form of procurement:
  - current Joint Contracts Tribunal (JCT) standard form of building contract:
    - with quantities (elemental and trade bill of quantities)
    - without quantities.
- Design and build.
- Term contracts.

### **A4 Supply chain**

Supply chain factors and their impact on the commercial risks associated with tender estimates.

- Quotations from suppliers and subcontractors:
  - fixed or fluctuating prices
  - variant bids
  - incomplete quotation and prices.
- Suppliers of materials:
  - number of alternative suppliers
  - capacity to supply
  - named manufacturer or generic specification
  - previous experience of supplier performance.
- Subcontractors:
  - previous experience of working relationship
  - experience of similar projects
  - number of available subcontractors in the specialist area
  - geographical area of operations
  - supervision requirements
  - references
  - insurances
  - quality assurance (QA) registration
  - health and safety record
  - collateral warranties
  - considerate contractor policies.
- Nominated suppliers and subcontractors:
  - appointment by third party
  - design elements that may be included in their package of works
  - appointment unknown at time of tender
  - value indicated via prime cost (PC) sum.

**A5 Commercial risk analysis**

Factors that impact on the assessment of commercial risk and the final tender decision.

- Current workload and the need to maintain turnover.
- Market conditions and economic climate.
- Project considerations:
  - buildability
  - previous experience of construction methods.
- Site and location factors:
  - ground contamination
  - soil types and ground conditions
  - existing site features
  - availability of tipping facilities
  - security requirements:
    - risk of theft and vandalism
    - proximity of schools and children’s playgrounds
    - community attitude to crime reporting
    - community reputation
  - availability of skilled workforce
  - industrial relations and local labour agreements
  - geographical location in relation to contractor’s office and depot
  - requirement for temporary roads and services
  - presence of protected species
  - existing trees:
    - preservation orders
  - delaying tactics of local pressure groups
  - local climatic conditions
  - availability of space for contractor’s accommodation, storage and distribution.
- Programme factors:
  - commencement date:
    - weather and climate considerations
    - in relation to completion of other projects
  - specific contract conditions that:
    - affect the intended method of working
    - impose restrictions
    - affect access to the site
    - interrupt the regular flow of trades
    - affect the duration of the project
    - affect the sequencing of the project
    - are of major cost significance or difficult to quantify in terms of cost.
- Financial issues:
  - cash flow forecasting for the project and own company
  - available finance
  - contract bond
  - retention percentage
  - payment period and frequency of payments
  - financial checks on the client:
    - company accounts
    - credit reference agencies
    - confirmation of financing.

## **A6 Commercial intelligence**

Information gathering and its impact on the final tender decision relating to assessing the level of competition, including number of competitors and likelihood of fully committed tenders.

- The advantages and disadvantages of gathering commercial intelligence methods to support the final tender decision:
  - speaking to suppliers and subcontractors
  - networking
  - press releases
  - subscribing to intelligence services or journals that publish information on successful bids.
- Competitive tendering:
  - number of competing bids
  - other tenderers:
    - recent tendering success
    - recent pricing levels
    - capacity to take on new contracts
    - current tendering workloads.

## **B Estimating**

### **B1 Materials and subcontract quotations**

Obtained material prices and quotations in response to enquiries for materials and subcontract work, their use to facilitate pricing the bill of quantities and how they may impact on the final tender sum.

- Supplier and subcontract quotations and the considerations applied to them, their impact on the receipt of information from suppliers and subcontractors arising from:
  - errors in the information
  - gap analysis outcomes
  - variant offers
  - abnormal quotes.

### **B2 Site visit**

Assessment of site visit information to assist with the pricing of preliminary items, repairs and alterations and the assessment of commercial risk.

- Information obtained from the site visit and locality:
  - assessment of structures requiring demolition
  - repairs and alterations required and their cost
  - site clearance requirements
  - identified security issues
  - site access restrictions
  - community issues assessment
  - available space for site establishment and circulation
  - appropriate methods for materials distribution on-site.

### B3 Completion of the estimate

Use of manual methods and their application to price the bill of quantities produced in accordance with the standard methods of measurement NRM2 (Royal Institution of Chartered Surveyors New Rules of Measurement 2) and CESMM4 (Civil Engineering Standard Method of Measurement 4) to complete an estimate.

- Demolitions and associated temporary works.
- Pricing alterations, repairs and conservation.
- Building up unit rates for measured work sections:
  - selection of material price to use
  - use of coverage rates
  - use of appropriate wastage percentage
  - offloading and storage costs
  - use of 'all-in' labour rates
  - use of labour 'constants'
  - sundry plant requirements
  - addition of overheads and profits.
- Inclusion of subcontractor quotations:
  - unit rates
  - lump sums
  - pricing attendance and special attendance
  - addition of overheads and profit.
- Completing PC sums and provisional sums (PS):
  - inclusion of PS
  - inclusion of PC sums:
    - addition for overheads and profit
    - addition for attendance and special attendance
  - inclusion of contingency sums.
- Pricing dayworks:
  - labour
  - materials
  - plant.
- Pricing preliminary items:
  - employer's requirements
  - management and staff
  - security, safety and protection
  - site establishment and accommodation
  - temporary services
  - safety and environmental protection
  - fixed plant
  - scaffolding and temporary works
  - cleaning
  - insurances, bonds, guarantees and warranties
  - allowance for fixed or fluctuating price.
- Completion of the priced bill of quantities:
  - use of collections and summaries
  - checking procedures.

### **B5 Analysis of the estimate**

- Breaking down the estimate into key cost centres:
- preliminaries
- labour cost
- materials cost
- plant cost
- overhead allowance
- total of PC sums
- total of PS and contingencies
- suggested alternative tenders or variant bids.

### **C Commercial decisions**

Factors that influence the final tender decision and how they are considered when deciding the final tender sum.

#### **C1 Application of risk analysis to make commercial decisions**

Consideration of risk in terms of time and cost, within the context of market and economic conditions:

- current workload and the need to maintain turnover
- site and location factors:
  - ground contamination
  - soil types and ground conditions
  - security requirements:
    - risk of theft and vandalism
    - proximity of schools and children’s playgrounds
    - community attitude to crime reporting
    - community reputation
  - industrial relations and local labour agreements
  - presence of protected species
  - existing trees:
    - preservation orders
    - delaying tactics of local pressure groups
  - local climatic conditions.
- Programme factors:
  - commencement date:
    - weather and climate considerations
    - in relation to completion of other projects
  - duration
  - specific contract conditions that:
    - affect the intended method of working
    - impose restrictions
    - affect access to the site
    - interrupt the regular flow of trades
    - affect the duration of the project
    - affect the sequencing of the project
    - are of major cost significance or difficult to quantify in terms of cost.

- Financial issues:
  - cash flow forecasting
  - available finance
  - contract bond
  - retention percentage
  - payment period and frequency of payments
  - financial checks on the client:
    - company accounts
    - credit reference agencies
    - confirmation of financing
  - where there is the potential that the project cost exceeds the client's budget, opportunities to:
    - negotiate a bill of reductions
    - participate in value engineering workshops
    - propose contractor recommended changes.

### **C2 Use of commercial intelligence**

- Commercial intelligence and its influence on the final tender decision.
- Competitive tendering:
  - number of competing bids
  - other tenderers:
    - recent tendering success
    - recent pricing levels
    - capacity to take on new contracts
    - current tendering workloads
    - proximity to base
    - expertise
    - apparent attitude to risk
    - apparent attitude to contractual claims.

### **C3 Tender adjudication and settlement meetings**

- Adjustments to the final sum to take into account:
  - company overheads
  - desired profit margin
  - potential for buyers to generate further margins
  - current market conditions and economic climate
  - need to maintain workload:
    - contribution to overhead costs
    - redundancy avoidance measures
    - continuity of cash flow
  - need to retain skills and experience:
    - managers, technicians and professionals
    - craft skills
  - previous experience of similar projects
  - planned expansion
  - acquisition of new expertise
  - commercial risk
  - level of competition
    - number of competing tenderers
    - assessment of competitors' tendering intentions.
- Discounts (for the main contractor of a subcontract or package tender).
- Conversion of the estimate into a firm bid (tender).
- Director's adjustment.

**C4 Communication skills**

Writing and presentation skills for communications:

- appropriate use of technical language for target audience
- appropriate and concise content used to convey intended meaning
- appropriate use of tone.

## Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners will demonstrate some knowledge and understanding of commercial risk in a set context in order to recommend a tendering strategy. They will build up unit rates that are generally accurate, demonstrating some appropriate estimating skills and applying some appropriate methodologies. They can apply their unit rates to bill of quantities in order to produce a final cost of measured works. Learners will produce an estimated total cost for the project by pricing preliminaries and completing the remaining sections of the bill of quantities, although there may be some inaccuracies. Learners will produce a justified tender that takes into account some risk factors and conflicting and complex issues that influence the final tender decision.

### Level 3 Distinction

Learners will demonstrate comprehensive knowledge and understanding of commercial risk in a set context in order to recommend a tendering strategy. They will build up unit rates that are consistent and accurate, demonstrating consistency in the use of appropriate estimating skills and applying correct methodologies. They can apply their unit rates to bill of quantities in order to produce a mostly accurate final cost of measured works. Learners will produce an estimated total cost for the project that is mostly accurate by pricing preliminaries, consistently using appropriate data and methodologies, and completing the remaining sections of the bill of quantities. Learners will produce a fully justified tender that takes into account most of the relevant risk factors with a developed understanding of conflicting and complex issues that influence the final tender decision.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Borehole report	A report that provides information on the soil types and depths within the various strata underneath the surface of the site.
Build up	An estimating process used to produce the nett cost per unit, including all the components of cost for that item.
Company profile	Information about the company that will be useful when making tendering and estimating decisions.
Complete	Input of items necessary to fill in all sections of a document.
Measured work section	The section of the bill of quantities containing measured items, with quantities, into which unit rates are inserted.

Command or term	Definition
Produce	Create required information as a result of own calculations and/or selecting and inputting from given information.
Tender sum	The final price that the company decides on and submits as a bid for the project.
Unit rates	The cost of a measured item per unit of measure, including all materials, wastage allowances, labour and sundry plant requirements.

### Links to other units

This unit links to:

- Unit 19 Quantity Surveying
- Unit 22: Economics and Finance in Construction
- Unit 24: Planning Application Procedures in Construction
- Unit 26: Conversion, Adaptation and Maintenance of Buildings.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

# Unit 4: Construction Technology

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners examine the underlying principles and construction methods used in the construction of new buildings and their associated external works.

## Unit introduction

The construction industry provides the population of the UK, and the world, with the built environment needed to sustain all aspects of life as we know it. Today's buildings can use combinations of modern and traditional techniques and materials in their construction and this unit will give you an understanding of the technology used in the design and construction of low-rise domestic and commercial buildings.

In this unit, you will examine various forms of low-rise construction and consider the most appropriate forms for differing site conditions and client requirements. You will gain an understanding of the different types of foundation that could be used on a project and the factors that influence its selection. You will investigate superstructure, external works design and construction, considering the most appropriate specifications and details for given scenarios.

This unit will give you the underlying knowledge and understanding of construction technology that supports a wide range of other units in this qualification. A sound knowledge of construction technology is an essential aspect of many job roles, including architect, site manager, quantity surveyor, planner, buyer, estimator, etc.

## Learning aims

In this unit you will:

- A** Understand common forms of low-rise construction
- B** Examine foundation design and construction
- C** Examine superstructure design and construction
- D** Examine external works associated with construction projects.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand common forms of low-rise construction	<b>A1</b> Forms of low-rise construction	A report to a client that covers the use of different structural forms for the proposed project, considering the effectiveness of each structural form.
<b>B</b> Examine foundation design and construction	<b>B1</b> Subsoil investigation <b>B2</b> Subsoil improvement <b>B3</b> Design principles <b>B4</b> Types of foundation	A report for a given project scenario that covers the foundation design and different methods that can be used for the design and construction of the foundations, superstructures and external works.
<b>C</b> Examine superstructure design and construction	<b>C1</b> Walls <b>C2</b> Floors <b>C3</b> Roofs <b>C4</b> Internal finishes	
<b>D</b> Examine external works associated with construction projects	<b>D1</b> Sustainable urban drainage systems <b>D2</b> Foul and surface water drainage <b>D3</b> Utility services <b>D4</b> Roads and footpaths	A report for a given project scenario that covers the design and construction of the external works, including the incorporation of sustainable drainage systems.

## Content

### Learning aim A: Understand common forms of low-rise construction

#### A1 Forms of low-rise construction

The application, characteristics, use, methods of load transfer, differences in construction methods, advantages and limitations of the following forms of low-rise construction.

- Framed structures:
  - skeleton, rectangular frame:
    - steel
    - in-situ reinforced concrete
    - prefabricated concrete
  - portal frame:
    - steel
    - laminated timber
    - prefabricated concrete
  - timber frame:
    - prefabricated platform frames
    - open panel systems
    - closed panel systems
  - structural insulated panels (SIPs).
- Traditional construction:
  - cavity wall
  - masonry wall
  - cut rafter roofing
  - timber floors
  - in-situ methods.
- Modular construction:
  - four-sided modules
  - open-sided modules
    - partially open sided
    - corner supported modules
  - stair modules
  - lift modules
  - non-loadbearing modules.

### Learning aim B: Examine foundation design and construction

#### B1 Subsoil investigation

Subsoil investigation methods to obtain data and information for foundation design and their advantages and disadvantages.

- Investigation methods:
  - desk study
  - walkover survey
  - trial pits
  - auger holes
  - percussion drilling and window sampling
  - plate bearing test.
- Information used for foundation design:
  - bearing capacity
  - subsoil classification
  - groundwater levels
  - chemical analysis of soil samples and presence of sulphates
  - presence of obstructions – naturally occurring and from previous development.

**B2 Subsoil improvement**

Awareness of techniques of how to improve the bearing capacity of the ground before construction work commencing on site:

- vibroflotation, including vibro-replacement
- grouting
- land drainage.

**B3 Design principles**

Foundation design considerations, including the relationship between building load and ground bearing capacity, the foundation footprint and transfer of loads to a suitable bearing strata.

- Factors used during design to minimise settlement:
  - building load
  - soil bearing capacity and type
  - foundation depth
  - groundwater.
- Design to minimise other movement:
  - soil shrinkage
  - ground heave
  - differential settlement
  - effects of tree growth and tree removal.
- Building Regulations, Part A – use to determine the minimum:
  - width of strip foundations
  - thickness of strip foundations
  - overlap where foundations are stepped.

**B4 Types of foundation**

The application, characteristics, substructure detailing, advantages and disadvantages and factors affecting choice of the following foundation types for different loadings and ground bearing capacities.

- Strip.
- Trench fill.
- Raft.
- Pad.
- Pile:
  - replacement piles
  - displacement piles
  - pile caps
  - ground beams.

**Learning aim C: Examine superstructure design and construction****C1 Walls**

Construction methods and techniques, materials used, stability, detailing, external finishes, performance requirements, advantages and disadvantages of the following wall elements.

- External cavity walls:
  - traditional brickwork and blockwork
  - blockwork with external skin rendered.
- Solid wall with rainscreen cladding.
- Internal walls and partitions:
  - blockwork partitions
  - timber stud partitions
  - metal stud partitions
  - demountable partitions.

- Prefabricated timber frame construction:
  - external wall details
  - cladding options, including brickwork
  - internal wall details.
- Openings in walls:
  - head detailing, including methods of supporting the wall above the opening
  - jamb detailing
  - sill and threshold detailing
  - windows
  - doors.

## C2 Floors

Construction methods and techniques, materials used, support, detailing, finishes, performance requirements, advantages and disadvantages of the following floor types and elements.

- Ground floors:
  - solid concrete
  - beam and block
  - prestressed concrete
  - suspended timber.
- Intermediate floors:
  - beam and block
  - prestressed concrete
  - timber
  - platform floors in timber frame construction.
- Openings and stairs:
  - forming openings
  - timber stairs
  - precast concrete stairs.

## C3 Roofs

Construction methods and techniques, materials and components used, support (including bracing and lateral restraint), detailing (at eaves, verge, abutments and ridge), finishes, performance requirements, advantages and disadvantages of the following roof types.

- Pitched, including mono pitch, double pitch, gable ended and hipped:
  - trussed rafter construction
  - traditional timber roofing.
- Flat:
  - warm deck
  - cold deck
  - method of achieving required falls
    - firrings
    - laser cut tapered insulation
    - screed.

## C4 Internal finishes

Application, characteristics, properties, advantages and disadvantages of the following finishes.

- Wall finishes:
  - traditional two coat plasterwork
  - dry lining
  - ceramic tiling
  - wood paneling
  - decorating
    - paint
    - wallpaper.

- Ceiling finishes:
  - plasterboard and skim
  - suspended ceilings
  - UPVC ceiling cladding
  - timber boarded ceilings
- Floor finishes:
  - natural timber
  - laminates
  - carpets
  - ceramic tiling
  - sheet materials.

## **Learning aim D: Examine external works associated with construction projects**

### **D1 Foul and surface water drainage**

The layout, falls, access, advantages and disadvantages of the following methods of disposal for foul and surface water.

- Combined drainage.
- Separate drainage.

### **D2 Utility services**

The depth, colour coding of ducts, positioning, typical layout and building entry of the following utility services.

- Water.
- Gas.
- Electricity.
- Telecommunications.

### **D3 Roads and footpaths**

Construction methods and techniques, materials used, edge details, performance requirements, specifications, finishes, advantages and disadvantages of the following paving types.

- Tarmacadam to footpaths.
- Tarmacadam to vehicular areas and road.
- Block paving.
- In-situ concrete.
- Precast concrete paving.

### **D4 Sustainable urban drainage systems**

The methods, use, characteristics, advantages and disadvantages of sustainable urban drainage systems.

- Methods of temporary storage of excess surface water:
  - swales
  - infiltration basins
  - extended detention basins
  - wet ponds
  - infiltration systems.
- Methods allowing natural percolation to groundwater:
  - filter strips
  - porous surfaces:
    - porous block paving
    - permeable tarmacadam
    - porous concrete
    - gravel.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand common forms of low-rise construction</b>		<b>A.D1</b> Evaluate the effectiveness of different structural forms for use with a given low-rise buildings project scenario.
<b>A.P1</b> Explain the different structural forms used in the construction of low-rise buildings.	<b>A.M1</b> Discuss the use of different structural forms for use with a given low-rise buildings project scenario.	
<b>Learning aim B: Examine foundation design and construction</b>		<b>BC.D2</b> Evaluate the construction of new low-rise buildings.
<b>B.P2</b> Explain the different types of investigation used to provide information required for the design of foundations for low-rise buildings.	<b>B.M2</b> Discuss the principles of foundation design and how they impact on the choice of foundation type for low-rise buildings.	
<b>B.P3</b> Explain the different types of foundation used for low-rise buildings.		
<b>B.P4</b> Describe the principles of foundation design and how they impact on the choice of foundation type for low-rise buildings.		
<b>Learning aim C: Examine superstructure design and construction</b>		
<b>C.P5</b> Explain the construction details used in the construction of walls, floors and roofs on new construction projects.	<b>C.M3</b> Analyse the different details and finishes used in the construction of new construction projects.	
<b>C.P6</b> Summarise the use of internal finishes for floors, walls and ceilings on new construction projects.		
<b>Learning aim D: Examine external works associated with construction projects</b>		<b>D.D3</b> Analyse the design and construction of external works for new construction projects including the incorporation a Sustainable Urban Drainage.
<b>D.P7</b> Summarise the design and construction of external works on new construction projects.	<b>D.M4</b> Discuss the design and construction of external works for new construction projects including the incorporation a Sustainable Urban Drainage System.	
<b>D.P8</b> Explain the use of Sustainable Urban Drainage Systems within new construction projects.		

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.M1, A.D1)

Learning aims: B and C (B.P2, B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2,)

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional resource requirements for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will demonstrate sound knowledge and understanding of the specific advantages and disadvantages of framed structures, traditional construction and modular construction methods when considered for use in the given project scenario. Learners will critically review the different forms of construction in the context of the scenario and will bring together key considerations to form a supported conclusion, drawing on information relevant to the given scenario.

**For merit standard**, learners will provide a coherent, logical and mostly balanced discussion that considers the application, characteristics, use, methods of load transfer, advantages and limitations of the different structural forms that could be considered for the given project scenario. They will demonstrate some understanding of the specific advantages and limitations of framed structures, traditional construction and modular construction methods when considered for use in the given project scenario.

**For pass standard**, learners will provide a clear explanation of different structural forms that are used in the construction of low-rise buildings. They will cover a minimum of two structural forms. Learners' work will demonstrate some knowledge of how the application, characteristics, advantages and limitations of each type of structural form affects the selection. Illustrations and/or sketches with annotations may be used, alongside written submissions, to help convey knowledge and understanding of the different structural forms.

#### Learning aims B and C

**For distinction standard**, learners will evaluate the effectiveness of the different foundation types, potential superstructure construction details and finishes to cover the basic proposals and site information for a low-rise construction scenario. Learners will demonstrate sound knowledge and understanding of the specific application, advantages and disadvantages of different foundation types, including strip, trench fill, raft, pad and various types of pile foundation, the methods and performance requirements for the various elements of superstructure when considered for use in the given project scenario. Learners will review the different methods and details in the context of the scenario and will bring together key considerations to form a supported conclusion, including alternative specifications where appropriate, drawing on information relevant to the given scenario.

**For merit standard**, learners will provide a coherent, logical and mostly balanced discussion that considers the relationship between building load, ground bearing capacity, the foundation footprint, transfer of loads to a suitable bearing strata and the appropriate foundation types to cover the basic proposals and site information for a low-rise scenario. They will demonstrate a sound approach and competent analysis of typical details and finishes used in the construction of walls, floors and roofs. Learners must cover two details for each of the identified elements.

**For pass standard**, learners will provide a clear explanation of methods for determining soil type and properties, foundation types and principles of foundation design used in the construction of low-rise domestic buildings. Their explanation will cover a minimum of three different site investigation methods and foundation types, although the explanation will be generic and may only have limited focus to cover the basic proposals and site information for a low-rise scenario. Learners' work will cover an explanation of superstructure construction details, including walls, floors and roofs but this will be generic and not focused on the scenario. Details of internal finishes will be outlined, covering walls, ceilings and floors. Illustrations and/or sketches with annotations may be used, alongside written submissions, to help convey knowledge and understanding of the different principles and details.

### Learning aim D

**For distinction standard**, learners will evaluate the effectiveness of external works, including sustainable urban drainage systems, to cover the basic proposals and site information for a low-rise construction scenario. Learners will demonstrate sound knowledge and understanding of the specific application, advantages and disadvantages of external works and sustainable urban drainage systems, when considered for use in the given project scenario. Learners will review the different methods and details in the context of the scenario and will bring together key considerations to form a supported conclusion, including alternative specifications where appropriate, drawing on information relevant to the given scenario.

**For merit standard**, learners' work will provide a coherent, logical and mostly balanced discussion that covers how the design and construction of external works is suitable for the new construction project, including how external works are affected by the incorporation of a sustainable urban drainage system. This should include consideration of methods that delay and/or minimise the discharge of excess surface water, methods that provide for localised infiltration to groundwater and how all three approaches can be combined into a single effective system.

**For pass standard**, learners' work will demonstrate knowledge and understanding of external works that incorporate sustainable drainage systems, including methods of temporary storage and methods allowing percolation to groundwater. Learners will demonstrate an awareness of the various external works requirements to cover the basic proposals and site information for a low-rise scenario. Illustrations and/or sketches with annotations may be used, alongside written submissions, to help convey knowledge and understanding of the different principles and details.

### Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 2: Construction Design
- Unit 5: Health and Safety in Construction
- Unit 7: Graphical Detailing in Construction
- Unit 10: Building Surveying in Construction
- Unit 11: Site Engineering in Construction Unit
- Unit 12: Low Temperature Hot Water Heating in Building Services
- Unit 13: Measurement Techniques in Construction
- Unit 14: Provision of Primary Services in Construction.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- employer's business materials as exemplars
- support from local business staff as mentors.

# Unit 5: Health and Safety in Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners will carry out a safe system of work and investigate the significance of safety system reviews, understanding the responsibilities of employees and employers with regard to health and safety in construction operations.

## Unit introduction

Health and safety in construction operations is essential so that workers can carry out practical activities in a safe environment that is free from hazards and risks. Safety starts in the office, with planning safe systems of work, assessing the risks in construction operations and applying control measures to reduce the risks to an acceptable level. Companies aspire to achieve the target of zero accidents in the workplace, promoting their reputation as safe constructors.

In this unit, you will examine the responsibilities of employees and employers with regard to UK legislation and regulations and the procedures used to control hazards and risks for construction operations across a range of activities. You will use relevant policies and procedures to design a safe system of work that could be instigated and maintained in a construction context. You will also investigate how all aspects of health and safety are monitored to ensure they are kept up to date, well informed and any changes are evaluated and controlled.

This unit can help you progress to health and safety management and supervision in the construction sector as a contracts manager or site management or to specialist health and safety qualifications such as National Examination Board in Occupational Safety and Health (NEBOSH) Certificate and Diploma qualifications or Higher Nationals in Construction and degrees in construction specialisms.

## Learning aims

In this unit you will:

- A** Understand how health and safety legislation is applied to construction operations
- B** Carry out the development of a safe system of work for construction operations
- C** Understand the need for the review of safety systems for construction operations.

## Summary of unit

Learning aim	Key content areas	Recommended a assessment approach
<b>A</b> Understand how health and safety legislation is applied to construction operations	<b>A1</b> Health and Safety at Work etc. Act 1974 <b>A2</b> Construction (Design and Management) Regulations 2015 <b>A3</b> Management of Health and Safety at Work Regulations 1999 <b>A4</b> Work at Height Regulations 2005 <b>A5</b> Control of Substances Hazardous to Health (COSHH) Regulations 2002 <b>A6</b> Training and education	Presentations, explanatory leaflets or a formal report that references case studies, showing the impact of how legislation and regulations uphold and improve health and safety on construction sites. Reference to statistics could provide justification of legislation and regulation effectiveness.
<b>B</b> Carry out the development of a safe system of work for construction operations	<b>B1</b> Health and Safety preparation <b>B2</b> Construction phase health and safety <b>B3</b> Health and safety file	A safety survey with completed documentation, including the production of a risk assessment and method statement.
<b>C</b> Understand the need for the review of safety systems for construction operations	<b>C1</b> Accident reporting procedures <b>C2</b> Reviewing safety systems <b>C3</b> Changes to systems and procedures <b>C4</b> Skills, knowledge and behaviours	A report evaluating how safe systems can be improved following the reporting of accidents utilising review procedures.

## Content

### Learning aim A: Understand how health and safety legislation is applied to construction operations

Current legislation and regulations, including any updates, and their application in construction operations.

#### A1 Health and Safety at Work etc. Act 1974

- The duties defined in each section of the act. The duties of:
  - employers
  - employees and self-employed
  - designers and manufacturers
  - Health and Safety Executive (HSE):
    - powers of the HSE when visiting site or accident investigation
    - notices for improvements and prohibition, differences between the two types
- Penalties for non-compliance:
  - enforcement, sanctions, loss of reputation, loss of work, corporate manslaughter
  - fines, magistrates and crown court penalties, level of fines
  - imprisonment, length of detainment.

#### A2 Construction (Design and Management) Regulations 2015

The content of the regulations and what aspects have to be carried out in order to comply with them during the design and construction of a building project.

- Phases to be followed:
  - pre-construction information – client’s health and safety file, site survey, desktop research
  - construction phase safety plan – contents required for compliance with regulations
  - content of the health and safety file:
    - meet the requirements of the regulations
    - duty holders participation, to include designer, client, main contractor, contractors.
- Duties of parties to the contract, to include:
  - principal designer and designers
  - client
  - principal contractor.
- General requirements for all construction sites:
  - welfare facilities – Schedule 2 in the appendix to the regulations
  - general principles of prevention to be employed on site.

#### A3 Management of Health and Safety at Work Regulations 1999

Aspects of the regulations relevant to construction.

- Duties, to include those defined in following sections of the regulation:
  - Risk assessment requirements under Regulation 3 of the legislation.
  - Health and safety arrangements and assistance provided by the employer.
  - Cooperation and coordination between all parties.
  - Capabilities and training of all operatives.
  - Specific duties of employees under this regulation.

#### **A4 Work at Height Regulations 2005**

- Duties to include:
  - Organisation and planning required before working at height is commenced.
  - Avoiding risks from working at height by establishing an alternative method.
  - Work equipment requirements for operatives.
  - Duties of persons at work with regard to safety under this regulation.
  - Requirements for any working platform used to gain access to working at height.
  - Requirements for personal fall protection to be provided for employees.
  - The use of ladders and the regulations and duties concerning this use.

#### **A5 Control of Substances Hazardous to Health (COSHH) Regulations 2002**

Relevant aspects regarding the use of substances and chemicals during construction activities on site.

- Employer's duties, to include provision of:
  - risk assessment of all substances used in the workplace – highlighting precautionary methods to be employed before and during use
  - control measures, use, maintenance, examination and testing – reducing the risk to an acceptable level
  - monitoring and health surveillance of employees using substances at work
  - information, instruction and training of employees.

#### **A6 Training and education**

- On-site safety training, e.g. tool box talks
- Construction Skills Certification Scheme (CSCS) card – classification and the different types of cards available, qualifying for a card, process, validity.
- Client Contractor National Safety Group (CCNSG) Safety Passport – requirements and use.
- Fire safety.
- Off-site training requirements and links to control measures, e.g. for working at height, COSHH, noise, confined spaces.
- Training associated with equipment
- Provision and Use of Work Equipment Regulations (PUWER) 1998.
- Purpose and provision of safety notice boards and signage.

### **Learning aim B: Carry out the development of a safe system of work for construction operations**

Relevant administration and management tasks must be carried out to ensure that a construction site is a safe place of work.

#### **B1 Health and safety preparation**

- Notifications to HSE, the completion of the F10 documentation.
- Health and safety construction phase plan, contents and safe systems of work (SSW).
- Site induction content to be prepared, inclusions, method of delivery.
- Preparation of the site waste management plan, its content and specific requirements under the regulations for waste management.
- Safety poster provision, gate and entrance signage and notices, formal gate notifications.

#### **B2 Construction phase health and safety**

- Delivery of site inductions and retaining records of inductions.
- Identifying hazards by various methods – direct observation, checklists, audits, tool box talks, safety committees.
- Writing risk assessments and evaluating control measures – risk ratings, acceptable levels.
- Writing method statements, sequencing of statements, resources to be used.
- Delivering tool box talks – method, timing, what to cover in talk, who should be present.

- Issuing care and maintenance of personal protective equipment (PPE) and first-aid facilities.
- Preparing temporary fire and evacuation procedures.
- Instructing on waste disposal, segregation, good housekeeping.
- Managing sub-contractors' safety information, site meetings.

### **B3 Health and safety file**

- Preparing file contents in accordance with the requirements of the Construction (Design and Management) Regulations 2015:
  - a brief description of the work carried out
  - any residual hazards which remain and how they have been dealt with, e.g. information concerning asbestos, contaminated land, buried services, etc.
  - key structural information, e.g. bracing, sources of substantial stored energy – including pre- or post-tensioned members, etc.
  - safe working loads for floors and roofs, particularly where these may prohibit placing scaffolding or heavy machinery
  - hazardous materials used to include manufacturer's data sheets, e.g. pesticides, special coatings which should not be burnt off, etc.
  - information regarding the removal or dismantling of installed plant and equipment, e.g. any special arrangements for lifting, special instructions for dismantling, etc.
  - health and safety information about equipment provided for cleaning or maintaining the structure
  - the nature, location and markings of significant services, including underground cables; gas supply equipment; fire-fighting services, etc.
  - information and as-built drawings of the structure, its plant and equipment, e.g. the means of safe access to and from service voids, fire doors and compartmentalization, etc.
- Reviewing documentation.
- File distribution.

### **Learning aim C: Understand the need for the review of safety systems for construction operations**

Reviewing to close the safety cycle and analysing systems for any changes to processes, procedures or operations.

#### **C1 Accident reporting procedures**

- Definition of the following in accordance with reporting procedures and classification:
  - accident
  - near miss
  - minor
  - major.
- Procedures on discovering an accident:
  - first-aid actions, call for help, first aider, emergency services, individual responsibilities
  - reporting to supervisor, procedures, accident book, internal reports
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, over-3-day lost time injuries, reporting of a fatality
  - internal accident investigation procedures
  - fatalities and HSE investigations, documentation to produce.

## **C2 Reviewing safety systems**

Using data to establish where unplanned events occur and to reduce incidents.

- Analysis of accident information:
  - trends in near misses and types of accidents
  - comparison with UK national averages
  - discussion with workforce, site safety meetings, interviews, safety committees
  - suggestions and recommendations for improvements, justified by statistical analysis.
- Benefits of undertaking safety reviews:
  - reduction in costs – direct and indirect
  - reputation of the company, marketing materials
  - worker morale, a better and safer place to work
  - improved performance in terms of production
  - client estimating pre-contract enquiries and getting onto employer tender lists.

## **C3 Changes to systems and procedures**

Closing the safety cycle to ensure that any changes are reviewed, checked for compliance and monitored for effectiveness.

- Reviewing control measures, ensuring lowest possible risk achieved with reasonably practical measures, signing and dating reviews.
- Revising risk assessments in light of changes to processes, operatives and materials.
- Evaluating revised risk ratings.
- Reviewing changes and recommendations, communication to all.

## **C4 Skills, knowledge and behaviours**

- Demonstrating appropriate behaviour and its impact on outcomes, to include professionalism, etiquette, working to deadlines, accountability and individual responsibility.
- Evaluating outcomes on hazards and risks to help inform high-quality justified recommendations and decisions.
- Media and communication skills, including:
  - the ability to convey intended meaning, e.g. written (risk assessment documentation, recording documentation, reports, visual aids for presentation use), verbal communication requirements (one-to-one and group, informal and formal situations)
  - use of tone and language for verbal and written communications to convey intended meaning and make a positive and constructive impact on audience, e.g. positive and engaging tone, technical/vocational language suitable for intended audience.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand how health and safety legislation is applied to construction operations</b>		<b>A.D1</b> Evaluate the effectiveness of health and safety related legislation, education and training in controlling health and safety in construction.
<b>A.P1</b> Explain the legislative duties of employers and employees in the current legislation. <b>A.P2</b> Explain how the application of health and safety related legislation controls health and safety in construction. <b>A.P3</b> Explain how education and training improves standards of health and safety.	<b>A.M1</b> Discuss the impact of health and safety related legislation, education and training in controlling health and safety in construction.	
<b>Learning aim B: Carry out the development of a safe system of work for construction operations</b>		<b>B.D2</b> Justify the optimised safe system of work for a construction operation.
<b>B.P4</b> Explain methods used to identify hazards and assess risks. <b>B.P5</b> Produce a safe system of work for a given construction operation a risk assessment to include a method statement with effective control measures.	<b>B.M2</b> Optimise the safe system of work for a construction operation.	
<b>Learning aim C: Understand the need for the review of safety systems for construction operations</b>		<b>C.D3</b> Evaluate how safety systems are improved following the reporting of accidents and review of procedures.
<b>C.P6</b> Explain how safe systems of work are reviewed. <b>C.P7</b> Explain the procedures that follow an accident to improve future safety.	<b>C.M3</b> Discuss how safety systems are improved following the reporting of accidents and review of procedures.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aim: B (B.P4, B.P5, B.M2, B.D2)

Learning aim C (C.P6, C.P7, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional resource requirements for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners must thoroughly evaluate, in terms of advantages and disadvantages, the effectiveness of health and safety legislation and regulations in controlling risks on a construction site. Learners will make specific, relevant references to the role of safety education and training to produce a logical, coherent response. Learners' research must lead to a supported, convincing judgement of the impact of risk reduction, considering fatalities and major and minor accidents in order to come to a robust conclusion. Learners' research can also include the contribution of legislation and regulations in reducing 'near misses'. This can include making reasoned judgements where legislation and regulations has not reduced accident rates or incidents on construction sites.

**For merit standard**, learners must produce a clear, balanced discussion of the impact of how legislation and regulations and associated training and education control safety on a construction site. This should be in terms of what has to be provided legally, for example safety information and welfare facilities and how these are provided, depending on the choice of two other regulations in addition to the Health and Safety at Work etc. Act 1974. Learners will consider the impact in terms of relevant preliminary items and temporary features provided on site, for example mobile elevated platforms for gaining access at height, the training of operatives to use harnesses to restrain falls from height, etc.

**For pass standard**, learners need to explain the Health and Safety at Work etc. Act 1974 in terms of the duties placed on an employer and employee under this legislation. Learners will give mostly relevant examples of the types of provision, giving accurate details and reasons for their importance in a construction working environment. Two other regulations must be explored by learners in explaining how each controls health and safety in a construction context. Examples of on-site requirements must be provided against each regulation. Learners will also provide a realistic explanation of how education and training improves standards of health and safety.

#### Learning aim B

**For distinction standard**, learners must thoroughly evaluate how hazard identification, risk assessment and method statements support a safe system of work for a given construction operation. They must consider the strengths and potential weaknesses of the safe system of work whilst examining risk assessments, method statements and control measures. This will result in a reasoned conclusion with justifications supporting the effectiveness of the optimised safe system of work. The learner must demonstrate that they have a developed robust, comprehensive understanding of the methods used to ensure that construction operations can be carried out in a safe manner with minimal risk of accident, injury or near miss.

**For merit standard**, learners must produce an optimised safe system of work. In doing so, learners must analyse how hazard identification, risk assessment and method statements support a safe system of work for a given construction operation. They must conduct a methodical and detailed examination that considers the various facets of the safe system of work, whilst examining risk assessments, method statements and control measures and how these can be improved. The learner must demonstrate that they fully comprehend the methods used to ensure that construction operations can be carried out in a safe manner with minimal risk of accident, injury or near miss.

**For pass standard**, learners must produce a realistic, appropriate explanation of the methods used to identify hazards and assess risks. Learners will produce a realistic risk assessment and method statement with effective control measures that supports a safe system of work for a given construction operation. The learner must demonstrate that they have a good understanding of the methods used to ensure that construction operations can be carried out in a safe manner with minimal risk of accident, injury or near miss.

### Learning aim C

**For distinction standard**, learners must consider an accident report and then thoroughly evaluate how safe systems of work can be improved, utilising review procedures, following the reporting of accidents. They must consider both the strengths and potential weaknesses of the safe systems of work in relation to the scenario, and arrive at a logical conclusion with accurate justifications supporting the effectiveness of the safe system of work that they are proposing. The learner must demonstrate that they have developed a robust, in-depth understanding of the methods used to review safe systems of work following the reporting of an accident.

**For merit standard**, learners will adopt a balanced approach in considering an accident report and discussing how safe systems of work can be improved, utilising review procedures, following the reporting of accidents. Learners will provide a relevant, balanced discussion of how different aspects of safe systems of work interrelate, in relation to the scenario. The learner must demonstrate that they fully comprehend the methods used to review safe systems of work following the reporting of an accident.

**For pass standard**, learners must explain how safe systems of work are reviewed, and the procedures that follow an accident to facilitate safety improvements in the future. Learners' explanations will be realistic and mostly relevant. The learner must demonstrate that they have a good understanding of the methods used to review safe systems of work following the reporting of an accident.

### Links to other units

This unit links to:

- Unit 4: Construction Technology
- Unit 11: Site Engineering for Construction
- Unit 12: Low Temperature Hot Water Heating in Building Services
- Unit 13: Measurement Techniques in Construction
- Unit 14: Provision of Primary Services in Construction.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- technical workshops involving staff from local construction organisations with expertise in a range of specialist areas
- contribution of ideas to unit assignments, for individual learner projects and project materials
- guest speakers from a related health and safety background
- participation in audience assessment of presentations for discussion elements
- work experience on a construction site
- employer's business materials as exemplars
- support from local business staff as mentors
- employer's health and safety policies and procedural documentation.

# Unit 6: Surveying in Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop the skills to carry out linear, levelling and land surveys, understanding the methods and technologies needed for this work.

## Unit introduction

The surveying of land is concerned with the measurement of existing features of the natural and built environment and the presentation of data in a format suitable for architects and engineers to use when designing construction projects. It plays an important role in the early stages of the design process and links with the setting out phase of construction projects.

In this unit, you will become familiar with basic surveying techniques and will carry out surveying tasks and present fieldwork data in a suitable format. You will consider the nature of survey measurements, the instruments used and the errors inherent in the measurement systems, including the best ways to reduce or eliminate them.

Understanding how to carry out surveying in construction to produce suitable and accurate drawings will prepare you for further employment or further study in land surveying, site supervision, civil engineering and other branches of construction. The skills you gain from this unit will help you progress to employment in a range of areas in the construction industry, including site supervision, setting out, land surveying, quantity surveying, civil engineering and other branches of construction.

## Learning aims

In this unit you will:

- A** Understand the methods and technologies that underpin surveys
- B** Undertake fieldwork surveys to collect data for drawings
- C** Develop drawings from completed fieldwork surveys.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the methods and technologies that underpin surveys	<b>A1</b> Linear, levelling and angular measurement <b>A2</b> Equipment used to perform fieldwork surveys <b>A3</b> Sources of systematic errors	A report on the techniques and instruments used to record survey data, including potential sources of systematic errors and their minimisation to produce accurate data for plan and section details production.
<b>B</b> Undertake fieldwork surveys to collect data for drawings	<b>B1</b> Linear surveys <b>B2</b> Levelling surveys <b>B3</b> Read and record horizontal angles of a closed traverse <b>B4</b> Basic arithmetic operations <b>B5</b> Application of applied mathematical techniques	Linear survey and level booking sheets to demonstrate accurate recording of surveying measurements. Teacher observation sheets confirming individual understanding and contribution to the practical tasks undertaken during fieldwork tasks with others.
<b>C</b> Develop drawings from completed fieldwork surveys	<b>C1</b> Conventions used in survey drawings <b>C2</b> Production of survey drawings <b>C3</b> Corrected closed traverse drawing	A report: <ul style="list-style-type: none"> <li>• evaluating the methods used to take levelling and angular measurements in terms of accuracy</li> <li>• including linear survey and level booking sheets of reduced levels and check calculations</li> <li>• including coordinates, calculations and corrections.</li> </ul> A series of plan and section scaled detail drawings, to include: <ul style="list-style-type: none"> <li>• a linear survey line plotted accurately to scale</li> <li>• a contoured plan of a surveyed area of land</li> <li>• a long section detail of one surveyed line indicating rise and fall of ground between survey stations</li> <li>• a plot of a corrected closed traverse.</li> </ul> The drawings/details can be produced using manual or computer-aided design (CAD) drawing techniques.

## Content

### Learning aim A: Understand the methods and technologies that underpin surveys

#### A1 Linear, levelling and angular measurement

Surveying terminology principles, their application to fieldwork activity and use of surveying technology to complete fieldwork activities.

- Framework.
- Measuring horizontal and slope distances.
- Chainage:
  - running measurements
  - perpendicular offsets.
- Survey line:
  - baseline
  - check lines.
- Reading levels:
  - backsight
  - intermediate sight
  - foresight
- Datum terminology:
  - Ordnance Survey Bench Mark (OSBM)
  - Temporary Bench Mark (TBM)
  - reduced level.
- Height of collimation.
- Rise and fall.
- Fly levelling.
- Whole circle bearings.
- Horizontal angles.
- Traverse types:
  - open
  - closed
  - fixed between points
  - rectangular coordinates
  - survey stations.

#### A2 Equipment used to perform fieldwork surveys

Surveying equipment, their advantages and disadvantages and use in completing fieldwork activities.

- Tapes.
- Bands.
- Ranging poles.
- Levels:
  - automatic
  - tilting
  - dumpy and builder
  - laser.
- Digital theodolites.
- Electronic distance measurement (EDM) devices.
- Total stations, including global positioning systems (GPS).

**A3 Sources of systematic errors**

How errors impact on the accuracy of fieldwork surveys.

- Plastic tapes – stretching.
- Levels – calibration errors.
- Theodolites:
  - bubble and electronic plummets off-centre errors
  - horizontal collimation errors
  - vertical collimation errors.
- Electronic distance measurement:
  - scale and index errors.
- Performance of systematic checks on surveying instruments:
- tapes – calibration against standardised steel tapes
- levels – two-peg test.
- Theodolites:
  - vertical axis check
  - transit axis check
  - spire check.

**Learning aim B: Undertake fieldwork surveys to collect data for drawings**

Methodologies used in the production of accurate surveys, including systematic checking, instrument adjustment and accuracy of calculations.

**B1 Linear surveys**

Application of techniques and processes to perform a linear survey.

- Establishing survey stations for a given location.
- Using chainage, offsets, tie lines to record measurements.
- Using correct booking techniques to survey in between survey stations.

**B2 Levelling surveys**

Application of techniques and processes to perform levelling surveys.

- Using TBM or OSBM datum to commence exercises.
- Recording readings using correct booking techniques:
  - height of collimation method
  - rise and fall method
  - flying levels.
- Completion of check calculations on the accuracy of levelling exercises undertaken.

**B3 Read and record horizontal angles of a closed traverse**

Application of techniques and processes for a closed traverse survey.

- Establishing survey stations for a closed traverse.
- Technique and recording requirements for the survey of a closed traverse.
- Recording horizontal angle readings using correct booking techniques.
- Detecting and correcting errors.

**B4 Basic arithmetic operations**

Application of arithmetic operations during fieldwork surveying tasks used to gather data for construction drawings.

- Calculations for levelling exercises and appropriate check calculations:
  - height of collimation method
  - rise and fall method
  - flying levels.
- Calculation of recorded horizontal angles using face left/face right techniques.
- Addition and subtraction of angles.

**B5 Application of applied mathematical techniques**

Application of applied mathematical techniques during fieldwork surveying tasks to gather data for construction drawings.

- Calculation of rectangular coordinates.
- Adjustment of simple traverse:
  - application of Bowditch to adjust a traverse
  - balancing in traverse
  - distribution of closure error.

**Learning aim C: Develop drawings from completed fieldwork surveys**

Techniques used to produce accurate construction drawings.

**C1 Conventions used in survey drawings**

- Conventions used in survey drawings.
- Appropriate scales for survey drawings.

**C2 Production of survey drawings**

Production of survey drawings to incorporate:

- levels survey plan
- plotting linear survey lines accurately to scale
- spot levels
- grid levels
- contours
- site cross section
- long section detail
- cut and fill cross section.

**C3 Corrected closed traverse drawing**

- Application of corrected traverse station coordinates to plot a closed traverse.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the methods and technologies that underpin surveys</b>		<b>A.D1</b> Evaluate the methods and technologies underpinning linear, levelling and angular measurement and surveys.
<b>A.P1</b> Explain the methods and technologies underpinning linear, levelling and angular measurement surveys. <b>A.P2</b> Explain systematic errors in surveying measurements.	<b>A.M1</b> Discuss the methods and technologies underpinning linear, levelling and angular measurement and surveys.	
<b>Learning aim B: Undertake fieldwork surveys to collect data for drawings</b>		<b>B.D2</b> Evaluate the methods used to produce accurate fieldwork survey information for the development of accurate drawings.
<b>B.P3</b> Perform systematic checks and adjustments to equipment and instruments appropriate for the fieldwork surveying activity. <b>B.P4</b> Perform linear, levelling and angular measurement surveys using appropriate equipment and booking methods. <b>B.P5</b> Perform correct calculations to support fieldwork activities.	<b>B.M2</b> Justify the selection of equipment, methods used, the application of systematic checking, instrument adjustment and accuracy of calculations to provide accurate fieldwork survey information.	
<b>Learning aim C: Develop drawings from completed fieldwork surveys</b>		<b>C.D3</b> Evaluate the production of drawings from completed fieldwork surveys.
<b>C.P6</b> Produce plans of land and section detail drawings from completed fieldwork surveys.	<b>C.M3</b> Produce plans of land and section detail drawings from completed fieldwork surveys to a high level of technical skill and accuracy.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B and C (B.P3, B.P4, B.P5, C.P6, B.M2, C.M3, BC.D2, BC.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to areas of land with a range of topographic and built features where surveying practical work can be carried out safely. Health, safety and welfare issues must be considered at all times and risk assessments undertaken where necessary.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will evaluate the methods and technologies that underpin how to complete linear, levelling and angular measurement surveys. The evaluation must be supported with justified, detailed and well-presented examples of the relevant instruments to be used and appropriate booking procedures.

**For merit standard**, learners will discuss the methods and technologies that underpin how to complete linear, levelling and angular measurement surveys. The discussion must be supported with detailed and well-presented examples of the relevant instruments to be used and appropriate booking procedures.

**For pass standard**, learners will explain the characteristics that underpin how to complete linear, levelling and angular measurement surveys. The explanations must be supported with examples of the relevant instruments to be used and appropriate booking procedures to record measurements. Learners will explain the types of systematic errors in surveying measurements, which must include equipment used for linear, levelling and angular measurement fieldwork surveys.

#### Learning aims B and C

**For distinction standard**, learners will draw on and make supported judgements of the methodologies used to produce their accurate surveys. This will include their choices of equipment selected in comparison to alternate surveying instruments available to complete similar fieldwork measurements and consideration of the accuracy of fieldwork readings and calculations completed. Learners will draw on and make supported judgements of the methodologies used to produce their accurate drawings. This will include their choices of equipment selected in comparison to alternate surveying instruments available to complete similar fieldwork measurements and consideration of the accuracy of fieldwork readings and calculations completed.

**For merit standard**, learners will present a methodical and detailed justification of their selection of equipment and methods they have used to perform fieldwork exercises in order to provide accurate and reliable data for accurate drawings. This will include showing a clear understanding of the importance of the systematic checks and equipment/instrument adjustments which are conducted to minimise fieldwork measurements accuracy. Their calculations show their understanding of how to adjust a simple traverse network using a standard method of calculation.

Learners will provide accurate, well-presented scaled drawings and details of their surveys, to include:

- a linear plan detail of one surveyed line
- a contoured plan of a section of the area surveyed
- a section detail along one survey line
- a corrected traverse plan detail.

It is acceptable for their drawings/details to be produced manually or by CAD.

Learners will produce drawings and details that meet all of the intended requirements, have the correct application of scale and are presented to a high level of technical skill and accuracy.

**For pass standard,** learners will participate in fieldwork activities to carry out their linear, levelling and angular surveys using appropriate equipment and recognised booking methods. Their survey measurements will be recorded using an appropriate booking method. Learners will produce evidence of how they completed systematic checks and adjusted instruments on equipment/instruments used to perform their fieldwork activities. Learners will produce reduced level calculations, using both the height of collimation and rise and fall methods. Learners will produce angular measurement calculations and record using the correct booking techniques. They will provide calculations for the coordinates of survey stations from data collected for a traverse survey. In this case correct calculations will be seen as those that show understanding of methodologies.

Learners must provide scaled drawings and details, to include:

- a linear plan detail of one surveyed line
- a contoured plan of a section of the area surveyed
- a section detail along one survey line
- a corrected traverse plan detail.

It is acceptable for these drawings/details to be produced manually or by CAD.

Learners will produce drawings and details that meet the necessary requirements, however there will be some inaccuracies in the correct application of scale and in the presentation of the finished details.

### Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 2: Construction Design
- Unit 4: Construction Technology
- Unit 7: Graphical Detailing in Construction
- Unit 12: Low Temperature Hot Water Heating in Building Services
- Unit 13: Measurement Techniques in Construction
- Unit 14: Provision of Primary Services in Construction.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from a surveyors at a local authority or building control department
- guest speakers from specialist surveying companies
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.



# Unit 7: Graphical Detailing in Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop knowledge and apply skills to produce graphical information by manual and computer-aided design (CAD) methods.

## Unit introduction

The construction industry is heavily reliant on communicating through the use of graphical information. Whether you are a designer, builder or planner, an understanding of drawn information and the ability to produce it yourself is an essential part of your work. Information can be produced using manual or CAD methods. Although the industry is fast moving towards CAD, skills in the use of manual methods remain very important, especially those to make freehand sketches.

In this unit, you will develop an understanding of the range of media, equipment and techniques required to produce drawings manually and will learn about CAD techniques and requirements. You will produce a number of drawings following British Standards using manual and CAD methods. This unit will help you develop the skills to produce freehand sketches.

The knowledge and skills gained in this unit are essential to prepare you for progression to various job roles in architectural and landscape design. An understanding of graphical representation is essential in other job roles too, such as site management, site engineering, planning and quantity surveying. It will also help you progress to a higher education programme in construction and related disciplines.

## Learning aims

In this unit you will:

- A** Understand the resources required to produce construction drawings
- B** Develop construction drawings for a given construction brief
- C** Undertake production of two-dimensional and three-dimensional freehand construction sketches.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the resources required to produce construction drawings	<b>A1</b> Manual methods <b>A2</b> Computer-aided design (CAD) <b>A3</b> Comparison of manual and CAD methods of drawing	An evaluative report or presentation supported with illustrations, images and sketches of the equipment and media that learners used in producing their construction drawings.
<b>B</b> Develop construction drawings for a given construction brief	<b>B1</b> Construction drawings	Learners' construction drawings produced using manual and CAD methods, following standard conventions and practices in response to a given brief.
<b>C</b> Undertake production of two-dimensional and three-dimensional freehand construction sketches	<b>C1</b> Principles, techniques and conventions <b>C2</b> Freehand sketches <b>C3</b> Skills, knowledge and behaviours	A portfolio of 2D and 3D freehand sketches. The portfolio should demonstrate the skills to use two- and three-point perspectives.

## Content

### Learning aim A: Understand the resources required to produce construction drawings

#### A1 Manual methods

Purpose, function, application and use of equipment and media for the production of construction drawings manually.

- Equipment required and its use in producing construction drawings manually:
  - hand drafting equipment, e.g. pens, pencils, scale rules, erasers, erasing shields, adjustable set squares, compasses, templates and flexible curves, stencils, parallel motion drawing boards, drafting tape.
- Media section and use to produce fit-for-purpose graphical information, to include:
  - grades of pencil (HB, H, 2H)
  - ink pens, e.g. 0.2, 0.25, 0.4, 0.5 mm thick
  - paper (detail paper, cartridge paper, tracing paper, A1, A2, A3 and A4 sizes)
  - reprographics.
- Manual drawing techniques, application and use, to include:
  - drawing lines and shapes
  - drawing to a scale
  - lettering and dimensioning
  - use of graphic conventions and standard symbols in accordance with British Standard BS 1192:2007.

#### A2 Computer-aided design (CAD)

Hardware and software specifications for a CAD system, CAD techniques and the comparison of the use of CAD with manual methods to produce construction drawings.

- Hardware requirements:
  - requirements to run the CAD software, e.g. graphics card, speed of processor, random-access memory (RAM) capacity, memory
  - storage, e.g. hard disk, solid state drive (SSD), USB stick, network drives, cloud
  - input devices, to include keyboard, mouse, other input devices, e.g. light pen, digitiser, joystick, thumbwheel
  - output devices, e.g. monitor, printer, plotter.
- Software requirements, to include:
  - operating systems available and their suitability for use with the chosen software package
  - CAD software packages and their advantages and limitations in use
  - minimum computing system requirements for the selected software package, e.g. hard disk space, memory required, processor, video card.
- CAD techniques, such as:
  - use of common commands and their application to produce designs, to include set-up, drawing, editing, zoom
  - plotting methods, to include vector plotting, colour plotting, black and white printing, greyscale printing, colour printing
  - setting up floor and external levels
  - drawing with composite elements, e.g. cavity wall
  - inserting standard components
  - using and applying layers in drawing production
  - using and applying line weights and their interpretation
  - selecting and applying appropriate drawing scale
  - producing a 3D virtual building model

- producing 2D views, to include plan views, elevation views, cross sections and site layout
- producing camera views and rendered images.

### **A3 Comparison of manual and CAD methods of drawing**

Comparison of manual and CAD methods to produce construction drawings, to include:

- equipment requirements and costs
- accuracy and ease of making changes
- time and cost to produce drawings
- training and support required
- conversion from 3D to 2D
- production of rendered views
- transfer of information.

## **Learning aim B: Develop construction drawings for a given construction brief**

### **B1 Construction drawings**

Types and production of construction drawings following BS 1192:2007 standards and conventions using manual and CAD methods:

- BS 1192:2007 standards and conventions requirements and their application to the different types of construction drawing
- site plan requirements
- two-storey building plans
- elevations
- cross-section drawing
- component or detail drawing
- structural drawings showing general arrangements
- preliminary sketch drawing.

## **Learning aim C: Undertake production of two-dimensional and three-dimensional freehand construction sketches**

### **C1 Principles, techniques and conventions**

Application of principles and techniques used to draw freehand sketches, to include:

- concept of proportionality
- oblique projection
- draw what you see – perspective drawings
- identifying the horizon line, perspective line and vanishing point
- sketching with vanishing points, to include two- and three-point perspective.

### **C2 Freehand sketches**

Two-dimensional and three-dimensional freehand sketch techniques and their application to:

- the interior of a building, to include room or space showing location of doors, windows, features and fixings
- the exterior of a building, to include the showing of spatial layout and important features
- marking requirements to indicate the clear location of vanishing point(s) on sketches
- the use and appropriate application of annotations to communicate details of materials, finishes, condition or any other relevant information in sketches.

**C3 Skills, knowledge and behaviours**

Demonstrate behaviour and its impact on outcomes, to include professionalism, etiquette, working to deadlines, accountability and individual responsibility.

- Evaluating outcomes to help inform high-quality justified decisions.
- Media and communication skills, including:
  - the ability to convey intended meaning, e.g. written (reports, visual aids for presentational use), verbal communication requirements (one-to-one and group, informal and formal situations)
  - use of tone and language for verbal and written communications to convey intended meaning and make a positive and constructive impact on the audience, e.g. positive and engaging tone, technical/vocational language suitable for intended audience.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the resources required to produce construction drawings</b>		
<p><b>A.P1</b> Explain the use of media and equipment to produce manual drawings for a given building.</p> <p><b>A.P2</b> Describe the resources required to produce CAD drawings for a given building.</p> <p><b>A.P3</b> Compare manual and CAD methods for the production of drawings in terms of their resource requirements, efficiency and cost.</p>	<p><b>A.M1</b> Analyse the use of manual and CAD methods to produce drawings for a given building in terms of their resource requirements, efficiency and cost.</p>	
<b>Learning aim B: Develop construction drawings for a given construction brief</b>		
<p><b>B.P4</b> Produce construction drawings for a two-storey building drawn to an appropriate scale, containing some technical information following BS 1192:2007 standards.</p>	<p><b>B.M2</b> Produce good-quality construction drawings for a two-storey building drawn accurately to an appropriate scale, containing appropriate technical information following BS 1192:2007 standards.</p>	<p><b>A.D1</b> Evaluate the use of manual and CAD methods to produce drawings for a given building in terms of their resource requirements, efficiency and cost.</p> <p><b>B.D2</b> Produce high-quality, fully annotated construction drawings for a two-storey building drawn accurately to an appropriate scale, containing detailed technical information following BS 1192:2007 standards.</p>
<b>Learning aim C: Undertake production of two-dimensional and three-dimensional freehand construction sketches</b>		
<p><b>C.P5</b> Produce annotated 2D and 3D freehand sketches, using appropriate conventions, for the interior of a building.</p> <p><b>C.P6</b> Produce annotated 2D and 3D freehand sketches, using appropriate conventions, for the exterior of a building.</p>	<p><b>C.M3</b> Produce good-quality, annotated 2D and 3D freehand sketches for the interior and exterior of a building with convergence to vanishing points.</p>	
		<p><b>C.D3</b> Produce high-quality, fully annotated 2D and 3D freehand sketches for the interior and exterior of a building with accurate convergence to vanishing points.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to CAD and manual equipment for drawing and sketching.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard**, learners evaluate manual and CAD methods to produce drawings. Learners will demonstrate a thorough understanding of the media and equipment required to produce manual and CAD drawings. They will produce a balanced evaluation of the methods used and take into account resource requirements, efficiency and cost.

Learners will produce a set of good-quality drawings using standards and conventions as laid down in BS 1192:2007 for a two-storey building. The drawings will contain correct technical information.

**For merit standard**, learners analyse manual and CAD methods to produce drawings. Learners will produce an analysis of the comparison of methods, which may lack balance but will take into account resource requirements, efficiency and cost.

Learners will produce a set of good-quality drawings using standards and conventions as laid down in BS 1192:2007 for a two-storey building. The drawings will include the use of both CAD and traditional drafting techniques (only one technique needs to be applied to each drawing produced) and drawings will contain appropriate technical information.

**For pass standard**, learners analyse manual and CAD methods to produce drawings. Learners will produce an analysis of the comparison of methods, which may lack balance but will take into account some elements of resource requirements, efficiency and cost.

Learners will produce a set of appropriately annotated drawings using standards and conventions as laid down in BS 1192:2007 for a two-storey building. This set of drawings must include the use of both CAD and traditional drafting techniques (only one technique needs to be applied to each drawing produced) and drawings will contain some technical information.

#### Learning aim C

**For distinction standard**, learners produce high-quality, fully annotated 2D and 3D freehand sketches. These will be produced using two- or three-point perspective drawing techniques for the interior and exterior of a building. Learners will demonstrate a thorough understanding of the concept of proportionality and vanishing points, although these may be outside the boundaries of the media at this level. Sketches will be fully annotated, providing details of materials, finishes, condition or any other relevant information and will show location of doors, windows, features, fixings and spatial layout.

**For merit standard**, learners produce good-quality, annotated 2D and 3D freehand sketches. These will be produced using two- or three-point perspective drawing techniques for the interior and exterior of a building. At this level, learners will show some understanding of proportionality and may have worked with vanishing points in the constraints of the media. Sketches will be annotated, providing details of most of the materials, finishes, condition or any other relevant information and will show location of doors, windows, features, fixings and spatial layout.

**For pass standard**, learners produce annotated 2D and 3D freehand sketches. At this level, learners will show some understanding of proportionality. Sketches will be annotated, providing details of some of the materials, finishes, condition or any other relevant information and will show location of doors, windows, features, fixings and spatial layout.

### Links to other units

This unit links to:

- Unit 2: Construction Design
- Unit 4: Construction Technology
- Unit 11: Site Engineering for Construction
- Unit 12: Low Temperature Hot Water Heating in Building Services
- Unit 13: Measurement Techniques in Construction
- Unit 14: Provision of Primary Services in Construction.

### Employer involvement

- This unit would benefit from employer involvement in the form of:
- guest speakers
- technical workshops involving staff from local construction organisations
- contribution of ideas to unit assignment/project materials.



# Unit 8: Building Regulations and Control in Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners interpret and apply the requirements of the building regulations to existing and new build schemes, including the application process and different methods of inspection and control.

## Unit introduction

The Building Regulations are steeped in history, with many crediting their birth at the Great Fire of London in 1666, when the city was rebuilt with a view to fire prevention. However, building codes have been around even longer than this. Over the years, there have been many versions and variations of the building regulations as they have grown and evolved, leading to the documents we now use. Today's construction professionals need a wide and far-reaching knowledge to achieve compliance.

This unit will teach you how to apply for building regulations approval, which you will be able to use in professional practice in your future career. To enable you to do this, you will learn about the different options available, the documents required and the process of making an application. The unit is designed to be hands-on and practical and, on successful completion, you will have a good knowledge and understanding of the process.

The content of this unit will broaden your knowledge of one of the key legislative requirements in construction. It will prepare you for a range of roles in industry, ranging from the practical and production roles through to the professional and planning roles, such as building surveyors, architects, site supervisors, building inspectors and clerk of works. This unit will also prepare you for entry to higher-level courses in architecture or building construction.

## Learning aims

In this unit you will:

- A** Understand the requirements of building regulations
- B** Examine the requirements of the building regulations
- C** Undertake a building regulations application.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the requirements of building regulations	<b>A1</b> The building regulations <b>A2</b> Control and implementation of the Building Regulations	A written report and presentation to discuss the requirements of the Building Regulations and different methods of control and the different methods of demonstrating compliance with the Building Regulations.
<b>B</b> Examine the requirements of the building regulations	<b>B1</b> Approved documents <b>B2</b> Alternative methods of achieving compliance	
<b>C</b> Undertake a building regulations application	<b>C1</b> Types of application <b>C2</b> Preparing a building notice application <b>C3</b> Preparing a Full Plans application	Portfolio of evidence showing the preparation for a Full Plans Building Regulations application for a new-build domestic scheme.

## Content

### Learning aim A: Understand the requirements of building regulations

The specifics of the Building Act 1984 and the Building Regulations, and how to find and use the relevant information.

#### A1 The building regulations

- Application of the Building Act 1984.
- The requirements of the Building Act 1984:
  - definition of building work and the extent of the Building Regulations application
  - material alterations
  - exemptions to the regulations
  - dispensation or relaxation of the regulations.

#### A2 Control and implementation of the Building Regulations

- Application procedure and the correct use of each method:
  - Full Plans
  - Building Notice.
- Notification of commencement and certain stages of the works.
- Supervision of works and the powers of inspectors:
  - local authority
  - private inspectors
  - National House Building Council (NHBC).
- Testing and commissioning.
- Certification of the works.
- Self-certification schemes.
- Non-compliance and the consequences.

### Learning aim B: Examine the requirements of the building regulations

Interpretation, application and compliance with the requirements of the Building Regulations.

#### B1 Approved documents

Learners need to have a basic knowledge of the approved documents, how to use them and how to apply the requirements.

- Structure, covered in Approved Document A.
- Fire safety, covered in Approved Document B.
- Site preparation and resistance to contaminants and moisture, covered in Approved Document C.
- Toxic substances, covered in Approved Document D.
- Resistance to sound, covered in Approved Document E.
- Ventilation, covered in Approved Document F.
- Sanitation, hot water safety and water efficiency, covered in Approved Document G.
- Drainage and waste disposal, covered in Approved Document H.
- Combustion appliances and fuel storage systems, covered in Approved Document J.
- Protection from falling, collision and impact, covered in Approved Document K.
- Conservation of fuel and power, covered in Approved Document L.
- Access to and use of buildings, covered in Approved Document M.
- Electrical safety, covered in Approved Document P.
- Security in dwellings, covered in Approved Document Q.
- High-speed electronic communication networks, covered in Approved Document R.
- Materials and workmanship, covered in Approved Document 7.

**B2 Alternative methods of achieving compliance**

Methods of demonstrating compliance with Building Regulations for a variety of different project types, to include:

- British standards
- European standards
- NHBC standards
- competent person/self-certification schemes.

**Learning aim C: Undertake a building regulations application****C1 Types of application**

The type of work for which each application is used and the conditions of application and expiration.

- Full Plans.
- Building Notice.

**C2 Preparing a Building Notice application**

Learners need to be able to make a Building Notice application for a given scenario, including all the relevant documentation as stipulated in the Building Regulations.

- Statement of application.
- Description of the proposed works.
- Location of the building.
- Current and intended use of the building.
- For schemes with an extension or addition to the building:
  - details to show the size of the extension and the relationship to the adjoining boundaries
  - the boundaries of the existing curtilage, and the position and size of other buildings within the curtilage
  - location of the property in relation to the surrounding streets
  - a statement specifying the number of storeys
  - provisions made for drainage.
- Use of fee schedules to determine the correct fee for the application.

**C3 Preparing a Full Plans application**

Learners need to be able to make a Full Plans application for a given scenario, including all the relevant documentation as stipulated in the Building Regulations.

- Statement of application.
- Copies of the plans (multiple copies as specified by the regulating authority).
- Description of the proposed works.
- All other associated plans required to show compliance with the building regulations (which will include):
  - details to show the size of the extension and the relationship to the adjoining boundaries
  - the boundaries of the existing curtilage, and the position and size of other buildings within the curtilage
  - location of the property in relation to the surrounding streets
  - a statement specifying the number of storeys
  - provisions made for drainage
  - details of the works and materials
  - copies of relevant calculations and relevant supporting documentation.
- Statement in relation to Regulatory Reform (Fire Safety) Order 2005.
- Request for completion certificate.
- Determination of the appropriate fee.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the requirements of building regulations</b>		
<p><b>A.P1</b> Describe the requirements of the building regulations.</p> <p><b>A.P2</b> Explain the different methods of control and implementation for building regulation applications.</p>	<p><b>A.M1</b> Discuss the different methods of application and control for a building regulations application.</p>	
<b>Learning aim B: Examine the requirements of the building regulations</b>		<p><b>A.D1</b> Evaluate the different methods of control for a building regulations application on a variety of project types.</p> <p><b>B.D2</b> Evaluate the different methods of demonstrating compliance with building regulations on a variety of project types.</p>
<p><b>B.P3</b> Describe the different methods of achieving compliance with the Building Regulations.</p> <p><b>B.P4</b> Outline the requirements of the Approved Documents.</p>	<p><b>B.M2</b> Analyse the different methods of demonstrating compliance with the building regulations.</p>	
<b>Learning aim C: Undertake a building regulations application</b>		
<p><b>C.P5</b> Describe the method and process for a Building Notice application from application to completion.</p> <p><b>C.P6</b> Describe the method and process for a Full Plans application from application to completion.</p> <p><b>C.P7</b> Complete the application forms and produce outline plans for a Full Plans Building Notice application for a new-build residential project.</p>	<p><b>C.M3</b> Produce a detailed Full Plans building regulations application for a new-build residential project.</p>	
		<p><b>C.D3</b> Analyse the documentation produced for a Full Plans application in relation to the requirements of the building regulations.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a range of documents relating to the Building Regulations (online access optional)
- completed Building Regulation applications, drawings, forms and any other relevant supporting documentation.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard**, learners will evaluate a number of different types of project (provided by the teacher) that use different methods of application and control, assessing the options for each scheme and coming to a conclusion about what they believe to be the most appropriate. Learners will validate their discussion and justify why they believe the chosen methods to be the most appropriate. If they can do so, they will demonstrate higher-level thinking, which is essential at distinction level and is more important than aligning with any preconceived thoughts held by the teacher.

**For merit standard**, learners will discuss in detail the different methods of application and control, considering when each method of application would be used, and when and why an applicant may choose to use an alternative method of control to that of the traditional local authority route. Their discussion will be considered and will describe the options available, without necessarily being evaluative of each one individually.

**For pass standard**, learners will describe the basic requirements of the Building Regulations and the different methods of control and implementation. They will also describe the range of methods available to demonstrate compliance and expand this specifically to take into account the Approved Documents. At this level there is no need for an in-depth analysis of each aspect, but there is a requirement to demonstrate a clear understanding of the whole process and how it works in the industry. Learners should make reference to the Building Act 1984 and to how the Building Regulations relate to this. They should discuss who is responsible for the implementation and regulation and the different ways in which the applicant can demonstrate compliance. There is no requirement to go into detail about the contents of each of the Approved Documents, but it is expected that they can name them all, as well as the broad areas they cover. Learners will select one as an example and describe in greater detail how the contents of the document will ensure compliance is achieved, for example using pertinent and succinct extracts from the Building Regulations, alongside the relevant part of an Approved Document, to demonstrate a sound understanding.

### Learning aim C

**For distinction standard**, learners will produce an analytical statement to support their application, choosing the form they feel to be most appropriate, for example a letter to the client explaining what all the various documents are, why they have produced them, and how they demonstrate compliance with the requirements of the regulations. Learners should be analytical and consider other options, and conclude why the methods selected were deemed the most appropriate.

**For merit standard**, learners will develop the form completed at pass level and produce the supporting documentation for a Full Plans application for a residential project, which should be modest in scope. Learners will produce the documents specific to the scheme, for example a new stand-alone development, or a reasonable-sized extension (at least an addition of 40% to the existing property and containing at least two storeys). Each option will present its own unique set of challenges and one is not considered easier than the other. Learners' work may tie in and support work in other modules, or be bespoke for this unit. It is acceptable to provide learners with blank plans and elevations so that they may annotate the drawings and produce the supplementary documents. Learners will provide sufficient information to be able to submit the application to the relevant body. They should clarify in the submission any assumptions made with regard to issues such as connection to the mains services.

**For pass standard**, learners will describe the process of making an application for both a Building Notice and Full Plans using a simple narrative or a flow chart. They will then complete an application form for a new-build residential scheme. Learners should be encouraged to obtain their own forms from the local authority in their area (typically available on the local authority website). It is expected that they include details of all the relevant supporting documents and a schedule of the key dates/stages for on-site inspection from the application stage through to final sign-off.

### Links to other units

This unit links to:

- Unit 4: Construction Technology
- Unit 7: Graphical Detailing in Construction
- Unit 18: Building Information Modelling
- Unit 24: Planning Application Procedures in Construction
- Unit 25: Property Law.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

# Unit 9: Management of a Construction Project

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners gain an understanding of management principles and their application to the construction industry.

## Unit introduction

Managing and delivering a project to a client on time and within budget is key to modern construction. With so many variables and potential unforeseen challenges, the job of the site or project manager is interesting, demanding and exacting. A satisfactory and rewarding conclusion to a project requires them to have the techniques to plan, programme, budget and manage the workforce, as well as have the skills to control these techniques in many and varied situations.

In this unit, you will examine the techniques needed to manage a project from start to completion. You will learn about the roles and responsibilities of the construction management team, which will include planning, forecasting, organising, buying, motivating and cost control. You will carry out planning and production control techniques and apply these skills to the design of building programmes.

This unit will help you to progress to a higher-level construction programme, such as the Higher National in Construction, or to a degree in project management. Additionally, the content of this unit will support progression to careers in site or project management, or to other professional roles in construction, such as architecture, quantity surveying, building services engineering and structural engineering.

## Learning aims

In this unit you will:

- A** Understand the principles and application of management in construction
- B** Understand purchasing and cost management techniques
- C** Develop a programme of activities for construction works.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the principles and application of management in construction	<b>A1</b> Principles of management <b>A2</b> Application of construction management techniques	Learners will produce a report about the management systems in use in the construction company.
<b>B</b> Understand purchasing and cost management techniques	<b>B1</b> Application of purchasing methods <b>B2</b> Cost management techniques	Learners will produce a training pack for trainee site managers joining a large national housing contractor.
<b>C</b> Develop a programme of activities for construction works	<b>C1</b> Production control systems	Learners will produce a presentation in which they consider the methods used to plan and control a programme of work for a housing development

## Content

### Learning aim A: Understand the principles and application of management in construction

#### A1 Principles of management

Management principles and their application by the management team in the construction of low- to medium-rise buildings.

- Management style, methods and theories, to include Fayol, Maslow, McGregor.
- The roles, responsibilities and interaction of a construction project management team, to include the architect, quantity surveyor, construction manager, project manager, structural engineer, services engineer, site manager, buyer, planner.
- Planning and forecasting a project's needs, requirements and resources.
- On-site, short-term management for projects in progress:
  - pre-construction
  - site preparation
  - construction phase
  - handover
- claiming interim payments
- managing cash flow
- order and delivery of materials
- labour requirements
- training needs
- plant requirements
- quality assurance and control
- workforce supervision
- health and safety requirements
- decision making
- managing unforeseen events
- handover schedule
- completion.
- Managing the organisation's viable options:
  - national and local government policies, trends
  - labour requirements, recruitment, investment in skills and training
  - subcontract or direct employment
  - site management structure:
    - fully site-based
    - head office-based functions and support
  - plant and equipment hire, lease or purchase.
- Organising, procuring, coordinating and controlling:
  - materials, plant and equipment delivered to site on time
  - site storage facilities
  - site distribution methods
  - workforce requirements.
- Motivating the workforce:
  - incentives, including bonus payments
  - awards and rewards
  - job security, including contract renewal
  - training.

- Communication with the design and management team, the workforce, suppliers:
  - chains of command and management structures
  - team and site meetings
  - written forms of communication, their use and appropriateness, to include letters, architect's instructions, site instructions
  - telecommunications, to include telephones, mobiles and site radios
  - graphical and electronic forms of communication, e.g. emails, texts, instant messaging
  - information technologies, to include building information modelling (BIM).

## **A2 Application of construction management techniques**

Site management responsibilities and the techniques used to manage a project/site to ensure an efficient build from commencement to completion, on programme and to budget.

- Standard planning techniques and how these are applied to control work on-site:
  - production and use of master programmes
  - production and use of progress monitoring techniques:
    - Gantt charts, Critical Path Analysis, Line of Balance charts
  - production of daily activity sheets
  - production of site layout plan, to include access/exit points, materials storage, crane locations, site accommodation, temporary services, temporary site roads and hard standings
  - production and monitoring of delivery schedules
  - production of method statements and risk assessments for the various phases of construction work.
- The application of quality assurance and quality control requirements:
  - document control
  - drawing registers
  - use of the specification
  - site testing
  - offsite testing
  - site inspection
  - dimensional quality control.
- Compliance with statutory liaison, building regulations, project materials specification requirements:
  - building regulation notices and inspection
  - National House Building Council (NHBC) inspections and standards.
- Application of on-site sampling and material testing techniques.
- Supervision and inspection of the quality of outcomes produced by the workforce.
- Management of direct workforce:
  - recruitment, training, competence requirements, including Construction Skills Certification Scheme (CSCS) requirements
  - monitoring of equal opportunities
  - leadership skills, including how to motivate individual and group members, creating productive team behaviours.
- Management of sub-contractors:
  - communication methods, to include language use to instruct, persuade, motivate, discipline
  - checking of insurance and legal requirements and responsibility for compliance
  - retention of payment practice and its use
  - production of snagging lists of remedial works required.

## Learning aim B: Understand purchasing and cost management techniques

### B1 Application of purchasing methods

Use and application of purchasing techniques to facilitate the effective supply of materials to construction projects and the benefits and drawbacks of their use.

- List of selected suppliers:
  - area of operations
  - previous performance
  - capacity to supply
  - reputation of supplier
  - stock levels
  - ability to meet changes in demand.
- Materials and subcontract enquiries:
  - number of quotations required
  - scheduling materials or extracts from bills of quantities
  - use of correct or appropriate specifications
  - receipt of and checking quotations
  - gap analysis
  - negotiating skills.
- Planning links:
  - purchasing materials to meet the requirements of the construction programme
  - items with long lead times that might impact on construction planning
  - just-in-time deliveries to programme requirements when site storage is limited.
- Ethical purchasing and supply:
  - purchasing policy
  - sustainable and local sourcing
  - minimising transportation
  - use of sustainable materials
  - fair trade agreements
  - abuse of power
  - avoidance of corruption
  - social responsibility.
- Purchase orders:
  - terms and conditions
  - discounts
  - timing of orders
  - clarity of content.
- Benefits and drawbacks of serial and term contracts:
  - annual supply contracts
  - multiple project contracts
  - serial contracts.

### B2 Cost management techniques

Recognition and knowledge of cost management techniques applied during a building project and an appreciation of how these assist the manager to plan and manage the budget.

- Analysis of interim claims, to include:
  - preliminary items
  - measured work by trade or element breakdown
  - nominated subcontract values
  - materials on-site.

- Cost value comparisons, to include:
  - costs from management information systems
  - monthly valuations reconciled with project costs
  - profit and loss projections
  - cash flow forecasts.
- Managing costs:
  - selection and application of techniques available to break down, itemise and control the project cost, to include:
    - unit costing
    - element costing
    - marginal costing
    - variance analysis
  - selection and use of techniques to enable prices and budgets to be prepared and compared, to include:
    - estimated costs
    - variable costs
    - target costs
    - actual costs
  - identifying cost savings, to include:
    - labour
    - plant
    - materials
    - site set-up
    - site management structure
    - methodologies
    - programme acceleration or deceleration.
- Preparing and examining elemental and project comparison costs.

### **Learning aim C: Develop a programme of activities for construction works**

#### **C1 Production control systems**

Understand the need, and techniques, to plan and control a project on-site, both in terms of physical and financial progress, and to be able to communicate this information to site and management teams.

- Production of programmes of activities:
  - planning project organisation, to include:
    - method statements
    - site layout
    - site accommodation and storage
    - waste management
    - site traffic management
  - use of Gantt charts, bar charts, linked bar charts to show and monitor progress of the construction project
  - use of Critical Path Analysis, network analysis, Line of Balance, precedence diagrams, time change diagrams to show and monitor progress of the construction project:
    - manual and computer-based techniques on-site.
- Measurement of progress:
  - physical progress on-site, to include:
    - regular comparison of planned progress of work on-site with actual progress
    - methods to overcome the consequences of running ahead or behind project schedule
    - causes and effects of delays, the consequences of rescheduling, implementing overtime payments, extensions of time applications
  - preparation of financial progress information, to include:
    - site returns
    - interim valuations and payments
    - claims and variations
    - reviewing events, predicted and unforeseen.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the principles and application of management in construction</b>		<b>A.D1</b> Evaluate the different roles of the construction management team, their responsibilities and the techniques applied by a site manager to manage the project.
<b>A.P1</b> Explain the roles of the members of the construction management team and their individual responsibilities. <b>A.P2</b> Explain the techniques applied by a site manager to manage the project.	<b>A.M1</b> Discuss the roles of the members of the construction management team and how their individual responsibilities are applied. <b>A.M2</b> Discuss the techniques applied by a site manager to manage the project.	
<b>Learning aim B: Understand purchasing and cost management techniques</b>		<b>B.D2</b> Evaluate the methods used to facilitate the ethical supply of appropriate materials to site, meeting programme requirements, and how these impact on the cost management and profitability of construction projects.
<b>B.P3</b> Explain the methods used by construction companies to facilitate the supply of appropriate materials to site. <b>B.P4</b> Explain the cost management techniques used to monitor and control the cost and profitability of construction projects.	<b>B.M3</b> Assess the methods used to facilitate the cost effective supply of appropriate materials to site. <b>B.M4</b> Analyse the cost management techniques used to effectively monitor and control the cost and profitability of construction projects.	
<b>Learning aim C: Develop a programme of activities for construction works</b>		<b>C.D3</b> Produce a comprehensive programme of activities, with graphical representations and highly detailed timings that show critical and non-critical elements for a given construction project, and consider the most appropriate method to monitor progress.
<b>C.P5</b> Produce a programme of activities with graphical representations for a given construction project. <b>C.P6</b> Explain the methods used to monitor the progress of construction projects.	<b>C.M5</b> Produce a detailed programme of activities, with graphical representations and appropriately detailed timings for a given construction project, and consider an appropriate method to monitor progress.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aim: B (B.P3, B.P4, B.M3, B.M4, B.D2)

Learning aim: C (C.P5, C.P6, C.M5, C.D3)

## Further information for teachers and assessors

### Resource requirements

Learners taking this unit would benefit from access to project management planning software, and to case studies of real world construction projects, of varying size and scope.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will evaluate the construction management team roles and responsibilities. They will demonstrate a thorough understanding of how the manager will plan, interact, communicate and motivate not only within their team but also the production workforce and sub-contractors and how their individual responsibilities are applied and impact on the successful construction of a building.

**For merit standard**, learners will discuss the different roles of the management team and how their individual responsibilities are applied in the planning and running of a building project. They will also discuss the techniques applied by a site manager to manage the project and coordinate the workforce, including the subcontractors, on-site. They will consider the different aspects of site management, how they interrelate and the extent to which they are important.

**For pass standard**, learners will explain the roles and responsibilities of the members of the construction management team, including the roles relevant to the project scenario and their duties and involvement in the planning and implementation of a building project. They must describe the techniques applied to manage the project, including the supervision of the workforce and the subcontractors, as well as the coordination of their activities on-site. In explaining, learners will demonstrate that they understand the functions and objectives of construction management techniques and their suitability for the given scenario.

#### Learning aim B

**For distinction standard**, learners will evaluate the methods used to facilitate the ethical supply of appropriate materials to site, meeting programme requirements, and how these impact on the cost management and profitability of construction projects. In doing so, they will consider the different aspects of the purchasing function and the cost management techniques used to monitor and control construction costs. When evaluating, learners will draw on their knowledge of purchasing and cost control methodologies, as well as the concepts and principles applied to the scenario, considering their strengths and weaknesses, their interrelation, relevance or significance, leading to a justified conclusion.

**For merit standard**, learners will assess the methods used to facilitate the cost effective supply of appropriate materials to site. They will analyse the cost management techniques used to effectively monitor and control the cost and profitability of construction projects. When discussing, learners will consider the different aspects of purchasing and cost control, their techniques and methodologies, how they interrelate, and the extent to which they are important.

**For pass standard**, learners will explain the methods used by construction companies to facilitate the supply of appropriate materials to site. They will also explain the cost management techniques used to monitor and control the cost and profitability of construction projects. In explaining, learners will demonstrate that they understand the functions and objectives of purchasing and cost control techniques and their suitability for the given scenario.

### Learning aim C

**For distinction standard**, learners will produce a comprehensive programme of activities, with graphical representations and highly detailed timings that show critical and non-critical elements for a given construction project. Learners will consider the most appropriate method to monitor progress and the shortest route to completion, with the placement of non-critical elements based on the identified float. The programme will be in an appropriate format with the correct sequence of activities and attention to detail. Learners will clearly explain the appropriate methods for monitoring progress on-site.

**For merit standard**, learners will produce a detailed programme of activities, with graphical representations and appropriately detailed timings for a given construction project, and consider an appropriate method to monitor progress. Learners will clearly explain the appropriate methods for monitoring progress on site.

**For pass standard**, learners will produce a programme of activities with graphical representations for a given construction project. The programme will use one of the techniques noted in the specification. They will explain the methods used to monitor the progress of construction projects. In explaining, learners will demonstrate that they understand the functions and objectives of progress monitoring and the suitability of the methods for the given scenario.

### Links to other units

This unit links to:

- Unit 4: Construction Technology
- Unit 5: Health and Safety in Construction
- Unit 6: Surveying in Construction
- Unit 8: Building Regulations and Control in Construction
- Unit 9: Management of a Construction Project
- Unit 11: Site Engineering for Construction
- Unit 19: Quantity Surveying.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from specialist construction project management organisations
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- employer's business materials as exemplars
- support from local business staff as mentors.

# Unit 10: Building Surveying in Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop the skills needed to survey existing buildings, establish current condition and size and enable detailed survey reports/plans that highlight defects and identify potential issues.

## Unit introduction

If something goes wrong with a building, how do you know what the problem is and how to fix it? A building surveyor carries out surveys on existing properties and advises the owners on how to repair, alter or extend the building to meet new needs.

In this unit, you will learn how to carry out a buildings survey, identify defects and record findings in a format suitable for a range of end users. You will gain a good understanding of building defects, their causes and the remedies available. You will learn how to undertake a measured survey of an existing property to produce scale plans and elevations of the building.

The skills in the unit are essential for employment as a building surveyor and as part of other related construction roles such as construction management, site supervision, quantity surveying and architecture. It will give you a good foundation for studying construction-related subjects at a higher level, including degree-level programmes.

## Learning aims

In this unit you will:

- A** Understand the impact of the methods used to construct existing buildings on current and future maintenance requirements
- B** Explore different defects and methods of repair for low-rise residential properties
- C** Undertake a building survey of a low-rise residential property.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the impact of the methods used to construct existing buildings on current and future maintenance requirements	<b>A1</b> Different styles and types of residential property <b>A2</b> Traditional methods of construction <b>A3</b> Modern methods of construction	Illustrated report or presentation and information booklet on different types and styles of residential properties, their common defects and methods of repair.
<b>B</b> Explore different defects and methods of repair for low-rise residential properties	<b>B1</b> Defects to the external envelope <b>B2</b> Internal defects <b>B3</b> Methods of repair and remediation	Building and measured survey of a low-rise residential property. Production of survey report detailing the condition, defects, remedial works, plans and elevations.
<b>C</b> Undertake a building survey of a low-rise residential property	<b>C1</b> Types of survey <b>C2</b> Undertaking a building survey <b>C3</b> Undertaking measured surveys <b>C4</b> Skills, knowledge and behaviours	

## Content

### Learning aim A: Understand the impact of the methods used to construct existing buildings on current and future maintenance requirements

Different methods of construction, styles and periods of architecture.

#### A1 Different styles and types of residential property

The features and details of residential property types, periods and styles to inform maintenance requirements and remedial works.

- Types of property:
  - detached, semi-detached, terraced, end-terraced, bungalow, flat, duplex, maisonette, cottage, mansion, manor house, 'prefab'.
- Key periods and architectural styles of residential property:
  - Tudor, Elizabethan, Georgian, Victorian
  - pre-war (1900 to 1939), post-war (1945 to 1960)
  - modern, postmodern, contemporary.

#### A2 Traditional methods of construction

Recognition and knowledge of construction technologies found in low-rise residential properties and how material evolution and advancement impact on construction to facilitate decisions related to maintenance required and remedial works.

- Foundations:
  - strip foundations
  - raft foundations
  - spreader foundations/corbelled brickwork/masonry foundations
  - timber piles.
- Walls:
  - solid:
    - stone, brick, block
  - cavity:
    - brick and block, brick and brick, stone and block/brick, block/brick and metal cladding
  - framed:
    - cruck frame, box frame, post and beam, storey height panels.
- Roofs:
  - pitched, mono-pitched, mansard, dormer
    - traditional timber, timber truss, metal truss
    - slate, stone, clay tiles, thatch, metal sheet
  - flat:
    - timber, metal deck, concrete
    - lead, felt, asphalt.
- Floors:
  - Concrete/ ground- bearing slab
  - suspended timber (ground floor and upper floors).
- Internal walls:
  - concrete block
  - timber stud
  - solid plaster and plaster and lath finishes.
- Doors and windows:
  - timber, metal, single glazing, secondary glazing, leaded lights.

**A3 Modern methods of construction**

Recognition and knowledge of construction technologies found in low-rise residential properties and how material evolution and advancement impacts on construction to facilitate decisions related to maintenance required and remedial works.

- Foundations:
  - strip
  - trench fill
  - raft
  - short bored pile.
- Walls:
  - solid
    - thermal blocks, external insulation, internal insulation, external finishes (render, cladding)
    - rainscreen cladding
  - cavity:
    - brick and thermal block, block and block, insulated cavities, internal insulation, internal finishes (plaster, dry lining), external insulations, external finishes (render, cladding)
  - framed:
    - storey height panels, structured insulated panels (SIPs)
    - timber frame construction, platform frames
  - insulation.
- Roofs:
  - pitched and mono-pitched
    - timber truss, metal truss, SIPs
    - slate, stone, clay tiles, thatch, metal sheet, green roof, polycarbonate, glass
  - flat:
    - timber, metal, concrete
    - felt, single ply membrane, Green Roof Professional (GRP)
  - insulation.
- Floors:
  - concrete:
    - ground bearing slab, suspended concrete, insulation, screeds
  - suspended timber:
    - solid timber, engineered joists
  - insulation.
- Internal walls:
  - metal stud
  - timber stud
  - board and skim finishes.
- Doors and windows:
  - timber, PVCu, thermally broken metal, composite frames, composite doors, double and triple glazing, thermal coatings and gases.

## Learning aim B: Explore different defects and methods of repair for low-rise residential properties

Consideration of the defects to the key elements of a building, focusing on those most commonly noted in the building survey.

### B1 Defects to the external envelope

Recognition and knowledge of building external defects to facilitate decisions related to maintenance required and remedial works.

- Foundation defects:
  - settlement:
    - seasonal movement (frost, heave), mining, compression of substrata, landfill, trees
  - sulphate attack
  - overloading
  - bad design/poor construction methods.
- Wall defects:
  - bowing/bulging:
    - poor construction detailing, wall tie failure, lack of lateral support, overloading, roof thrust, alterations and changes to original structure
  - failure of arches, lintels, embedded timbers and structural elements
  - expansion of embedded steel and iron fixings
  - surface failure
    - frost, efflorescence, cracking, sulphate attack, poor specification, bad workmanship/detailing, failed pointing, incorrect pointing mixes, material failure, water ingress.
- Chimney defects:
  - tall and thin stacks with no support, failure of the internal structure, freeze thaw, sulphate attack, water ingress.
- Roof defects:
  - structural failure:
    - poor construction/detailing, lack of ties, lack of lateral restraint, change of covering, water ingress, alterations, rot/insect attack of timber, flashings (missing, sand:cement), no ventilation
  - covering failure:
    - poor construction, corrosion of mechanical fixings, delamination, efflorescence, pointing corrosion, thermal expansion, frost damage.
- Door and window defects:
  - rotten timber, putty failure, fixing failure, failure of hinges and handles, rusting to steel and iron fixings, swelling and poor operation.
- Failure of decoration.

### B2 Internal defects

Recognition and knowledge of internal building defects to facilitate decisions related to maintenance required and remedial works.

- Ground floor:
  - concrete:
    - sulphate attack, membrane failure, damp ingress, poor detailing/construction, settlement, heave, screed failure, excessive spans for pre-cast
  - timber:
    - poor construction and detailing, lack of ventilation, damp ingress, excessive spans, lack of support/strutting, insect attack, fungal attack, joist ends built in with no DPC.
- Upper floors and ceilings:
  - floors:
    - poor construction and detailing, lack of support to the joist ends, lack of support and strutting causing sagging, alterations and service holes/notches, overloading, insect and fungal attack, joist ends built in with no DPC, failure of mechanical fixings

- ceilings:
  - poor construction and detailing, failure of fixings to plaster laths or boards causing debonding of surface finish, water leaks causing stains.
- Walls:
  - masonry:
    - overloading, alterations, poor detailing and construction, damp (rising and penetrating), lack of lateral support, lack of support below
  - timber:
    - overloading, alterations, poor detailing and construction, damp, lack of lateral support, lack of support below, lack of strutting, insect and fungal attack, service holes and notches.
- Stairs:
  - overloading, insect and fungal attack, poor detailing and design, loose spindles and handrails, loose tread and risers.
- Decoration:
  - damp staining, wallpaper peeling, paint finish imperfections.

### **B3 Methods of repair and remediation**

Determining appropriate repairs from which options are selected.

- Repair:
  - minimal intervention to affected area only
  - repairs to the obvious damage but not necessarily the root cause (stitching cracks, sealing damp areas, redecoration to cover defects).
- Methods of repair for common defects:
  - damp, cracking, insect and fungal infestation.
- Replace/renew:
  - extensive repairing option to remove root cause and makes good to wider area
  - underpinning
  - taking down and rebuilding
  - complete removal of damaged area, rebuilding with new materials, e.g. structural timbers.

### **Learning aim C: Undertake a building survey of a low-rise residential property**

Understanding of different survey types, their use and application and the actual process of undertaking a survey.

#### **C1 Types of survey**

Survey types, purpose, essential content and use.

- Building survey.
- RICS Level 1 Condition Survey.
- RICS Level 2 HomeBuyers Report.
- RICS Level 3 Building Survey.
- Mortgage valuation.
- Schedule of Dilapidations (Landlord and Tenant).
- Schedule of Condition (Landlord and Tenant).
- Maintenance survey.
- Alteration survey.
- Stock condition survey.
- Mortgage drawdown.
- Access audits.
- Elemental survey.
- Insurance reinstatement survey.
- Defect analysis survey.
- Health and safety survey.
- Measured survey.

**C2 Undertaking a building survey**

Surveying a building and recording findings to produce a building survey report.

- Pre-survey protocol:
  - confirmation of instruction, access arrangements, health and safety considerations.
- Property inspection requirements:
  - inspection of the building's main elements (walls, roof, floors, doors and windows)
  - recording inspection findings – element condition, defects
  - photographic record requirements, e.g. of the property, defects
  - measurement of defects, e.g. levels of damp, width of cracks, distance of deflection or movement.
- Survey report requirements and completion: general description of the property, details of condition and specific defects, photographic record of condition and defects.

**C3 Undertaking measured surveys**

Measured survey requirements to produce survey drawings.

- Pre-survey protocol:
  - confirmation of instruction, access arrangements, health and safety considerations.
- Property inspection requirements:
  - sketching the layout of floor plans and elevations
  - measurements and recording requirements to produce floor plans and elevations.
- Survey drawings:
  - production of scale plans
  - production of elevations.

**C4 Skills, knowledge and behaviours**

Demonstrate behaviour and its impact on outcomes, to include professionalism, etiquette, working to deadlines, accountability and individual responsibility.

- Evaluating outcomes to help inform high-quality, justified recommendations and decisions.
- Media and communication skills, including:
  - the ability to convey intended meaning, e.g. written (design documentation, recording documentation, reports, visual aids for presentation use), verbal communication requirements (one to one and group, informal and formal situations)
  - use of tone and language for verbal and written communications to convey intended meaning and make a positive and constructive impact on audience, e.g. positive and engaging tone, technical/vocational language suitable for intended audience.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the impact of the methods used to construct existing buildings on current and future maintenance requirements</b>		<b>A.D1</b> Evaluate the different residential housing styles and types and how their construction methods are applied and their impact on the current and future requirements for repair and remedial work.
<b>A.P1</b> Describe the different styles and types of residential housing.  <b>A.P2</b> Describe the different methods of traditional and modern construction used for residential housing and their impact on current and future repair and remedial work.	<b>A.M1</b> Discuss the different residential housing styles and types and how their construction methods are applied and their impact on the current and future requirements for repair and remedial work.	
<b>Learning aim B: Explore different defects and methods of repair for low-rise residential properties</b>		<b>BC.D2</b> Evaluate the repair and remedial work options for the defects identified in the building survey.  <b>BC.D3</b> Demonstrate individual responsibility, creativity and self-management when preparing for and undertaking the building survey and producing the survey report and drawings.
<b>B.P3</b> Describe a range of external and internal defects commonly occurring in residential properties.  <b>B.P4</b> Explain different methods of repair and remediation to a range of internal and external defects of a residential property.	<b>B.M2</b> Discuss appropriate repair and remedial measures for a range of external and internal defects for a residential property.	
<b>Learning aim C: Undertake a building survey of a low-rise residential property</b>		
<b>C.P5</b> Perform a building survey, detailing the condition and defects with required remedial works for a residential property.  <b>C.P6</b> Record the findings of the survey in a survey report.  <b>C.P7</b> Perform a measured survey on a residential property.  <b>C.P8</b> Produce accurate scale plans and elevations for a residential property to standard conventions.	<b>C.M3</b> Produce a comprehensive and detailed building survey, detailing the condition, defects and remedial works required, with plans and elevations for a residential property.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, C.P7, C.P8, B.M2, C.M3, BC.D2, BC.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must:

- have access to a suitable property to undertake a building survey and a measured survey (ideally of typical residential scale)
- be supervised during the survey
- have measures in place to ensure health and safety, including the provision of appropriate safety briefings and the use of appropriate safety equipment.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will evaluate the evolution and development of residential housing types and styles, methods of construction and the impact on the current and future requirements for repair and remedial work. Learners will demonstrate a thorough understanding of the changes in design and style and how different methods of construction have contributed to these changes. They will demonstrate how material evolution and advancement has allowed for changes in style. For example, learners can demonstrate how, through the use of engineered joists, layouts in modern houses do not need as many supporting walls. Similarly, they can explain how developments in concrete technology in the 1960s saw an increase in concrete structures, even on a domestic scale, and show how a lack of understanding led to problems with damp and condensation. Information will be well researched and presented in a clear and coherent manner for the intended audience, with clearly described examples and annotated visual elements.

**For merit standard**, learners will discuss the evolution and development of housing types, styles and construction methods and the impact on the current and future requirements for repair and remedial work. They may not necessarily make the links between changing styles and material development but will consider how different techniques can allow for different designs and styles. Learners' work will be clear and provide sufficient detail as to construction methods and how the elements fit together. Information will be technically correct and at an appropriate level for the intended audience.

**For pass standard**, learners will describe the different methods and styles of housing used in traditional and modern methods of construction and the impact on the current and future requirements for repair and remedial work. They will be technically accurate but will not make links between different styles and changes in materials. Learners will consider the three different architectural styles, traditional and modern construction methods and will demonstrate a good understanding of them.

#### Learning aims B and C

**For distinction standard**, learners will demonstrate a high level of technical knowledge, autonomy and self-reliance. They will also demonstrate a high level of skill in inspecting an existing property, recording the condition and analysing the defects found. They will develop a detailed schedule for the repair and remediation of the defects noted. This will typically be located in the recommendations section of the report they produce. The report will be to a very high standard, technically accurate and will contain very few errors or omissions.

Learners will take individual responsibility for their own work, for example identifying potential issues and resolving them, reviewing their work and making improvements, and keeping their work safe and secure. They will show their creativity, for example through taking modern approaches to the solving of building defects. Learners will refer to tangible evidence, such as survey records, to support their evaluation.

**For merit standard**, learners will produce a detailed, illustrated survey report in a standard format that identifies the condition of the property and the defects. The report must contain at least the same level of detail as a Level 2 survey type. During the survey, learners will exhibit awareness for health and safety and produce a detailed record of field observations.

**For pass standard**, learners will undertake a building and measured survey and produce a survey report and a set of plans and elevations using standard formats and conventions. The report will be limited in detail but will record the condition of the property and identify the defects. They will show gaps in knowledge and the report may not contain appropriately annotated photographs. Field observations can be limited and another surveyor may struggle to use them. Learners will act in a timely fashion and will undertake the survey and produce the report in accordance with agreed timescales.

### Links to other units

This unit links to:

- Unit 1: Construction Design
- Unit 2: Construction Technology
- Unit 5: Health and Safety in Construction
- Unit 6: Surveying in Construction
- Unit 7: Graphical Detailing in Construction.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- ideas to contribute to unit delivery and assignments
- work experience in the construction settings where building surveying knowledge and skills are used.



# Unit 11: Site Engineering for Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners undertake site engineering processes used to set out construction and built environment projects.

## Unit introduction

The skills required for setting out construction and civil engineering works involves a high degree of accuracy. This is essential in meeting the tolerances of the elements that form the substructure and the superstructure so that the building, and its components, fit into position correctly. For example, the specification for the installation of roads is often in terms of  $\pm 3$  mm in level. Also, as a site engineer, you will need to be able to read dimensions from drawings provided by the designer and produce calculations to assist in setting out the work. Building modern city landscapes requires the ability to control the verticality of multi-storey buildings to a high degree of accuracy from storey to storey

In this unit, you will use a range of surveying equipment to set out construction work, including string lines, pegs and global positioning system (GPS) total stations to ensure that the completed structure meets the designer's specification in terms of appearance and accurate positioning. .

This unit gives you the opportunity to progress to site-management, project-management and supervision roles in the construction sector as a site manager or site engineer, or to progress to specialist civil engineering qualifications such as Higher Nationals in civil engineering and degrees in construction and civil specialisms.

## Learning aims

In this unit, you will:

- A** Undertake the setting out of construction work on plan
- B** Undertake the setting out of infrastructure works
- C** Explore how to maintain horizontal and vertical control in setting out.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Undertake the setting out of construction work on plan	<b>A1</b> Setting-out terminology <b>A2</b> Basic setting-out processes <b>A3</b> Interpreting drawn information to set out construction work <b>A4</b> Site engineering equipment	A case study scenario where learners have to acquire all the information, equipment and data for a setting-out project. They will produce a method statement detailing all requirements then set out a building on plan.
<b>B</b> Undertake the setting out of infrastructure works	<b>B1</b> Setting out drainage <b>B2</b> Setting out embankment and cutting profiles <b>B3</b> Interpreting drawn information to set out roads	Fieldwork practical tasks to defined levels of accuracy. Learners will evaluate methodologies used in undertaking a series of practical setting-out tasks.
<b>C</b> Explore how to maintain horizontal and vertical control in setting out	<b>C1</b> Vertical and horizontal control of structures <b>C2</b> Vertical and horizontal control of excavation	

## Content

### Learning aim A: Undertake the setting out of construction work on plan

#### A1 Setting-out terminology

Setting-out terminology use and its application to associated equipment and methods.

- Base line as the starting point used to offset the grid lines on plan.
- Corner pegs are used to indicate the corner points of structures.
- Profile boards are used to indicate the inside, outside and centre lines of walls and indicate levels for depth and height control.
- A traveller is used between profile boards to indicate the extent of reduced-level excavation.
- The centre line follows a midpoint between the inside and the outside face of a wall.
- Coordinates are indicated by northings and eastings using GPS, polar or Cartesian systems.
- Grids are square arrangements of intersecting lines.
- String lines are drawn between two points to denote a grid, building element face or centre line.
- Diagonal measurement is taken across two opposing corners to confirm accuracy of setting out squares and rectangles.
- Offset measurement is taken perpendicular from a base line.

#### A2 Basic setting-out processes

Application of techniques used to establish basic setting-out points in the field.

- Construction of a right angle using the following methods:
  - Pythagoras' theorem
  - builder's square
  - optical square
  - base line and scribing equal arcs
  - theodolite
  - coordinates from a total station
  - calculation of diagonal from two sides
  - the three, four, five technique.
- Transferral of bench mark to establish a temporary bench mark (TBM) on-site:
  - sourcing a bench mark
  - digital information reference to drawings and design levels
  - methods of recording on site and protecting TBM
  - use of storey tapes for vertical heights.

#### A3 Interpreting drawn information to set out construction work

Fieldwork in setting out buildings on plan for initial excavation and for external wall positions.

- Setting out buildings for initial excavation to reduced level of foundations:
  - interpretation of drawings for setting-out information and dimensions on-site
  - square or rectangular shapes containing voids on plan for excavation using corner pegs to indicate centre of foundation trench.
- Setting out buildings for outlines of external walls:
  - the use of profile boards for a building's external walls, centre line, foundations and position of cavity.

**A4 Site engineering equipment**

- How and when traditional setting-out tools and equipment are used:
  - pegs, to include basic pegs, string lines, nails, saw cuts
  - tools, to include sledgehammer, claw hammer, lump hammer, saw
  - profile rails and boards, including use of saw cuts and pins
  - road pins and tape
  - markers, to include marker spray, paint, sand, lime
  - measuring, to include tape measures, steel and fibre, retractable steel tape measure
  - optical surveying equipment, to include level, tripod, theodolites, staff.
- How to use and the benefits of digital technology, to include:
  - total station with GPS
  - equipment using laser levelling
  - laser measuring devices.

**Learning aim B: Undertake the setting out of infrastructure works**

The use and application of methods employed in the field to set out the following types of construction and civil engineering work.

**B1 Setting out drainage**

- Calculating the gradient from invert levels taken from design drawings.
- Transferring TBM to drainage position on-site.
- Positioning manholes.
- Calculating heights of profile rails.
- Setting up profile boards.
- Establishing profile rails and highlighting with spray paint.
- Calculating the length of traveller.
- Constructing traveller.
- Positioning cover level indicators.

**B2 Setting out embankment and cutting profiles**

- Positioning base of embankment on plan, using pegs.
- Calculating embankment gradient from road levels and ground levels.
- Positioning profile sight rails to gradient.
- Checking that rails are parallel.
- Calculating drainage ditch profile.
- Positioning profile.

**B3 Interpreting drawn information to set out roads**

- Establishing road curve points and all data from road design drawings.
- Selecting and applying the following methods to set out curves based on given information:
  - using the chord point method, how to:
    - establish intersection points
    - establish tangent points
    - calculate the deflection angle, radius of curvature, centre of curvature
    - establish setting-out data for a number of points on the curve
    - set out road kerb curve using pins
  - using the deflection angle method, how to:
    - establish deflection angle
    - establish tangent angles
    - establish chord lengths
    - set up theodolite over starting point
    - establish each tangential point by deflection angle and chord length.

## **Learning aim C: Explore how to maintain horizontal and vertical control in setting out**

### **C1 Vertical and horizontal control of structures**

Techniques used and their application to control vertical structures maintaining tolerances in accordance with specifications.

- Concrete works, to include:
  - positioning of kickers for in situ concrete columns
  - checking verticality of column shuttering in two directions
  - confirming within tolerances
  - checking squareness and diagonals of shuttering profile on plan
  - checking cover to reinforcement.
- Structural steel works:
  - positioning holding down bolt boxes in line with grid
  - checking verticality of steel columns in two directions
  - confirming within tolerances
  - checking columns' profile lines in the grid.

### **C2 Vertical and horizontal control of excavation**

Application of techniques to record data prior to setting out of construction work for secondary purposes.

- Establishing and recording a grid of ground levels before excavation, to include:
  - setting out a grid over the area of the excavation
  - taking flying levels over the area
  - plotting grid of levels to reduced level.
- Interim and final grid of levels from reduced excavation to establish volumes, to include:
  - setting out a grid over the area of the excavation
  - taking flying levels over the area
  - plotting grid of levels to excavation level
  - calculating of the formation level achieved and confirmation of depth
  - providing records for quantity surveying applications.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Undertake the setting out of construction work on plan</b>		<b>A.D1</b> Justify the selection of setting-out tools, equipment and processes for the accurate setting out of a given structure.
<p><b>A.P1</b> Explain the setting-out procedures using traditional tools, equipment and processes to a given level of accuracy.</p> <p><b>A.P2</b> Perform setting out a structure to define the centre line, and the external and internal faces of the enclosing wall to a given tolerance.</p>	<p><b>A.M1</b> Discuss the selection of setting-out tools, equipment and processes for the accurate setting out of a given structure.</p>	
<b>Learning aim B: Undertake the setting out of infrastructure works</b>		<b>B.D2</b> Evaluate the setting-out methodologies used to accurately set out infrastructure works.
<p><b>B.P3</b> Perform setting out a drainage run to given tolerances.</p> <p><b>B.P4</b> Perform setting out the position of an embankment, cutting and profiles.</p> <p><b>B.P5</b> Perform setting out a complex road curve using appropriate methods.</p>	<p><b>B.M2</b> Analyse the setting-out methodologies used to accurately set out infrastructure works.</p>	
<b>Learning aim C: Explore how to maintain horizontal and vertical control in setting out</b>		<b>C.D3</b> Evaluate the methods used to achieve accurate setting out and excavated volume calculation.
<p><b>C.P6</b> Produce a pre-excavation survey grid in a drawn format and calculate volumes.</p> <p><b>C.P7</b> Calculate the volumes of excavation using an appropriate method.</p> <p><b>C.P8</b> Explain how accuracy is achieved in setting out vertical and horizontal elements.</p>	<p><b>C.M3</b> Discuss the methods used to achieve accurate setting out and excavated volume calculation.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, B.P5, C.P6, C.P7, C.P8, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a range of setting-out equipment to meet the needs of the practical assessment. This can be achieved using (traditional) optical equipment or digital technologies. One option could be to hire a total station, which would be an efficient way to allow learners to understand setting out from an uploaded computer-aided design (CAD) file. A suitable location that is safe to use for setting-out purposes will need to be established.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will justify the equipment used for specific setting-out tasks. This must be in terms of the accuracy that has to be achieved. Their justification will cover a range of setting-out equipment, tools and processes, and they will give reasons to support and confirm the appropriate methodologies used. Learners will perform the setting out of a structure and will refer to this during their justification.

**For merit standard**, learners will discuss the equipment used for specific setting-out tasks. This must be in terms of the accuracy that has to be achieved. Their discussion must cover a range of setting-out equipment, tools and processes, and they will consider the importance of elements of the process and how they interrelate. Learners will perform the setting out of a structure and will refer to this during their discussions.

**For pass standard**, learners will produce a report for the setting out of a rectangular structure to a given level of accuracy. Their setting out must include the positioning of profile boards or rails. The level of accuracy should reflect the application, for example excavation or external wall construction. Learners will set out a building or structure that includes profile boards or rails and establishes three grid lines. These will be completed to a given tolerance. Learners will explain the setting-out procedures, equipment and methodologies adopted to produce work to a given level of accuracy.

#### Learning aims B and C

**For distinction standard**, learners will evaluate the methods used to achieve accuracy in the setting out of infrastructure works, including horizontal and vertical elements and the production of a pre-excitation survey grid. They will complete the setting out of a drainage run, an embankment and a complex road curve that includes calculating the theoretical distances and angles using trigonometry, which is then used to compare the actual lengths and angles achieved in the setting-out exercises. They will also complete a pre-excitation survey grid. In a fieldwork book, learners can record the communication used in setting out, such that a third party can understand the notes made. Communication needs to be clear and professional in its layout and methodology. In evaluating this, learners will draw on their knowledge to consider the strengths and weaknesses of each method and their relevance or significance, leading to supported judgements.

**For merit standard**, learners will discuss and analyse the methods used to achieve accuracy in the setting out of infrastructure works, including horizontal and vertical elements and the production of a pre-excitation survey grid. They will complete the setting out of a drainage run, an embankment and a complex road curve that includes calculating the theoretical distances and angles using trigonometry, which is then used to compare the actual lengths and angles achieved in the setting-out exercises. They will also complete a pre-excitation survey grid. In a fieldwork book, learners can record the communication used in setting out, such that a third party can understand the notes made. Communication needs to be clear and professional in its layout and methodology. In discussing this, learners will draw on their knowledge to consider the different aspects of each method, how they interrelate and the extent to which they are important. Learners will consider the different aspects of the methodologies and how they interrelate, including their importance in terms of achieving accuracy.

**For pass standard**, learners need to set out three items: a drainage run, including the excavation for a manhole, an embankment and cutting, and a complex road curve from two straight entries and exits. Their pre-excitation survey evidence needs to be a grid of reduced levels taken across sloping or uneven ground so a range of ground levels can be established. Their booking and drawing should be to a standard that a client would expect to be given. Their explanation of accuracy for vertical and horizontal control must evidence tolerances required for functions, for example the tolerances on holding-down bolts for steel stanchions. Learners must explain how accuracy is achieved when setting out vertical and horizontal elements.

### Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 4: Construction Technology
- Unit 6: Surveying in Construction
- Unit 10: Building Surveying in Construction

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from a specialist setting out firm, or a project management specialist
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- employer's business materials as exemplars
- support from local business staff as mentors
- arrange site visits.



# Unit 13: Measurement Techniques in Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners undertake the quantity surveying techniques used to apply measurement rules in the production of a bill of quantities.

## Unit introduction

Measurement is the first process that turns a construction design into a monetary value. Measurement quantifies the physical resources required for a project to be constructed. Each element is measured using a standard method of measurement. These quantities are then abstracted and entered into a bill of quantities, which is then used in the tendering process to obtain quotations from the main contractors, in the form of a written tender document. The total quantities can then be published in a bill that is used to rate and value the total sum for the project.

In this unit, you will examine the processes of taking off quantities for the production of bills of quantities that are used for the financial control of a client's project. You will learn how employers and client organisations use agreed methods of measurement for construction and civil engineering work. These standard methods set out clearly the rules for measuring quantities from the drawings and schedules created by architects and other members of the design team. You will use these methods to produce quantities for structural elements and then undertake the production of a bill of quantities.

This unit gives you the opportunity to progress to construction sector job roles, including estimator, bid writer, buyer, quantity surveyor or costing surveyor. It can also give you the skills for progression to Higher Nationals in Construction and degrees in construction specialisms.

## Learning aims

In this unit you will:

- A** Examine the measurement rules for building and civil engineering
- B** Undertake the production of quantities for substructure and superstructure elements
- C** Undertake the production of bills of quantities.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the measurement rules for building and civil engineering	<b>A1</b> Introduction to taking off quantities <b>A2</b> Standard methods of measurements	A guidance document for new learners to comprehend the use of quantities in construction and the standard methods of measurement available in the construction industry.
<b>B</b> Undertake the production of quantities for substructure and superstructure elements	<b>B1</b> Processes in the production of quantities <b>B2</b> Production of substructure quantities for a building <b>B3</b> Production of superstructure quantities for a building <b>B4</b> Production of quantities for a civil engineering project	A set of quantities from teacher-provided drawings for a building, substructure, elements of a superstructure and elements of external works. Bills of quantities for a building, substructure, elements of superstructure and elements of external works.
<b>C</b> Undertake the production of bills of quantities	<b>C1</b> Abstraction of quantities <b>C2</b> The production of a bill of quantities for a building or civil engineering project	

## Content

### Learning aim A: Examine the measurement rules for building and civil engineering

#### A1 Introduction to taking off quantities

Reasons for producing both approximate and accurate quantities and their use for:

- the production of bills of quantities
- tendering and estimating
- budgets for feasibility studies during design stages
- cost comparison of different designs
- preparation of estimates
- estimation of a project's value
- final account measurements and variations
- materials ordering
- producing a quotation for a work element.

#### A2 Standard methods of measurement

The use of standard methods of measurement rules in the production of quantities.

- Measurement rules:
  - the need for rules
  - origins of measurement rules
  - measurement initiative steering group
  - status of the Royal Institution of Chartered Surveyors (RICS) New Rules of Measurement (NRM)
  - status of the Institution of Civil Engineers (ICE) Civil Engineering Standard Method of Measurement (CESMM)
  - typical considerations:
    - units of measurement
    - deduction of voids
    - deemed to be included
    - item description
    - hierarchy of description
    - key content
    - preliminaries and measured work
    - guidance on the preparation of bills of quantities.
- The NRM:
  - NRM1 – order of cost estimating and cost planning for capital building works:
    - application of this to budgeting for projects
    - uses of NRM 1
  - NRM2 – detailed measurement for building works:
    - application of this to taking off quantities for projects
    - uses of NRM 2
  - NRM3 – order of cost estimating and cost planning for building maintenance works:
    - application of this to maintaining projects
    - uses of NRM 3.
- CESMM:
  - content and its application to civil engineering projects
  - differences against the NRM volumes.

## Learning aim B: Undertake the production of quantities for substructure and superstructure elements

### B1 Processes in the production of quantities

The use of dimension paper or direct billing paper and the techniques used to take off quantities:

- preparation and planning, to include the compilation of a take-off list
- the vocationally correct format and layout of quantities and calculations on dimension paper:
  - enumerated
  - linear
  - area
  - volumes
  - itemised
  - multiplying (including additional multipliers and 'dotting-on')
  - totalling dimensions
  - deductions and omission quantities
  - page numbering
  - carried-forward and brought-forward dimension totals
  - use of standard quantity surveyors' abbreviations
  - marking the extent of a calculation
  - waste calculations, to include centre lines.

### B2 Production of substructure quantities for a building

- The substructure of a building, to include:
  - excavations for foundations
  - short-bored piles
  - mass concrete foundation works
  - formwork
  - earthwork support
  - substructure external and internal walls to damp-proof course (DPC) level
  - ground floor construction
    - excavation
    - hardcore filling
    - sand blinding
    - damp-proof membrane (DPM)
    - insulation
    - concrete beds
    - finishes to concrete
    - floor finishes.

### B3 Production of superstructure quantities for a building

- The superstructure of a building, to include:
  - external wall construction:
    - timber framed, to include sole plates, softwood stud frames, plywood coverings, insulation, DPM, head frames
    - masonry, to include skins of hollow walls, forming cavities, cavity insulation
  - windows, to include the formation of openings: lintels, reveals, sills, window boards
  - doors, to include the formation of openings: lintels, reveals, thresholds
  - intermediate floors, to include timber joists and precast concrete beam and block
  - roof construction, to include trussed rafter construction, traditional rafter roof construction
  - roofing, to include coverings, breather membranes, tile battens.

**B4 Production of quantities for a civil engineering project**

The taking off of quantities for a civil engineering project using CESMM:

- excavation works
- filling
- formwork
- reinforcement
- concreting works
- drainage, manholes.

**Learning aim C: Undertake the production of bills of quantities**

Abstraction from dimension sheets into item summaries.

**C1 Abstraction of quantities**

- Use of 'cut and shuffle' paper.
- Use of direct billing paper.
- Use of abstract paper:
  - assembly of quantities taken from dimension sheets
  - final item quantity calculations.

**C2 The production of a bill of quantities for a building or civil engineering project**

How the quantities and descriptions are summarised in a bill of quantities, to include:

- production of a bill of quantities for a building work section:
  - assembly of quantities taken from dimension sheets
  - writing bill items using the method of measurement for substructure and superstructure items
  - collections and summaries
  - final summary
  - format and layout of the document.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the measurement rules for building and civil engineering</b>		<b>A.D1</b> Evaluate the use of recognised standard methods of measurement to ensure consistency when tendering and estimating for buildings and civil engineering projects.
<b>A.P1</b> Explain how approximate and accurate quantities are used for different applications by quantity surveyors. <b>A.P2</b> Explain the reasons for the use of a recognised standard method of measurement.	<b>A.M1</b> Discuss the benefits of using recognised standard methods of measurement for buildings and civil engineering projects.	
<b>Learning aim B: Undertake the production of quantities for substructure and superstructure elements</b>		<b>B.D2</b> Perform an accurate and comprehensive take-off of quantities for a project using a recognised standard method of measurement and a vocationally correct layout of dimensions and methodology.
<b>B.P3</b> Perform a take-off of quantities for a project using a recognised standard method of measurement and an appropriate layout of dimensions. <b>B.P4</b> Explain the difference between the production of quantities for building projects and the production of quantities for civil engineering projects.	<b>B.M2</b> Perform an accurate take-off of quantities for a project using a recognised standard method of measurement and a vocationally correct layout of dimensions.	
<b>Learning aim C: Undertake the production of bills of quantities</b>		<b>C.D3</b> Produce comprehensive bills of quantities for a construction project.
<b>C.P5</b> Produce bills of quantities for a construction project. <b>C.P6</b> Explain the different methods used to convert the take-off into bills of quantities.	<b>C.M3</b> Produce accurate bills of quantities for a construction project.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to copies of standard methods of measurement, to include NRM1, NRM2, NRM3 and the CESMM.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will evaluate the use of recognised standard methods of measurement to ensure consistency when tendering and estimating for buildings and civil engineering projects. They will consider how quantities are used for construction projects during the various stages of a project, and consider the benefits and drawbacks of the use of a recognised standard method of measurement. In their evaluation, learners will consider the strengths and weaknesses of standard methods of measurement and their significance in generating accurate and consistent tender outcomes across a range of tender bids. They will provide a conclusion relating to the use of an appropriate standard method of measurement.

**For merit standard**, learners will discuss the benefits of using recognised standard methods of measurement for buildings and civil engineering projects. They will consider how quantities are used for construction projects during the various stages of a project and consider the relevant use of a recognised standard method of measurement. In their discussion, learners will consider the different aspects of the standard methods of measurement and the extent of their importance.

**For pass standard**, learners will explain how approximate and accurate quantities are used for different applications by quantity surveyors. Additionally, learners will explain the reasons for the use of a recognised standard method of measurement. In their explanation, learners will show that they comprehend the origins, functions and objectives of standard methods of measurement and the quantities that they produce.

#### Learning aims B and C

**For distinction standard**, learners will perform an accurate and comprehensive take-off of quantities for a project using a recognised standard method of measurement, and a vocationally correct layout of dimensions and methodology (for example, correct centre-line calculations, dimension layout, codification etc.). Their take-off will include a substructure, elements of superstructures and elements of external works. Learners will explain the difference between the production of quantities for building projects and for civil engineering projects. They will produce comprehensive bills of quantities for a construction project with clarity of language and layout, including vocationally correct layout, bill format, units of measurement, codification of items, ordering of sizes and use of headings. They will explain the different methods used to convert the take-off into bills of quantities. In their explanation, learners will show that they comprehend the origins, functions and objectives of methods of producing bills of quantities.

**For merit standard**, learners will perform an accurate take-off of quantities for a project using a recognised standard method of measurement and using a vocationally correct layout of dimensions. The take-off will include a substructure, elements of superstructures and elements of external works. Learners will explain the difference between the production of quantities for building projects and for civil engineering projects. They will produce accurate bills of quantities for a construction project with appropriate use of language and layout, including vocationally correct layout, bill format, units of measurement, ordering of sizes and use of headings. They will explain the different methods used to convert the take-off into bills of quantities. In their explanation, learners will show that they comprehend the origins, functions and objectives of methods of bills of quantities production.

**For pass standard**, learners will perform a take-off of quantities for a project using a recognised standard method of measurement and an appropriate layout of dimensions, allowing for some computational inaccuracy. The take-off will include a substructure, elements of superstructures and elements of external works. Learners will explain the difference between the production of quantities for building projects and for civil engineering projects. They will produce bills of quantities for a construction project with appropriate use of language and layout, including vocationally appropriate layout, units of measurement and use of headings. They will explain the different methods used to convert the take-off into bills of quantities production.

### Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 4: Construction Technology
- Unit 7: Graphical Detailing in Construction
- Unit 12: Low Temperature Hot Water Heating in Building Services
- Unit 14: Provision of Primary Services in Construction.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.



# Unit 15: Further Mathematics for Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop and use skills to apply rules of transposition of formulae, arithmetical methods, calculus and statistics to construction problems.

## Unit introduction

Many of the buildings and structures that we encounter in our daily lives are the result of projects that civil engineers and building services engineers have worked on. They use a range of mathematical techniques and formulae to find out important physical properties of the buildings and structures. These could include finding the centre of gravity of an irregular shaped, precast cladding unit so that it can be safely lifted, using arithmetic or trigonometric techniques to determine areas of sites, or calculating the root mean square value of an alternating electric current to make sure the supply is suitable.

In this unit, you will investigate relevant aspects of pure mathematics and explore how you can solve complex practical problems. You will learn how to solve applied mathematical problems involving statistical data, structural properties for beams and columns, complex measurements, trigonometric identities, rates of change and decay, differentiation of maxima and minima, numerical integration, and complex areas or volumes by definite and indefinite integration. These mathematical skills are transferable and will be used to support your study of other topics in the BTEC Nationals in Construction programme, for example in surveying, electrical systems or structural analysis.

As a civil engineer or building services engineer, you will need to understand and develop the skills required to solve contextual problems using mathematical methods. This unit will prepare you for progression to higher education to study in the construction, civil engineering or building services engineering sectors at Higher National or degree level. It will also prepare you for an apprenticeship or employment in a range of construction disciplines as a technician, and will help you work with professionals as part of a team working on cutting-edge products and systems.

## Learning aims

In this unit you will:

- A** Examine how algebraic and trigonometric techniques can be used to solve a construction problem
- B** Examine how calculus can be used to solve a construction problem
- C** Investigate the use of statistical methods to solve a construction problem.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine how algebraic and trigonometric techniques can be used to solve a construction problem	<b>A1</b> Transposition techniques <b>A2</b> Trigonometric techniques <b>A3</b> Construction-related problems	A report containing the results of learners' analysis and calculation; carried out under controlled conditions, supported by text and diagrams as appropriate.
<b>B</b> Examine how calculus can be used to solve a construction problem	<b>B1</b> Differential calculus <b>B2</b> Integral calculus <b>B3</b> Numerical integration	A report containing the results of learners' analysis and calculation; carried out under controlled conditions, supported by text and diagrams as appropriate.
<b>C</b> Investigate the use of statistical methods to solve a construction problem	<b>C1</b> Statistical methods <b>C2</b> Use of statistical methods in construction contexts	A report that includes appropriate graphs and charts to represent collated statistical data for a construction activity.

## Content

### Learning aim A: Examine how algebraic and trigonometric techniques can be used to solve a construction problem

#### A1 Transposition techniques

Rearrangement of formulae to determine new subjects and their use in evaluating data.

- Mathematical formulae to transpose, to include:
  - linear, quadratic and cubic expressions
  - trigonometric functions, to include sine, cosine, tangent ratios
  - logarithmic functions
  - binomial theorem applied to errors.

#### A2 Trigonometric techniques

Application of trigonometric techniques to 2D scenarios to solve construction problems involving the calculation of dimensions, angles, regular areas and irregular areas.

- Trigonometric functions, to include sine, cosine, tangent ratios.
- The sine rule, including ambiguous case.
- The cosine rule.
- Area rules for triangles.

#### A3 Construction-related problems

Typical problems that transposition and trigonometric techniques will solve.

- Application of properties of sections:
  - simple shapes, regular shapes, irregular shapes, to include:
    - cross-sectional area
    - location of centroid
    - section modulus
    - moment of inertia
    - radius of gyration.
- Application of trigonometry to determine dimensions in 2D and 3D:
  - in surveying
  - in setting out
  - other practical contexts, to include calculating heights, lengths etc.

### Learning aim B: Examine how calculus can be used to solve a construction problem

#### B1 Differential calculus

Application of differentiation techniques to algebraic (polynomial), trigonometric (sine, cosine), logarithmic and exponential functions, for solving construction engineering problems.

- Standard differential calculus methods:
  - polynomial equations of the form  $s = 5t^2 - 3t + 4$
  - trigonometric (sine, cosine) equations of the form  $y = \sin^2 4x$
  - logarithmic equations of the form  $v = 8 \log_e(5x)$
  - exponential equations of the form  $y = 2_e^{(3x+5)}$
- Differentiation by standard results for example  $y = ax^n$ , where  $\frac{dy}{dx} = nax^{(n-1)}$
- Derivatives of algebraic (powers)  $ax^n$
- Derivatives of trigonometric (sine, cosine)  $\sin ax$ ,  $\cos ax$
- Derivatives of logarithmic functions, for example  $\log_e ax$
- Derivatives of exponential functions, for example  $e^{ax}$

- Product rule, e.g.  $\frac{dy}{dx} = \frac{vdu}{dx} + \frac{udv}{dx}$
- Quotient rule, e.g.  $\frac{dy}{dx} = \frac{\frac{vdu}{dx} - \frac{udv}{dx}}{v^2}$
- Function of a function (chain rule) method.
- Second order derivatives:
  - second derivative of algebraic (polynomial), e.g.  $y = ax^n$ , where  $\frac{d^2y}{dx^2} = n(n-1)ax^{(n-2)}$
  - second derivative of trigonometric (sine, cosine) functions
  - the location of stationary values, to include turning points, points of inflection.

## B2 Integral calculus

Application of indefinite and definite integration techniques to algebraic (polynomial), trigonometric and exponential functions, in order to solve construction problems.

- Routine functions integrated in one step without the need for manipulation, using standard integral calculus methods, to include:
  - polynomial, e.g.  $\int(x^2 - 3x + 4)dx$
  - trigonometric (sine, cosine), e.g.  $\int(\sin 5\theta - 3\cos 4\theta)d\theta$
  - reciprocal, e.g.  $\int\left(\frac{3}{x}\right) dx$
  - exponential, e.g.  $\int(e^{3t})dt$
- Integration of common functions by standard results, e.g.  $ax^n$ ,  $\sin ax$ ,  $\cos ax$ ,  $\frac{1}{x}$ ,  $e^{ax}$
- Indefinite integrals, constant of integration, initial conditions.
- Definite integrals – limits and square bracket notation.

## B3 Numerical integration

Application of the formulae for irregular areas and volumes for numerical integration.

- Trapezoidal rule:
  - for comparison of methods in terms of complexity and accuracy.
- Mid-ordinate rule:
  - for comparison of methods in terms of complexity and accuracy.
- Simpson's rule:
  - area under a curve determined using Simpson's rule for comparison with values obtained using calculus.
- Numerical integration using a spreadsheet.
- Arithmetical calculation of various properties of sections, including:
  - cross-sectional area
  - location of centroid
  - neutral axis
  - moment of inertia
  - section modulus
  - radius of gyration.

**Learning aim C: Investigate the use of statistical methods to solve a construction problem****C1 Statistical methods**

How statistics are used in a construction context to convey relevant information that is in a useful format, appropriate to the audience.

- Presentation of data:
  - histograms
  - bar charts
  - pie charts
  - frequency graphs
  - cumulative frequency graphs.
- Sampling distributions:
  - normal distribution tables
  - confidence limits
  - significance testing.

**C2 Use of statistical methods in construction contexts**

How statistics are used in a construction context to solve problems.

- Measures of central tendency:
  - mean
  - mode
  - median.
- Measures of dispersion:
  - range
  - variance
  - standard deviation.
- Cumulative frequency:
  - quartiles, deciles and percentiles
  - interquartile range.
- Types of data:
  - discrete data
  - continuous data
  - grouped data
  - ungrouped data.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine how algebraic and trigonometric techniques can be used to solve a construction problem</b>		<b>A.D1</b> Demonstrate, using complex algebraic and trigonometric techniques, the calculation for a given construction problem.
<b>A.P1</b> Demonstrate, using simple algebraic and trigonometric techniques, the calculation for a given construction problem.	<b>A.M1</b> Demonstrate, using advanced algebraic and trigonometric techniques, the calculation for a given construction problem.	
<b>Learning aim B: Examine how calculus can be used to solve a construction problem</b>		<b>B.D2</b> Demonstrate, using complex differential and integral calculus techniques, the solution for a given construction problem, validating results achieved by numerical integration.
<b>B.P2</b> Demonstrate, using simple differential calculus techniques, the solution for a given construction problem.	<b>B.M2</b> Demonstrate, using advanced differential calculus, solutions for each type of given routine function, for a given construction problem.	
<b>B.P3</b> Demonstrate, using simple integral calculus techniques, the solution for a given construction problem.	<b>B.M3</b> Demonstrate, using advanced integral calculus and numerical integration, the solution for a given construction problem.	
<b>B.P4</b> Demonstrate, using simple numerical integration techniques, the solution for a given construction problem.		
<b>Learning aim C: Investigate the use of statistical methods to solve a construction problem</b>		<b>C.D3</b> Demonstrate, using complex statistical analysis and assessment techniques, the outcome of a given construction problem.
<b>C.P5</b> Demonstrate simple techniques to present grouped and ungrouped statistical data related to a given construction problem.	<b>C.M4</b> Demonstrate, using advanced statistical analysis and assessment techniques, the outcome of a given construction problem.	
<b>C.P6</b> Demonstrate, using simple statistical analysis methods, the outcome of a given construction problem.		

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.M1, A.D1)

Learning aim: B (B.P2, B.P3, B.P4, B.M2, B.M3, B.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to maths support websites, spreadsheet software, e.g. [www.mathcentre.ac.uk/students/topics](http://www.mathcentre.ac.uk/students/topics)

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners must independently solve industry-related problems using appropriate algebraic, trigonometric and logarithmic functions. Their work should have a neat, efficient, logical and clear structure. They should apply the correct mathematical conventions and use the correct units throughout. Their evidence will be logically structured and easy to understand by a third party with a mathematical background, who may or may not be a construction engineer. For example, learners will use mathematical terminology correctly and use relevant units when working with functions set in construction contexts. Small and large numerical values will be correctly presented in an appropriate format, such as standard form. Learners will work to a specified numerical precision (as determined by the assessor), through the use of appropriate significant figures or decimal places.

**For merit standard**, learners must demonstrate throughout their work that they are able to apply appropriate transposition techniques to mathematical formulae and expressions. Learners must show evidence that they can transpose, simplify and solve by substitution, at least one example of each type of formula (linear, quadratic and cubic expressions, binomial expansions for errors, logarithms, and fractional powers). Typical problems could include the moment of inertia, section modulus or radius of gyration of given, standard symmetrical (about  $y$ - $y$  axis only) composite cross sections. Learners' numerical work will be accurate; using an appropriate degree of precision as specified by the assessor in significant figures or decimal places, and relevant units will be used for all functions. A limited number of arithmetic follow-through errors are acceptable for more advanced functions. Learners' work will have a clear, understandable and well-presented structure. Learners should apply the correct mathematical conventions and use the correct units throughout.

**For pass standard**, learners must show evidence that they can transpose, simplify and solve by substitution formulae, including linear and quadratic expressions. Their work must have a logical structure, using correct mathematical conventions and appropriate units where required. Learners must use arithmetical techniques to determine values for a range of properties of sections, including irregular areas and volumes. They must find the cross-sectional area, volumes and position of the centroid for a variety of symmetrical and non-symmetrical composite shapes, using a range of arithmetic and trigonometrical formulae. Their work will have a logical structure, use correct mathematical conventions and the correct units should be stated for the final answer.

Learners will carry out calculations to give solutions that clearly show how they have approached construction engineering problems using trigonometric methods. For example the appropriate use of labelled diagrams to determine the areas of building plots or the volume of material that would be required to fill a void. Solutions will be set out methodically and using the correct mathematical conventions clearly, but may contain numerical errors. Units must be clearly stated for the problems involving physical properties.

## Learning aim B

**For distinction standard**, learners will demonstrate high levels of skill in applying differential and integral calculus methods to the solution of a given construction problem, using mathematical functions. For differential calculus, learners will correctly and efficiently manipulate six complex routine functions, while for integral calculus, learners will correctly and efficiently manipulate 11 complex routine functions when producing indefinite and definite integrals. Alternative methods of solution must be carried out for integration where appropriate, in order to compare the results found and the accuracy of values. For example, validating values using the mid-ordinate rule by comparing them to those achieved using calculus. The evidence will be logically structured and will be easy to understand by a third party with a mathematical background, who may or may not be a construction engineer. For example, learners will use mathematical terminology correctly and use relevant units when working with functions set in construction contexts. Small and large numerical values will be correctly presented in an appropriate format, such as standard form. Learners will work to a specified numerical precision (as determined by the assessor), through the use of appropriate significant figures or decimal places.

**For merit standard**, learners will apply the correct skills and methods when producing the derivatives of functions and determining their gradients. Learners will correctly manipulate six routine functions (two polynomial, two trigonometric, one logarithmic and one exponential). Some functions will be sufficiently complex to enable learners to select and apply the correct method (product, quotient, function of a function and substitution) when producing first and second derivatives. Learners will select and apply the correct methods when producing the definite and indefinite integrals of functions, and determining the properties of periodic functions. Learners will correctly manipulate eight routine functions, with a further three functions being sufficiently complex to enable learners to select and apply the correct method (substitution and by parts) when producing indefinite and definite integrals.

Numerical integration will have been accurately completed for four definitive routine functions, using each of the three techniques given (trapezoidal rule, mid-ordinate rule and Simpson's rule). Learners' numerical work will be accurate; using an appropriate degree of precision as specified by the assessor in significant figures or decimal places, and relevant units will be used for all functions. A limited number of arithmetic follow-through errors are acceptable for non-routine functions.

**For pass standard**, learners will apply the correct methods when differentiating at least six given routine mathematical functions. Learners will correctly manipulate at least two polynomial functions, two trigonometric functions, one logarithmic function and one exponential function. Learners will apply the correct methods when integrating at least eight given routine mathematical functions. Learners will correctly manipulate at least two routine functions for each of the different function types (polynomial, trigonometric, reciprocal and exponential). At least one of each type will be an indefinite integral and one of each type will be a definitive integral. In total, at least eight different routine functions will be solved.

Numerical integration will be completed using each of the three approaches for at least two routine functions; these can be manipulated using a spreadsheet, provided that formulae are visible (printed out). Learners must demonstrate a clear understanding that integration arises out of considering a thin strip of area summated between limits along the  $x$ -axis of a graph. There will be evidence of simple checks to determine if numerical answers are reasonable.

Learners must demonstrate the correct use of a method when differentiating and integrating functions and use the correct units. They must also demonstrate the correct use of method and units when integrating functions by a numerical method, minor arithmetic and scaling errors are acceptable. There will be evidence of simple checks to determine if numerical answers are reasonable.

### Learning aim C

**For distinction standard**, learners will demonstrate high levels of skill in presenting data from given sources, and applying processing and analysis of statistical data generated from construction engineering sources. When presenting data, charts and sampling distributions will be accurate and reflect fully the data (including grouped, ungrouped, discrete and continuous) that has been given. Learners must make sure that when determining the results of a statistical analysis, that it is sufficiently complex to allow learners to apply a range of routine operations (skills and methods) to their solution. For example, in terms of measures of central tendency and dispersion, learners will analyse one set of measured and four sets of equivalent historical data, such as climatic information for a location or data related to structural analysis sourced from testing and simulations. Before starting to process any data, learners will establish that the sample sizes are large enough to enable reliable analysis to be carried out.

The evidence, including graphical representations, will be easily understood by a third party with a mathematical background, who may or may not be a construction engineer. There will be correct use of mathematical terminology and the application of relevant units. Learners will work to a specified numerical precision, as determined by the assessor or that is appropriate for their chosen problems being solved, through the use of appropriate significant figures or decimal places. Small and large numerical values will be correctly presented in an appropriate format, i.e. standard form.

**For merit standard**, learners will present accurate solutions and analysis for construction engineering problems related to measures of central tendency, dispersion and distribution, breaking them down into planned stages to complete their analysis and to obtain solutions. They will apply appropriate routine operations (skills and methods) to present and process statistical data (including grouped, ungrouped and discrete and data) accurately. For example, tabulation of data, graphical presentation of grouped and ungrouped data, and accurate calculations of mean and standard deviation comparing measured values with historical data. The numerical work will be to an appropriate degree of accuracy, as specified by the assessor or appropriate for the chosen problems being solved. Graphical representations and numerical solutions will contain an explanation of the process that will be logically structured, with the correct mathematical terminology and relevant units used. There may be a limited number of minor errors or omissions in calculations or graphical representations. For example, when analysing sampled dimensional data from climatic information, learners may determine the mean and standard deviation for a sample and find a degree of correlation between samples, but not draw conclusions from the values.

**For pass standard**, learners will produce at least one histogram, one chart, one frequency graph, and one cumulative frequency graph to represent grouped and ungrouped data related to a construction engineering problem, such as climatic information or ground conditions for a specific location. Learners will present the solutions of construction engineering problems involving measures of central tendency, dispersion and probability distribution. Ideally, they will research their data sets, but if this is not possible then they can be given problems to solve. The analysis may not be complete and there may be some inaccuracies or omissions but there should be evidence of some proficiency of method. Learners will apply appropriate routine operations (skills and methods) required to process statistical data. For example, when interpreting sampled wind speed data from a coastal location for one year, learners will present data appropriately and determine routine values, such as the mean and standard deviation for a sample, but may not compare the values with historical data. The report must be logically structured. It may contain some arithmetic errors which 'carry-through'. For example, the value of the mean of a set of sampled rainfall data from a weather station may be incorrect but the value is used correctly to find the standard deviation. The methods chosen may not be optimal but the chosen statistical methods will be applied correctly. Minor errors and omissions are acceptable. Learners will include evidence of simple checks to determine if numerical answers are reasonable.

### Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 6: Surveying in Construction
- Unit 10: Building Surveying in Construction
- Unit 11: Site Engineering for Construction
- Unit 13: Measurement Techniques in Construction
- Unit 19: Quantity Surveying
- Unit 23: Construction in Civil Engineering
- Unit 26: Conversion, Adaptation and Maintenance of Buildings.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.



# Unit 16: Work Experience in the Construction Sector

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners explore the benefits of work experience, carrying out and reflecting on a period of work experience and planning for their personal and professional development.

## Unit introduction

If you are thinking about a career in construction then you should carry out some work experience to make you aware of the kinds of tasks and activities you may be required to do. It will help you reflect on and develop the attributes and skills required for work in the construction sector, and will also help to extend your knowledge and understanding of the roles and responsibilities of construction professionals.

In this unit, you will learn about the benefits of work experience in construction. You will examine how work experience can help you to develop personal and professional skills such as communication and teamwork, and it will help you to understand more about the expectations of different professional roles. You will develop a plan to support your learning in placement and you will monitor your progress through a reflective journal. This is a practical unit that will support your work experience placement in construction and give you a foundation to develop, apply and reflect on knowledge and skills in a realistic situation.

A work experience placement will help you prepare for further study in a variety of higher education programmes. It is an important factor in progression to higher education and is a component of many degree courses accredited by the construction sector professional bodies.

## Learning aims

In this unit you will:

- A** Examine the benefits of work experience in construction for own learning and development
- B** Develop a work experience plan to support own learning and development
- C** Carry out work experience to meet set objectives
- D** Reflect on the development of own personal and professional skills and practices.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the benefits of work experience in construction for own learning and development	<b>A1</b> Developing skills and attributes <b>A2</b> Clarifying expectations for employment in construction <b>A3</b> Exploring career options	A report evaluating the benefits of work experience in the construction sector and the importance of preparing for placement. The report must include a plan to meet personal and professional goals.
<b>B</b> Develop a work experience plan to support own learning and development	<b>B1</b> Preparing for work experience <b>B2</b> Setting goals and learning objectives	
<b>C</b> Carry out work experience to meet set objectives	<b>C1</b> Work experience tasks <b>C2</b> Work shadowing and observation	Observation of learners on work placements in the construction sector, carrying out tasks and activities and interacting with customers and staff, evidenced by observation report signed by assessor.  Reflective log evaluating learners' own development on work placement.
<b>D</b> Reflect on the development of own personal and professional skills and practices	<b>D1</b> Reviewing personal and professional development <b>D2</b> Using feedback and action planning	

## Content

### Learning aim A: Examine the benefits of work experience in construction for own learning and development

#### A1 Developing skills and attributes

- Reflecting on own skills, attributes and areas for development.
- Developing professionalism.
- Communication and interpersonal skills.
- Organisational skills, e.g. time management, prioritising tasks.
- Technical and professional skills and their application in the workplace.
- Ability to link theory with practice.
- Teamwork skills.
- Confidence and personal responsibility.
- Developing a work ethos, to include a positive attitude to work.
- Understanding the importance of working relationships and agreed ways of working in construction – developing trust, mutual respect, mindfulness, open communication, welcoming diversity.

#### A2 Clarifying expectations for employment in construction

- Understanding the rights and responsibilities of employees.
- Respecting diversity, equality and dignity in the workplace.
- Respecting confidentiality.
- Understanding health, safety and security regulations.
- Preparing for employment in the sector.

#### A3 Exploring career options

- Working in different construction professional roles, e.g. quantity surveying, construction design, structural engineering.
- Working in different construction technical roles, e.g. architectural technician, assistant site engineer, planner.
- Sources of information about careers and career pathways in construction.
- Professional construction bodies and types of membership, to include Royal Institution of Chartered Surveyors (RICS), Chartered Institute of Building (CIOB), Institution of Civil Engineers (ICE), Royal Institute of British Architects (RIBA).
- Using work experience to inform career choices, confirm ideas or consider alternative options.

### Learning aim B: Develop a work experience plan to support own learning and development

#### B1 Preparing for work experience

- Expectations for learners on work experience, to include dress, behaviour, attitude.
- Responsibilities and limitations for learners on work experience, e.g. restrictions due to lack of experience or training requirements to carry out tasks.
- Researching specific work experience placements, e.g. organisation, job roles.
- Role of placement supervisors/mentors.
- Planning for work experience, to include own expectations, provider's expectations, intended outcomes, negotiation of specific areas of experience.
- Initial contact with work experience provider to establish working relationship.

## **B2 Setting goals and learning objectives**

- Reflecting on current knowledge and skills.
- Identifying own strengths and areas for development.
- Identifying established standards and values required for professionals, e.g. entry requirements for membership of professional bodies such as RIBA, CIOB, RICS, ICE.
- Identifying SMART (specific, measurable, attainable, realistic, time-related) targets for own work experience.
- Setting personal development goals, e.g. developing communication skills, confidence.
- Setting professional development goals, e.g. developing competence, technical ability.
- Recording goals and objectives in a work experience journal or record.

## **Learning aim C: Carry out work experience to meet set objectives**

### **C1 Work experience tasks**

- Assisting and participating in construction tasks, e.g. preparing the workplace to carry out given tasks.
- Assisting and participating in non-construction tasks, e.g. attending meetings, general office tasks.
- Participating as part of a team.
- Understanding the importance of supervision of work activities.
- Using work experience reflective journals to link theory with practice, reflecting on how work experience placement influences own professional development.
- Involvement in project work directed by the employer.

### **C2 Work shadowing and observation**

- Observing working relationships.
- Work shadowing different professionals to appreciate the range of construction roles and activities.
- Observing specific procedures to gain new knowledge and skills.
- Reflecting on work practice and procedures observed in the setting.

## **Learning aim D: Reflect on the development of own personal and professional skills and practices**

### **D1 Reviewing personal and professional development**

- Understanding that reflective practice is an ongoing activity.
- Theories and frameworks for reflective practice:
  - Schön – reflection in action and reflection on action
  - Gibbs – reflective cycle
  - Kolb – experiential learning.
- Reviewing work experience reflective journal.
- Reflecting on personal and professional development.
- Monitoring, evaluating and revising own practice.
- Supporting continuous quality improvement.

### **D2 Using feedback and action planning**

- The importance of continuing professional development (CPD).
- Identifying areas of positive and constructive feedback.
- Highlighting areas for improvement.
- Creating an action plan for personal and professional development.
- Identifying career goals.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the benefits of work experience in construction for own learning and development</b>		<b>AB.D1</b> Evaluate your own preparation and planning for work experience. In the construction sector
<b>A.P1</b> Explain how your own preparation for work experience focuses on the development of personal skills and attributes.  <b>A.P2</b> Explain how your own preparation provides opportunities to reflect on career choices in the construction sector.	<b>A.M1</b> Discuss your own preparation for work experience in the construction sector.	
<b>Learning aim B: Develop a work experience plan to support own learning and development</b>		
<b>B.P3</b> Produce a plan for your own work experience in the construction sector.  <b>B.P4</b> Explain how to meet own specific personal and professional development goals while on work placement.	<b>B.M2</b> Discuss your own planning for work experience in the construction sector.	
<b>Learning aim C: Carry out work experience to meet set objectives</b>		<b>C.D2</b> Demonstrate work-related skills proficiently, taking the initiative to carry out activities according to own responsibilities and setting's procedures, and selecting appropriate skills and techniques for different situations.  <b>D.D3</b> Evaluate how reflecting on skills developed during own work experience placement can inform plans for personal and professional development.
<b>C.P5</b> Demonstrate work-related skills to meet set objectives for work experience tasks.  <b>C.P6</b> Discuss ways in which work shadowing and observation can support development of own skills while on work placement.	<b>C.M3</b> Demonstrate work-related skills with confidence and proficiency to meet objectives in different situations.	
<b>Learning aim D: Reflect on the development of own personal and professional skills and practices</b>		
<b>D.P7</b> Review own strengths and areas for development in response to feedback on work experience placement.  <b>D.P8</b> Produce a personal development plan that identifies improvements to personal and professional skills.	<b>D.M4</b> Discuss how self-reflection can contribute to personal and professional development and future planning, following a work experience placement.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aims: C and D (C.P5, C.P6, D.P7, D.P8, C.M3, D.M4, C.D2, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a ten working-day equivalent work experience placement in a construction setting.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard**, learners will reach valid judgements about the benefits of preparation for work experience placements. They must use research to justify the validity of proposals about the expectations of work experience and articulate their views concisely to justify conclusions. They must draw on and show knowledge to make suitable justifications and recommendations for their planned placement.

**For merit standard**, learners will make reasoned, analytical judgements involving comparison and discussion. They must use research to extend their understanding about the expectations of work experience placements. They must select and apply knowledge to demonstrate the relevance and purpose of their work experience plan to support their learning and development.

**For pass standard**, learners will recall key knowledge to demonstrate their understanding of how work experience can provide preparation for employment in construction. Learners must use research with relevance to given situations to explain their responsibilities and limitations in a work experience placement. They must select and organise information using appropriate knowledge and concepts to produce a plan to meet their specific personal and professional development goals while on work placement.

#### Learning aims C and D

**For distinction standard**, learners will make valid judgements about the risks and limitations of techniques and processes used in relation to desired outcomes and own skills development. They must select appropriate skills and techniques in relation to the work situation and desired outcomes and show that they have developed their skills to achieve increased quality of outcomes while on placement. For example, they must communicate professionally using appropriate methods for their audience to achieve desired outcomes.

Learners must show initiative while acting within expected constraints and assess their contribution to at least three different work-related tasks and three work-shadowing tasks or observations. Learners must justify any decisions taken related to their work situation. They must manage themselves successfully to prioritise activities and monitor their own progress.

They must engage actively with others and on their own initiative to gain feedback and to create opportunities for personal improvement. They must evaluate the basis for taking decisions in their work experience placement and respond effectively to feedback. They must draw together their learning and experiences gained across the learning aims, demonstrating valid insights into their own planning and performance in order to plan their future personal and professional development.

**For merit standard**, learners will act within given work-related contexts to show required attributes and select and deploy appropriate techniques, processes and skills with increased confidence and proficiency to meet set objectives in three different work experience situations. Learners will modify techniques and processes to suit different situations and to deal with contingencies. For example, they must select and use appropriate communication methods to suit particular audiences, such as interacting with different staff or contributing to a team meeting. They will reflect on knowledge and skills gained through three work-shadowing experiences or observations. They must manage their time to prioritise activities and progress towards required outcomes.

Learners will use knowledge, skills and understanding to select and justify solutions in relation to how work experience tasks support their personal and professional development. They must monitor their achievement against their work experience plan to ensure the relevance of targets and must reflect actively on evidence of their own performance using feedback from others.

**For pass standard**, learners will carry out tasks and activities fully, correctly and safely to achieve required outcomes. Learners must select appropriate techniques, processes or skills in well-defined situations, and review the success of these techniques, processes and skills in relation to three work experience tasks and three work-shadowing experiences or observations. They must identify the responsibilities of staff in the placement and relate this knowledge to occupational roles and organisational structures. They must communicate in a variety of ways, using appropriate English, vocational language and graphical methods, responding to communication from others. They must manage their time effectively to undertake work activities and manage outcomes.

Learners will apply knowledge, skills and understanding to explore solutions to realistic and vocational tasks in relation to the ways in which work shadowing and observation can support personal and professional development.

Learners must maintain structured records of their work experience that show how they have planned opportunities to develop their skills and gain feedback on their performance from others.

### Links to other units

This unit links to all the other units in the qualification.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- opportunities for observation during the work experience
- assessment of any project work.

# Unit 17: Projects in Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners explore a real-life construction project and consider the different aspects of the project, from design through to impact in use.

## Unit introduction

Every year across the globe both big and small construction projects take place. Have you ever considered what the thought process was for a design, why they chose to clad a building with limestone and not glass, or why they designed a flat roof and not an elaborated pitched roof with vaulted ceilings? What about the impact a building has on the local environment, or how the building design can impact on local climatic conditions

In this unit, you will explore a real-life construction project. You will consider the categorisation of the project and the associated design considerations. You will examine the methods and techniques of construction, and the materials used in the project, before developing an understanding of the potential economic and social impacts of the project. You will consider the positive and negative impacts on the natural environment, locally and globally.

This unit will help you to progress to a higher-level construction programme, such as the Higher National in Construction, or to a degree in construction or architecture. Additionally, the content of this unit will support progression to careers in site or project management, or to other professional roles in construction, such as architecture, quantity surveying, building services engineering and structural engineering.

## Learning aims

In this unit you will:

- A** Examine the design of a construction project
- B** Investigate methods and techniques used in a construction project
- C** Explore the impact of a construction project.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the design of a construction project	<b>A1</b> Types of construction project <b>A2</b> Design considerations of construction projects	Part one of a presented or written and illustrated portfolio, analysing and discussing a given construction project scenario, which builds on and references other learning aims.
<b>B</b> Investigate methods and techniques used in a construction project	<b>B1</b> Methods and techniques for different construction projects <b>B2</b> Material selection for construction projects	Part two of a presented or written and illustrated portfolio, analysing and discussing a given construction project scenario, which builds on and references other learning aims.
<b>C</b> Explore the impact of a construction project	<b>C1</b> Economic impacts of a construction project <b>C2</b> Societal impacts of a construction project <b>C3</b> Environmental impacts of a construction project	Part three of a presented or written and illustrated portfolio, analysing and discussing a given construction project scenario, which builds on and references other learning aims.

## Content

### Learning aim A: Examine the design of a construction project

The different sectors, design options and the context in which the project has been developed.

#### A1 Types of construction project

The categorisation of construction projects and how the design of the project meets the needs of stakeholders, to include new build, conversion and refurbishment.

- Commercial projects.
- Industrial.
- Residential.
- Educational.
- Leisure.
- Mixed-use.
- Civil engineering:
  - infrastructure
  - large structures.

#### A2 Design considerations of construction projects

The design style and considerations to meet the functional and aesthetic requirements of a construction project.

- Architectural style.
- Size and massing.
- Local vernacular.
- Design influences:
  - planning requirements
  - legislation
  - client needs
  - building use.
- Environmental influences.

### Learning aim B: Investigate methods and techniques used in a construction project

#### B1 Methods and techniques for different construction projects

Methods and techniques of construction, their environmental impact and suitability for different building types and uses.

- Forms of construction, to include:
  - traditional
  - frame
    - rectangular skeletal
    - portal
    - prefabricated timber
    - in-situ concrete
    - precast concrete
  - crosswall
  - surface structure
  - cellular
  - modular.
- Methods and techniques used in the construction of:
  - groundworks and substructures
  - superstructures
  - external works
  - use of construction plant.

## **B2 Material selection for construction projects**

Selection and use of different materials and why they are fit for purpose, for the following elements.

- Foundations and substructure.
- Structural elements of the superstructure.
- External envelopes.
- Internal finishes.
- Fixtures and fittings.
- Services installations.
- External works.

## **Learning aim C: Explore the impact of a construction project**

### **C1 Economic impacts of a construction project**

Economic benefits and drawbacks of a project.

- Growth and development of the area.
- Regeneration.
- Economic blight, to include increased rental costs and the cost of maintaining the quality of older structures.
- Employment opportunities during and after construction.
- Benefits to the local supply chain.
- Multiplier effect of local spending.
- Economic sustainability:
  - short-term versus long-term benefits of a project
  - life expectancy of a project.

### **C2 Societal impacts of a construction project**

Benefits and drawbacks of a project in terms of its impact on the local population.

- Provision of fit for purpose:
  - services
  - housing
  - leisure facilities
  - infrastructure
  - public buildings
  - public spaces
  - transport links.
- Feelings of wellbeing and security.
- Improved public health.
- Provision of community focus.
- Disruption during construction:
  - noise
  - dust
  - restrictions, e.g. roads closed, service reductions.
- Increased traffic.
- Incongruent design and materials
- Increased urban density.
- Loss of local open space.
- Obstructed views.
- Climatic changes.

**C3 Environmental impacts of a construction project**

Benefits and drawbacks of a project in terms of its impact on the local environment and the wider environmental consideration.

- Local environment:
  - improved public spaces
  - removal of derelict or obsolete properties
  - environmental clean-up
  - increase in pollution, to include water, ground, air, noise and light
  - increased demand on services provision
  - increased traffic flow.
- Climatic impacts.
- Wider environmental considerations:
  - reduction in natural resources
  - increased use of energy
  - micro-regeneration
  - carbon offsetting.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the design of a construction project</b>		<b>A.D1</b> Evaluate the design choices made in meeting the functional and aesthetic requirements of the project and the needs of stakeholders.
<b>A.P1</b> Explain how the design of the project meets functional requirements. <b>A.P2</b> Explain how the design of the project meets aesthetic requirements.	<b>A.M1</b> Discuss the design choices made in meeting the functional and aesthetic requirements of the project.	
<b>Learning aim B: Investigate methods and techniques used in a construction project</b>		<b>B.D2</b> Justify the methods, techniques and materials used in the construction of the project.
<b>B.P3</b> Explain the methods and techniques used in the construction of the project. <b>B.P4</b> Explain the selection of materials used in the construction of the project.	<b>B.M2</b> Assess the methods, techniques and materials used in the construction of the project.	
<b>Learning aim C: Explore the impact of a construction project</b>		<b>C.D3</b> Evaluate the overall impact of the construction project.
<b>C.P5</b> Explain the economic impacts of the construction project. <b>C.P6</b> Describe the societal impacts of the construction project. <b>C.P7</b> Explain the environmental impacts of the construction project.	<b>C.M3</b> Assess the economic, societal and environmental impacts of the construction project.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to design plans for a project that is sufficiently detailed and sized to allow access to the higher grades. A simple house single-storey house extension, for example, will not allow this. However, a new shopping centre would be too large at this level.

### Essential information for assessment decisions

Centres are encouraged to allow learners the opportunity (with guidance) to self-select a project for the assessment. The assessment instrument(s) should then be written in such a way that learners can build and develop their learning. The unit is best considered holistically for assessment purposes. Learners should be encouraged to think of the project in the round and not take each aspect in isolation.

### Learning aim A

**For distinction standard**, learners will evaluate the design choices made in meeting the functional and aesthetic requirements of the project, as well as the needs of stakeholders associated with it. They will draw on varied information to consider the strengths and weaknesses of the choices made and consider why, on a given project, some design considerations have greater importance than others. They will show an explicit understanding of how each project is unique, and how the considerations for one will be very different to others, highlighting which are more important and why. Learners will consider conflicting requirements, such as function and form, in the context of the stakeholder needs and the aesthetics specific to the location of the project.

**For merit standard**, learners will discuss the design choices made in meeting the functional and aesthetic requirements of the project. They will consider how these requirements interrelate, considering a range of design aspects, as well as the construction of the project and the extent to which they are important, giving reasons why.

**For pass standard**, learners will explain how the design of the project meets the functional requirements of the brief and the needs of the end user. They will also explain how the design of the project meets aesthetic requirements, taking into account the local vernacular and the specific location of the project. Learners will show that they comprehend the objectives of the project in terms of meeting aesthetic and functional requirements.

### Learning aim B

**For distinction standard**, learners will justify the methods, techniques and materials used in the construction of the project, analysing the design and construction decisions of others and drawing on appropriate supporting evidence from multiple sources. (It is not acceptable to simply state that this is the best method of construction or the best material in this environment.) Learners will use sound reasoning or evidence to prove that the methods and techniques used in construction of the project are appropriate for use in the context of the project.

**For merit standard**, learners will assess the methods, techniques and materials used in the construction of the project, presenting a careful consideration of the various methods and techniques that apply to the situation. They will identify the key methods and techniques that are most relevant to the project, relating them to their suitability for the project.

**For pass standard**, learners will explain the methods and techniques used in the construction of the project, considering why they are the most appropriate. They will focus on the rationale for the selection of materials rather than the material choice alone. Learners will show that they comprehend the reasons for the use of the various methods, techniques and materials in the project.

### Learning aim C

**For distinction standard**, learners will evaluate the overall impact of the construction project, including detailed consideration of its economic, societal and environmental impact. They will consider both positives and negatives, and how these combine or balance. Learners will make an evidence-based, evaluative judgement on the overall impact that the specific construction project has had.

**For merit standard**, learners will assess the economic, societal and environmental impacts of the construction project, identifying the important factors. They will arrive at an appropriate conclusion, taking into account both positive and negative aspects of the project.

**For pass standard**, learners will consider the economic, societal and environmental impacts of the construction project. In describing societal impacts, learners will give a clear, objective account of the impact of the project on society, demonstrating application of knowledge and understanding relevant to the project scenario. In explaining economic and environmental impacts, they will show that they comprehend the effect that the project will have on the local and/or national economy and the environment locally, and in a wider context.

### Links to other units

This unit links to:

- Unit 2: Construction Design
- Unit 4: Construction Technology
- Unit 8: Building Regulations and Control in Construction
- Unit 10: Building Surveying in Construction
- Unit 24: Planning Application Procedures in Construction.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- Site visits to both current and completed projects
- Talks from designers and specifiers on projects the learners can access readily
- Workplace visits to observe construction in action, especially to the offices of design professionals.



# Unit 18: Building Information Modelling

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners will develop knowledge and skills in the principles and use of building information modelling (BIM) technologies to streamline the design, construction and usage of building projects.

## Unit introduction

Working in the construction industry, you will increasingly need to know about and use BIM. It aims to coordinate all aspects of a building project, from its design, construction and operation, to its repurposing and recycling at the end of its useful life.

This unit will introduce you to the Royal Institute of British Architects (RIBA) Digital Plan of Work (DPoW) and the Common Data Environment (CDE) in which it operates for a BIM-enabled design and construct project. It will cover the information management environment, Construction Operations Building information exchange (COBie) and BIM deployment strategies, and their contribution to improved communications between all parties, statutory control approval, sustainability and potential gains from modern methods of construction. The unit will investigate the effect of policies, standards and legislation in the BIM-enabled environment on a design and construct project.

This unit will give you the essential knowledge and skills to work in a BIM-enabled workplace environment, in work or an apprenticeship. You may further your knowledge and understanding of BIM by progressing to a construction industry-related degree, and then specialising in a BIM-specific role or using BIM in your chosen construction profession.

## Learning aims

In this unit you will:

- A** Examine the application of the RIBA Digital Plan of Work in an information management environment
- B** Examine the construction information management environment
- C** Investigate the contribution of information management technologies in a BIM-enabled design and construct project
- D** Investigate the effect of policy, standards and legislation on the BIM-enabled environment.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the application of the RIBA Digital Plan of Work in an information management environment	<b>A1</b> RIBA Digital Plan of Work <b>A2</b> BIM and its implementation in the RIBA DPoW <b>A3</b> Common Data Environment (CDE) and the RIBA DPoW	A report showing the application of the RIBA DPoW and the support provided by the CDE within a BIM-enabled design and construct project.
<b>B</b> Examine the construction information management environment	<b>B1</b> Construction Operations Building information exchange (COBie) <b>B2</b> BIM deployment strategies <b>B3</b> Security of data <b>B4</b> Controlling the flow of information in a common data environment	A presentation or report showing how information flows are kept secure, and how information technologies contribute to this, including how they support sustainability, statutory control and use of modern methods of construction in a BIM-enabled environment design and construct project.
<b>C</b> Investigate the contribution of information management technologies in a BIM-enabled design and construct project	<b>C1</b> BIM and sustainability and statutory control approval <b>C2</b> BIM and modern methods of construction	
<b>D</b> Investigate the effect of policy, standards and legislation on the BIM-enabled environment	<b>D1</b> The DPoW and new working methods and practices <b>D2</b> BIM, buildability, and Construction Design and Management (CDM) regulations and working practices <b>D3</b> Industry, professional and government policies and legislation, and working practices <b>D4</b> BIM-related standards and their effect on working practices <b>D5</b> Allocating roles and resources	A presentation or report showing the effect on a BIM-enabled design and construct project of policy, standards and legislation application, to include roles and resources.

## Content

### Learning aim A: Examine the application of the RIBA Digital Plan of Work in an information management environment

#### A1 RIBA Digital Plan of Work

The stages of the RIBA Digital Plan of Work (DPoW) and its application to the Employer's Information Requirements (EIR).

- The DPoW stages, their sequencing and who does what:
  - 1. Brief
  - 2. Concept
  - 3. Definition
  - 4. Design
  - 5. Build and commission
  - 6. Handover and close out
  - 7. Operation and end of life.

#### A2 BIM and its implementation in the RIBA DPoW

The characteristics of BIM and its implementation.

- BIM protocol and how it:
  - enables digital technology design
  - embeds key product and asset data in all project stages
  - manages information throughout the project lifecycle using three dimensional (3D) computer modelling
  - provides an information repository for digital data project information throughout a design and construct project, with the capability to manipulate to produce information and support information sharing
  - produces unified information output for the client at handover.
- BIM levels of maturity:
  - requirements of each level of maturity
  - BIM maturity requirement timescales and impact on design and construct projects.

#### A3 Common Data Environment (CDE) and the RIBA DPoW

How CDE supports the operation of a BIM-led design and construct project.

- How CDE functions, including the advantages and disadvantages of composite and federated information environments.
- measures required to ensure that:
  - a construction project's CDE is up to date
  - the content is suitable and accurate.

## **Learning aim B: Examine the construction information management environment**

### **B1 Construction Operations Building information exchange (COBie)**

- The contribution of COBie to the ease of and optimisation of the running, maintenance and repair of a building and its services, including:
  - facilities management benefits
  - repair and renewal scheduling.
- Source of manufacturer and supplier information and specifications in a common format, including the coding of EIR.
- Holding of the project information model:
  - end-of-work stages
  - originator and sign-off
  - multiple and single shared data
  - embedding data
  - archive and published data
  - BIM levels.

### **B2 BIM deployment strategies**

The contribution of smart and linked technologies to remotely locate, access and manage project information and activities.

- Digital technology considerations in a BIM environment:
  - hardware capacity
  - software suitability and compatibility
  - competences to effectively apply smart technologies.
- Use digital technology to:
  - plan and carry out routine maintenance and servicing
  - determine component replacement
  - define asset end of life.

### **B3 Security of data**

Importance of and requirements to protect data, intellectual properties, sensitive designs, specifications and other project information, to include:

- setting and controlling protocols and access permissions
- version control.

### **B4 Controlling the flow of information in a common data environment**

- Work in progress – end of work stages.
- Shared published archive.
- Project information model.
- Originator and sign-off.
- Multiple and single shared area.
- Embedding data.
- Archive and published data.

## **Learning aim C: Investigate the contribution of information management technologies in a BIM-enabled design and construct project**

### **C1 BIM and sustainability and statutory control approval**

Contribution of BIM to sustainability and statutory control approval before construction commencement.

- Sustainability requirements:
  - Building Research Establishment Environmental Assessment Method (BREEAM) assessment:
    - materials selection
    - service specifications, to include optimising renewable sources of heating and cooling, and the use of natural resources including natural light and natural ventilation methods through the efficient orientation of the structure
    - lifestyle energy use and lifecycle analysis
    - adaptability and future proofing.
- Use of BIM to obtain statutory approval, e.g. building consent and planning permission.

### **C2 BIM and modern methods of construction**

The contribution of the BIM 3D virtual environment and its support of modern methods of construction (MMC).

- Construction time and waste reduction, e.g. efficient factory production, delivery to installation, logistical planning.
- 3D printing and off-site component manufacture use, e.g. transport costs reduction, allowing for flexibility in requirements.

## **Learning aim D: Investigate the effect of policy, standards and legislation on the BIM-enabled environment**

### **D1 The DPoW and new working methods and practices**

The DPoW and BIM, and their influence on work methods and working practices.

- The DPoW stages:
  - 1. Brief
  - 2. Concept
  - 3. Definition
  - 4. Design
  - 5. Build and commission
  - 6. Handover and close out
  - 7. Operation and end of life.
- Effect on design, construction and maintenance roles due to streamlined information flow and connected communications.
- Data security and permissions for appropriate parties.
- New responsibilities and accountability arising from the information left by BIM and its data trail:
  - traceability of roles, responsibilities and decision making during a design and construct project
  - ability to trace errors back to their source.

### **D2 BIM, buildability, and Construction Design and Management (CDM) regulations and working practices**

The ability to model designs and construction processes in BIM virtually and in advance of construction to enable the main parties in a design and construct project to:

- identify design issues
- consider best building methods and practices
- overcome construction planning clashes and logistical problems

- comply with Construction (Design and Management) Regulations 2015, or subsequent updates, to enable safe systems of work to be agreed on and put in place before construction commences.

### **D3 Industry, professional and government policies and legislation, and working practices**

The effect of industry bodies, government policy and legislation on BIM content, implementation and timelines on design and construct projects using information management technologies:

- national statutory instruments
- health and safety commission (HSC)/executive(HSE) requirements
- building acts
- UK Construction Project Information Committee (CPIC)
- Construction Industry Council (CIC) BIM protocol, e.g. contracts for design and construct projects
- International Standards Organisation (ISO) and British Standard Institute (BSI) standards
- CIC
- Construction Leadership Council (CLC)
- Construction Product Regulations (CPR) and CE marking.

### **D4 BIM-related standards and their effect on working practices**

The British Standards legislation and guidance relating to BIM and subsequent updates, their function, use and effect on various stages of a design and construct project.

- BS 1192:2007: Collaborative production of architectural, engineering and construction information – Code of Practice.
- PAS 1192 Part 2:2013: Specification for information management for the capital/delivery phase of construction projects using building information modelling.
- PAS 1192 Part 3:2014: Specification for information management for the operational phase of assets using building information modelling.
- BS 1192 Part 4:2014: Collaborative production of information: Part 4 Fulfilling Employer's Information Requirements using COBie – Code of Practice.
- PAS 1192 Part 5:2015: Specification for security-minded building information modelling, digital built environments and smart asset management.

### **D5 Allocating roles and resources**

Effect of the RIBA DPoW and BIM on resources required, roles, teamwork and collaboration.

- Resources, e.g. hardware and software requirements to support BIM and personnel working in this environment.
- Dealing with information and communications in a real-time environment, how it looks and works, and its security.
- The roles and responsibilities of individuals given in the RIBA DPoW roles, e.g. lead designer, BIM manager, BIM coordinator, CAD/IT technician, manufacturer, project manager, site manager.
- New responsibilities and accountability arising from the information left by BIM and its data trail.
- Building contract requirements and supporting industry guidelines:
  - The Construction Industry Council (CIC) BIM Protocol supplementary contract agreement for appointments by construction clients and their contractors key content:
    - BIM model production
    - delivery requirements
    - information requirements.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the application of the RIBA Digital Plan of Work in an information management environment</b>		<b>A.D1</b> Evaluate the application of the RIBA DPow and CDE in a BIM-enabled design and construct project.
<b>A.P1</b> Describe the application of the RIBA DPow stages in a BIM-enabled design and construct project.  <b>A.P2</b> Describe how the CDE supports a BIM-enabled design and construct project.	<b>A.M1</b> Analyse the application of the RIBA DPow and CDE in a BIM-enabled design and construct project.	
<b>Learning aim B: Examine the construction information management environment</b>		<b>BC.D2</b> Evaluate the contribution of information management technologies, COBie and BIM deployment strategies for a design and construct project.
<b>B.P3</b> Outline the contribution of COBie and BIM deployment strategies to support the secure flow of information for a design and construct project.	<b>B.M2</b> Explain the contribution of COBie and BIM deployment strategies to support the secure flow of information for a design and construct project.	
<b>Learning aim C: Investigate the contribution of information management technologies in a BIM-enabled design and construct project</b>		
<b>C.P4</b> Describe the contribution of BIM use to sustainability for a specific design and construct project.  <b>C.P5</b> Describe the contribution of BIM use to gain statutory control for a specific design and construct project.  <b>C.P6</b> Describe the contribution of the 3D BIM environment to modern methods of construction use for a specific design and construct project.	<b>C.M3</b> Explain the contribution of BIM for a specific design and construct project.	
<b>Learning aim D: Investigate the effect of policy, standards and legislation on the BIM-enabled environment</b>		<b>D.D3</b> Evaluate the effect of industry, professional and government policies, legislation and standards on construction activities, roles and resources for a given BIM-enabled design and construct project.
<b>D.P7</b> Outline the effect of industry, professional and government policies, legislation and standards on construction activities for a given BIM-enabled design and construct project.  <b>D.P8</b> Outline the allocation of roles and resources for a given BIM-enabled design and construct project.	<b>D.M4</b> Discuss the effect of industry, professional and government policies, legislation and standards on construction activities, roles and resources for a given BIM-enabled design and construct project.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, C.P4, C.P5, C.P6, B.M2, C.M3, B.D2)

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to suitable BIM-enabled design and construct project case studies. This may include employer engagement for the design and construct project information requirements.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will demonstrate a structured, coherent, logical and comprehensive evaluation of the application of the RIBA DPow and the support offered by the CDE, associated with an information management environment in a BIM-enabled design and construct project. They will use technical terms and information consistently and correctly. They will use relevant graphical information, which will be clear and effective in supporting their evaluation. Their evaluation will include a supported conclusion on the application of the RIBA DPow and CDE in a BIM-enabled design and construct project.

**For merit standard**, learners will produce a structured and coherent analysis of the application of the RIBA DPow and the support offered by the CDE, associated with an information management environment in a BIM-enabled design and construct project. They will demonstrate some consistency and use of technical terms and information. They will use some relevant graphical information, although this may not always be used effectively to support their statements. Learners may have some RIBA DPow sequencing issues or miss out a stage. They are not required to draw a conclusion.

**For pass standard**, learners will describe the application of the RIBA DPow and the support offered by the CDE, associated with an information management environment in a BIM-enabled design and construct project. They will attempt to use technical terms but sometimes these may not be applied consistently and/or appropriately. Graphical information may contain some inaccuracies and may not support the BIM-enabled project.

#### Learning aims B and C

**For distinction standard**, learners will demonstrate a coherent, structured, comprehensive and wide-ranging evaluation of COBie's contribution to a design and construct project and the BIM deployment strategies required to manage and convey information securely in a CDE. Their evaluation will show the contribution of IT to current sustainability standards, including the incorporation of modern construction methods and obtaining statutory control approval. Where they use graphical information, this will be clear and effective in supporting their evaluation. The sources they quote must be widely recognised as authoritative in the construction industry.

**For merit standard**, learners will explain COBie's contribution to a design and construct project but their explanation may be limited with respect to the importance and value of this contribution. They will explain the BIM deployment strategies required to manage and convey information securely in the design and construct project's CDE, but this may show some imbalance. The explanation will show the contribution of IT to support current sustainability standards, including the incorporation of modern construction methods and obtaining statutory control approval. Where they use graphical information, this may not always be clearly linked and/or relevant to the explanation.

**For pass standard**, learners will outline COBie's contribution to a design and construct project but there will be no indication of the importance and value of this contribution. They will describe the BIM deployment strategies required to manage and convey information securely in the design and construct project's CDE, but this will show some omissions or imbalance. The description will provide some details of the contribution that IT provide to support current sustainability standards, including the incorporation of modern construction methods and obtaining statutory control approval.

### Learning aim D

**For distinction standard**, learners will, for the given design and construct project, provide a coherent, structured, comprehensive and wide-ranging evaluation of the effect of BIM-related industry, professional and government policies, legislation and standards on processes, practices, resource requirements, work roles and responsibilities. They will give a balanced consideration of the interrelationships between these items and their relative importance to fully support their conclusions.

**For merit standard**, learners will, for the given design and construct project, provide a structured discussion of the effect of BIM-related industry, professional and government policies, legislation and standards on processes, practices, resource requirements, work roles and responsibilities. There may be some imbalance or omissions in their consideration of the interrelationships and their relative importance. A conclusion is not required.

**For pass standard**, learners will, for the given design and construct project, provide an outline description of the effect of BIM-related industry, professional and government policies, legislation and standards on processes, practices, resource requirements, work roles and responsibilities. Learners will provide an overview of consideration of interrelationships and their consideration of their relative importance may be limited.

### Links to other units

This unit links to:

- Unit 2: Construction Design
- Unit 4: Construction Technology
- Unit 9: Management of a Construction Project.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- participation in audience assessment of presentations
- ideas to contribute to case study materials for teaching and assessment
- own BIM-enabled design and construct project materials as exemplars
- work experience in a BIM-enabled environment.

# Unit 20: Quality Control Management in Construction

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners explore the methods used in the quality control of construction work.

## Unit introduction

Quality control plays a key part in ensuring that construction projects are completed on time and are fit for purpose. It is vital in ensuring that customers get a better quality building with minimal defects and lower maintenance requirements.

In this unit, you will learn about the key job roles involved in construction quality control and how they contribute to the completion of a high-quality building. You will also learn about the use of standards as a benchmark for quality construction and robust detailing, including the use of construction standards, materials standards, workmanship standards and quality assurance. You will examine the systems used to control and record the quality of construction work, together with the corrective actions that may be necessary in the event of a breach of standards.

This unit will provide you with the underlying knowledge and understanding of construction quality control that links to a wide range of other units in this qualification. A sound knowledge of construction quality control is also an essential aspect of many job roles, including architect, site manager, site supervisor, clerk of works and building inspector. It will provide a good foundation for studying construction-related subjects at a higher level, including degree-level programmes in construction, project management or architecture.

## Learning aims

In this unit you will:

- A** Investigate the sources of quality standards in construction
- B** Understand who is responsible for the quality of construction work
- C** Apply systems used to control the quality of construction work.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate the sources of quality standards in construction	<b>A1</b> Building Standards <b>A2</b> Materials Standards <b>A3</b> Workmanship Standards <b>A4</b> Quality assurance	A report detailing research into the sources of quality standards in construction and how these standards impact on the quality of outcomes.
<b>B</b> Understand who is responsible for the quality of construction work	<b>B1</b> Design quality <b>B2</b> Production quality	A written guide for a new entrant to the construction industry explaining how the responsibility for quality is shared and delegated throughout the construction team.
<b>C</b> Apply systems used to control the quality of construction work	<b>C1</b> Methods of implementing quality control <b>C2</b> Recording and reporting quality <b>C3</b> Corrective action <b>C4</b> Quality plans for construction work	Produce a quality plan for quality control systems for a given construction project scenario that details the appropriate systems to be considered.

## Content

### Learning aim A: Investigate the sources of quality standards in construction

#### A1 Building Standards

The sources of building standards, how they are used and their impact on the quality of construction outcomes.

- Building regulations approved documents.
- NHBC standards.
- Codes of practice.
- Robust detailing and standards based on local experience.
- Sector-specific regulations, e.g. the Institution of Engineering and Technology (IET – formerly IEE) wiring regulations.
- Bespoke specification documents produced by architects.
- Preamble sections of bills of quantities.

#### A2 Materials Standards

The sources of materials standards, how they are used and their impact on the quality of construction outcomes.

- British Standards (BS).
- BBA.
- Architectural product libraries:
  - providing product details
  - confirming specifications
  - confirming recommended use.
- Professional knowledge and experience.
- Tested materials, to include:
  - hardcore and aggregates:
    - sieve analysis or grading
    - strength
    - compaction properties
    - chemical composition
  - concrete:
    - slump testing
    - compression testing
    - core sampling
  - mortar:
    - compression testing
    - workability
  - timber:
    - visual sorting
    - stress grading, to include machine grading and visual grading.
- Architect's specifications.
- Preamble sections of bills of quantities.
- Trade advisory guidance.
- Benchmarks and key performance indicators.
- Focus on materials standards for critical functions.

**A3 Workmanship Standards**

The sources of workmanship standards, how they are used and their impact on the quality of construction outcomes.

- Contractor selection procedures:
  - site or project visits
  - pre-tender interviews
  - references and citations
  - prior working relationships
  - resources and workload checks
  - staff training and continued professional development.
- Sample panels and mock-ups as a reference point for standards, e.g. facing brickwork.
- BS codes of practice.
- NHBC workmanship requirement (R4).
- Working to acceptable tolerances.
- Industry standards.

**A4 Quality assurance**

Quality management systems and their impact on the quality of construction outcomes.

- International Organization for Standardization (ISO) 9000 certification:
  - document control and recording
  - standardised systems
  - concept of company quality
  - training and development
  - competencies:
    - knowledge
    - skills
    - experience
    - expertise
  - infrastructure
  - organisational culture.

**Learning aim B: Understand who is responsible for the quality of construction work****B1 Design quality**

The role of the design team in the development of quality building designs, robust detailing and appropriate specifications.

- The client, to include needs and requirements:
  - initial project brief
  - client's vision statement
  - budget
  - life cycle costing.
- Building designers with responsibility for the overall design:
  - architects
  - architectural technologists
  - architectural technicians.
- Engineers with responsibility for building elements:
  - structural engineers
  - building services engineers
  - electrical engineers
  - mechanical engineers
  - civil engineers.

- Specialist subcontractors and suppliers with design responsibilities for specific components or systems:
  - nominated subcontractors
  - nominated suppliers.
- Quantity surveyors in the development of preambles.
- Consultant clerk of works with local or specialist knowledge.

## **B2 Production quality**

- The role of site-based personnel in the implementation of quality standards:
  - resident clerk of works
  - site management
  - supervisors and gangers
  - buyers
  - construction operatives
  - subcontractors.
- The role of visiting inspectors and non-site-based personnel in the implementation of quality standards and their communication and interaction with the site-based personnel:
  - consultant clerk of works
  - building control inspectors
  - National House Building Council (NHBC) inspectors
  - British Board of Agrément (BBA) inspectors
  - independent building inspectors
  - building surveyors.

## Learning aim C: Apply systems used to control the quality of construction work

### C1 Methods of implementing quality control

How quality control is implemented in a site-based environment.

- Use of specifications and standards:
  - contract specifications
  - published standards
  - product libraries, e.g. the Barbour Index.
- Trainings and briefings:
  - training and education
  - skills development training
  - toolbox talks
  - focused briefings.
- Robust recruitment procedures:
  - checks on training and qualifications
  - references
  - testing.
- Samples and mock-ups:
  - brickwork or masonry panels
  - cladding systems
  - finishes for in situ work
  - materials for visual or aesthetic inspection
  - frame sections and fixing methods
  - other mock-ups relevant to the project outcomes.
- Testing of materials:
  - random selection of materials for laboratory testing
  - slump testing of concrete
  - bituminous materials testing
  - metallurgy testing
  - correct preparation and curing of concrete cubes for 7- and 28-day compression testing
  - checking materials against specification requirements
  - checking materials certification, e.g. stress grading or treatment certificates for timber
  - checking to ensure deliveries are to the correct specification.
- Ultrasound testing:
  - metals, to include steel and aluminium
  - concrete
  - other materials.
- Supervision:
  - direct supervision via the management structure
  - clerk of works:
    - resident
    - visiting
  - building inspectors
  - NHBC inspectors
  - frequency of supervision or checks.
- Dimensional checks:
  - vertical
  - horizontal
  - plumb
  - face-plane deviation.

- Level checks:
  - excavation levels
  - invert levels
  - floor levels
  - level of key element or components.
- Visual checks.
- Final inspections.

### **C2 Recording and reporting quality**

How quality is recorded and the benefits and drawbacks of each method.

- Dimensional quality control records:
  - vertical
  - horizontal
  - plumb
  - face-plane deviation
  - level.
- Recording sample numbers and pour location for concrete testing.
- Daily, weekly and monthly reporting systems.
- Site diary of log.
- Minutes of site meetings.
- Recording corrective action taken where:
  - replacement of the work has been required
  - remedial action has been applied.
- Confirming that the work complies with specification requirements.
- Certificate of practical completion.
- Certificate of making good any defects.

### **C3 Corrective action**

The methods and impact of corrective action on the project.

- Communicating the requirements for corrective action:
  - verbal instructions
  - site instructions
  - defects lists.
- Early intervention to minimise the impact on the project.
- Remedial action, treatment or repair of defective work.
- Demolition or dismantling of defective work.
- Indemnities against impact of defective work.
- Compensation for defective work.
- Impacts on the construction programme.
- Handover checks:
  - snagging and making good.
- Defects liability period:
  - making good of defects.

### **C4 Quality plans for construction work**

The development of quality plans to bring together the methodologies used to produce quality outcomes on construction projects.

- Objectives to be attained to include:
  - specifications
  - testing
  - supervision
  - recording
  - corrective action

- allocation of responsibilities during different phases of the project
- documented standards, practices, procedures and instructions to be applied
- testing, inspection, examination and audit at appropriate stages
- procedures for changes and modifications
- measuring the achievement

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the sources of quality standards in construction</b>		<b>A.D1</b> Evaluate the requirement for standards in producing quality construction outcomes.
<b>A.P1</b> Explain how building standards impact on the quality of construction outcomes. <b>A.P2</b> Explain how materials and workmanship standards impact on the quality of construction outcomes. <b>A.P3</b> Explain how quality assurance standards can impact on the quality of construction outcomes.	<b>A.M1</b> Analyse how standards can impact on the quality of construction outcomes for a given project scenario.	
<b>Learning aim B: Understand who is responsible for the quality of construction work</b>		<b>B.D2</b> Evaluate the roles of the design team, site personnel and visiting inspectors, and how they interact, in providing outcomes of appropriate quality for a given project scenario.
<b>B.P4</b> Explain the roles of the design team in the production of quality designs. <b>B.P5</b> Explain the roles of site personnel in controlling quality on-site.	<b>B.M2</b> Discuss the roles of the design team, site personnel and visiting inspectors in providing outcomes of appropriate quality.	
<b>Learning aim C: Apply systems used to control the quality of construction work</b>		<b>C.D3</b> Justify the systems used and the appropriate corrective actions to control quality for a given project scenario.
<b>C.P6</b> Explain the systems used for implementing and recording quality control on construction projects. <b>C.P7</b> Describe the corrective actions used when quality control identifies defective or non-compliant work.	<b>C.M3</b> Assess the systems used and the corrective action available to control quality for a given project scenario.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aim: B (B.P4, B.P5, B.M2, B.M3, B.D2)

Learning aim: C (C.P6, C.P7, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will consider many aspects of construction standards, materials standards, workmanship standards and quality assurance. Learners will use this understanding to consider their relevance or significance to the quality process and draw conclusions relating to the balanced impact of the standards on the quality of construction projects.

**For merit standard**, learners will consider aspects of construction standards, materials standards, workmanship standards and quality assurance. In analysing, learners will present the outcome of this methodical and detailed examination of the standards, breaking down themes in order to interpret and study the interrelationships between the differing parts.

**For pass standard**, learners will consider how building standards, materials and workmanship standards and quality assurance impact on the quality of construction outcomes. Learners will show that they comprehend the benefits of the standards and how they are appropriate to the quality control process.

#### Learning aim B

**For distinction standard**, learners will consider the design team, site personnel and visiting inspectors, considering how they interact and are mutually supporting the production of outcomes of appropriate quality for construction projects. They will consider how the design team is responsible for the production of robust detailing and specifications, how the site team is responsible for the implementation of appropriate quality standards and how visiting inspectors have powers to intervene when work is not being produced to appropriate standards. Throughout their work, learners will use this understanding to consider the relevance or significance of the role to the quality process and draw conclusions relating to the balance of responsibility for the quality of construction outcomes throughout the construction process.

**For merit standard**, learners will consider the design team, site personnel and visiting inspectors, and how they work together to provide outcomes of appropriate quality. They will consider how the design team is responsible for the production of appropriate detailing and specifications, how the site team is responsible for the implementation of appropriate quality standards and how visiting inspectors impact on quality outcomes on-site. When discussing, learners will consider the different aspects of the roles and the extent to which they are important.

**For pass standard**, learners will consider the design team and its responsibility for the production of appropriate detailing and specifications. They will also consider the roles of site personnel in controlling quality on-site, with the implementation of appropriate quality standards and the use of appropriate recruitment and training. Learners will show that they comprehend the functions and objectives of these roles and how they are appropriate to the quality control process.

#### Learning aim C

**For distinction standard**, learners will consider the systems used and the appropriate corrective actions to control quality for a given project scenario. They will explain how early implementation of standards by appropriate quality control systems reduces the need for drastic and costly corrective actions. They will note how quality control is recorded and reported and the importance and use of these methodologies. Learners will provide reasons and supporting evidence to confirm that the systems in use are appropriate to the production of high-quality outcomes on-site.

**For merit standard**, learners will consider how early implementation of standards by appropriate quality control systems reduces the need for corrective actions. They will note how quality control is recorded and reported, and list the associated benefits of doing so. Learners will also consider how the various quality control systems and methodologies apply to the project scenario, and their relevance to the production of quality outcomes. Learners will form an appropriate conclusion which considers an approach to the provision of quality control on the project.

**For pass standard**, learners will consider the systems used for implementing and recording quality control on a construction project and the corrective actions used when quality control identifies defective or non-compliant work. Learners will provide a clear and objective account of the control systems used to improve quality on construction projects. They will show that they comprehend the corrective actions and how they are appropriate for the quality control process.

### Links to other units

This unit links to:

- Unit 4: Construction Technology
- Unit 9: Management of a Construction Project
- Unit 6: Surveying in Construction
- Unit 8: Building Regulations and Control in Construction
- Unit 10: Building Surveying in Construction
- Unit 11: Site Engineering for Construction
- Unit 23: Construction in Civil Engineering
- Unit 26: Conversion, Adaptation and Maintenance of Buildings.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

# Unit 23: Construction in Civil Engineering

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop designs for the substructures and superstructures in large-scale construction projects, for example roads, drainage and public facilities at railways, airports and harbours.

## Unit introduction

The civil engineering industry covers the heavy side of construction and requires knowledge of the large plant and equipment used for earthworks and concreting operations. Civil engineers are involved in the construction of some of the world's largest and most iconic building and construction projects. These projects can include everything from the tallest skyscrapers, to the highest bridges and busiest airports. The expertise of civil engineers is needed all over the world, and they can expect to travel to the biggest international economic hubs to be involved in big and important projects.

In this unit, you will gain an understanding of the substructures and earthworks associated with civil engineering. You will learn how water is contained and controlled, and how the excavation of earth forms cuttings, trenches and deep excavations. The pouring of concrete and the formation of bridges, walls, foundations and other civil engineering structures is covered in terms of the plant and equipment used in construction. You will then consider the building of superstructures and retaining walls in terms of the different structural frames and the methods used to retain earth at different levels.

This unit will support you to progress to a higher-level civil engineering programme such as the Higher National in Civil Engineering, or to a general construction or civil engineering degree. It also supports progression to the workplace as a technician, direct entry as a trainee designer with a civil engineering company or work as a trainee site engineer with a contractor.

## Learning aims

In this unit you will:

- A** Understand the methods and techniques used to perform earthwork activities
- B** Develop a substructure design for a civil engineering project
- C** Develop a superstructure design and specification for a civil engineering project.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the methods and techniques used to perform earthwork activities	<b>A1</b> Earthwork activities <b>A2</b> Earthmoving and compaction equipment <b>A3</b> Concreting equipment <b>A4</b> Temporary works <b>A5</b> Dewatering operations <b>A6</b> Piling operations	Learners produce a written evaluation of the methods that could be used in a large-scale excavation for a given scenario.
<b>B</b> Develop a substructure design for a civil engineering project	<b>B1</b> Foundations <b>B2</b> Design and drainage systems <b>B3</b> Utilities	Learners produce a design for a civil engineering substructure, drainage system and utilities distribution for a given scenario.
<b>C</b> Develop a superstructure design and specification for a civil engineering project	<b>C1</b> Structural frames <b>C2</b> Retaining walls	Learners produce a design for a civil engineering superstructure and a retaining structure for a given scenario.

## Content

### Learning aim A: Understand the methods and techniques used to perform earthwork activities

#### A1 Earthwork activities

Features and use of excavation methods to reduce ground levels down to formation levels for services, foundations and basements.

- Excavation methods and their advantages and disadvantages in installing substructures:
  - trench excavation:
    - trenching machines
    - tracked and wheeled excavators
    - 360 degree back-actor excavator
  - basement excavations:
    - trench method
    - open excavation
    - supported systems
  - formation of cuttings
  - formation of embankments
  - earthwork support:
    - diaphragm wall
    - trench boxes
    - traditional timber.

#### A2 Earthmoving and compaction equipment

Features of plant and equipment used in earth moving and compaction, and the advantages and disadvantages of each in terms of their use, time and cost.

- Excavation plant:
  - 360 degree tracked and wheeled excavators
  - tracked loader
  - towed scrapers
  - motorised scrapers.
- Earthmoving plant:
  - large dumpers
  - bulldozers
  - conveyor delivery systems
  - tipper trucks.
- Compaction plant:
  - graders
  - compactor rollers
  - sheep's foot rollers/tamping roller.

### **A3 Concreting equipment**

Features and comparison of equipment that is used to transport, place and compact in-situ concrete into formwork.

- Concrete pumping:
  - static
  - boom.
- Rollover skip delivery.
- Conveyor belt delivery system.
- Compaction and vibration equipment:
  - poker vibrators
  - external shuttering compactors
  - beam screeders
  - vacuum dewatering.

### **A4 Temporary works**

Features of temporary support systems and the advantages and disadvantages of each in terms of effectiveness.

- Support systems to excavations:
  - diaphragm walling
  - contiguous piling
  - bentonite slurry
  - trench sheets
  - propping systems
  - sheet piling
  - trench boxes.

### **A5 Dewatering operations**

Features of equipment used to reduce the impact from groundwater on excavation works and their advantages and disadvantages.

- Sump pumping.
- Well points dewatering.
- Permanent exclusion:
  - diaphragm walling
  - filter drains.

### **A6 Piling operations**

Types of piling operations to support foundations, retain earth and act as permanent dewatering, and their advantages and disadvantages.

- Interlocking sheet steel piling.
- Driven precast.
- Contiguous.
- Secant.
- Cut-off walls.

## Learning aim B: Develop a substructure design for a civil engineering project

Design and construction of foundation types for commercial applications and their advantages and disadvantages.

### B1 Foundations

The design and construction of the following types of foundation:

- piled and ground beam
- isolated pad
- pad supported on piles or pile cap
- basements.

### B2 Design and drainage systems

The design and use of drainage installations:

- installation of deep sewers
- pipework
- reinforced concrete culverts for stream and river containment and diversion.

### B3 Utilities

Application of techniques used for the installation of water, electrical, gas and data services.

- Infrastructure developments.
- Cable trenching.
- Deep sewer installation.
- Water discharge pipes.
- Service tunnels.
- Structured cable installation.

## Learning aim C: Develop a superstructure design and specification for a civil engineering project

### C1 Structural frames

Design of steel and concrete-framed buildings, including connections between elements, and the advantages and disadvantages of each method.

- Steel frames:
  - universal columns
  - universal beams
  - pad and column connections
  - column and beam connections
  - wind-bracing
  - composite floor decks.
- Concrete frames:
  - columns
  - beams
  - pad and column connections
  - column and beam connections
  - floors
  - reinforcement
  - formwork requirements for columns, beams and floors.
- Composite construction:
  - integration of concrete and steel
  - combination of alternative materials and their detailing
  - slip form cores.

## **C2 Retaining walls**

Design of retaining structures using a variety of methods, and the evaluation of their effectiveness over their life cycle, to include:

- gabions
- precast concrete systems
- in-situ reinforced concrete
- earth-retaining structures
- integral drainage to retaining structures
- revetment works to sloping walls.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the methods and techniques used to perform earthwork activities</b>		<b>A.D1</b> Evaluate the excavation methods, earthwork support and dewatering systems required for large-scale excavations.
<b>A.P1</b> Explain the methods and plant used for large excavations. <b>A.P2</b> Describe the earthwork support and dewatering systems required for large-scale excavations.	<b>A.M1</b> Compare the excavation methods, earthwork support and dewatering systems required for large-scale excavations.	
<b>Learning aim B: Develop a substructure design for a civil engineering project</b>		<b>B.D2</b> Evaluate the design for a foundation, drainage installation and utility provision for given ground conditions.
<b>B.P3</b> Produce designs for civil engineering foundations for given ground conditions. <b>B.P4</b> Produce designs for civil engineering drainage and utilities for given ground conditions.	<b>B.M2</b> Justify the design produced for a foundation, drainage installation and utility provision for given ground conditions.	
<b>Learning aim C: Develop a superstructure design and specification for a civil engineering project</b>		<b>C.D3</b> Evaluate the specifications produced for the superstructure frame and a retaining structure against design parameters.
<b>C.P5</b> Produce a specification for a superstructure frame that meets design parameters. <b>C.P6</b> Produce a drawing and specification for a retaining structure that meets design parameters.	<b>C.M3</b> Assess the specifications produced for the superstructure frame and a retaining structure against design parameters.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will evaluate the excavation methods, earthwork support and dewatering systems required for large-scale excavations on civil engineering projects. They will consider a wide range of different options and methods, including the plant used in the overall task and arrive at a supported conclusion. Learners will demonstrate a developed understanding of the methods used in civil engineering for performing earthwork activities.

**For merit standard**, learners will compare the excavation methods, earthwork support and dewatering systems required for large-scale excavations. They will consider a range of different options and methods, including the plant used in the overall task, and will provide some logical comparisons. Learners will demonstrate a good understanding of the methods used in civil engineering for performing earthwork activities.

**For pass standard**, learners will explain some of the methods and plant used for large-scale excavations. They will describe the earthwork support and dewatering systems required for large-scale excavations and explain why the different methods are appropriate for the given scenario. Learners will demonstrate a generic understanding of the methods used in civil engineering for performing earthwork activities.

#### Learning aim B

**For distinction standard**, learners will evaluate their designs for a foundation, drainage installation and utility provision for a given scenario and ground conditions. They will produce designs for civil engineering foundations, drainage systems and utility distribution. They will consider a range of different foundation methods, drainage systems and utility layouts, and arrive at a supported conclusion relating to the suitability of their designs. Learners will demonstrate a developed understanding of the methods used in civil engineering for foundation work, drainage and utility distribution.

**For merit standard**, learners will justify their designs produced for a foundation, drainage installation and utility provision for given ground conditions. Their justification will consider some different foundation methods, drainage systems and utility layouts to arrive at a justification relating to the suitability of their designs. Learners will demonstrate a good understanding of the methods used in civil engineering for foundation work, drainage and utility distribution.

**For pass standard**, learners will produce designs for civil engineering foundations, drainage and utilities distribution for given ground conditions. Learners will demonstrate a generic understanding of the methods used in civil engineering for foundation work, drainage and utility distribution.

#### Learning aim C

**For distinction standard**, learners will evaluate their specifications for a superstructure frame and a retaining structure against given design parameters. They will produce a drawing for a retaining structure that meets design parameters. They will consider a range of different frame options and retaining methods, arriving at a supported conclusion relating to the suitability of their specifications. Learners will demonstrate a developed understanding of the methods used in civil engineering for the construction of framed structures and retaining walls.

**For merit standard**, learners will assess their specifications produced for the superstructure frame and a retaining structure against design parameters. They will produce a drawing for a retaining structure that meets design parameters. They will consider a range of different frame options and retaining methods, and consider how the designs can meet the design parameters provided. Learners will demonstrate a good understanding of the methods used in civil engineering for the construction of framed structures and retaining walls.

**For pass standard**, learners will produce an appropriate specification for a superstructure frame that meets the design parameters and a drawing and specification for a retaining structure that meets the design parameters. Learners will demonstrate a generic understanding of the methods used within civil engineering for the construction of framed structures and retaining walls.

### Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 2: Construction Design
- Unit 4: Construction Technology
- Unit 5: Health and Safety in Construction
- Unit 6: Surveying in Construction
- Unit 7: Graphical Detailing in Construction
- Unit 8: Building Regulations and Control in Construction
- Unit 11: Site Engineering for Construction.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- site visits to observe heavy civil engineering equipment in operation
- a guest speaker in the form of a technical plant sales representative
- a guest speaker from a structural engineering design company
- employer case studies
- Institution of Civil Engineers (ICE) good practice seminars.

# Unit 35: Principles and Applications of Structural Mechanics

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners consider how structural elements behave under load and develop the skills needed to solve structural mechanics problems.

## Unit introduction

The need to understand the mechanics of structures is essential for engineers, architects and contractors to enable them to build safely. The structural safety of buildings is about how loads are carried and transmitted to the ground. Some loads will occur during the construction process and others will arise during the use of the building or structure following completion of a project. Civil and structural engineers often deal with large and complex structures but each beam, column, roof truss, foundation and retaining wall must be individually designed to contribute to the safety of the construction project as a whole.

In this unit, you will develop an understanding of the forces that are distributed by the building framework and the structural elements. You will learn how to design simple and safe structural units, which will include an analysis of the forces within framed structures and elements. You will carry out structural calculations to assist with this design work.

The unit will give you a sound basis for the analysis and design of more complex structures. It will also prepare you for a role as a trainee structural or civil engineer or for further study on a higher-level qualification in construction or civil engineering.

## Learning aims

In this unit you will:

- A** Understand the principles of structural behaviour under load
- B** Carry out calculations to solve structural mechanics problems
- C** Undertake the design of structural elements
- D** Examine the use of computers in structural analysis and design.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the principles of structural behaviour under load	<b>A1</b> Concepts <b>A2</b> Simple structural behaviour from given data	A presentation or written report to clearly explain, with the aid of diagrams and supporting calculations, the underpinning concepts relating to how structural elements behave under loads.  A report containing calculations and interpretation of results for contextualised structural element tasks subject to loading conditions.  A report containing written responses on design methods and their suitability, and production of design solutions for a given design brief.
<b>B</b> Carry out calculations to solve structural mechanics problems	<b>B1</b> Beams <b>B2</b> Columns <b>B3</b> Frames	
<b>C</b> Undertake the design of structural elements	<b>C1</b> Beam design <b>C2</b> Column design <b>C3</b> Retaining wall design	A report or presentation for a given project scenario that evaluates the measures used to protect and enhance land and buildings.
<b>D</b> Examine the use of computers in structural analysis and design	<b>D1</b> Computer software packages for design calculations <b>D2</b> Benefits and drawbacks of using computing software	A written review for a journal on structural design, read by structural and civil engineers, of the impact of computer software on computer structural analysis and design.

## Content

### Learning aim A: Understand the principles of structural behaviour under load

The application and understanding of the underpinning concepts of how structural elements behave under different loading conditions and the resulting stress within the element.

#### A1 Concepts

- Types of structural members:
  - beams, columns, ties, struts, walls, frames
  - behaviour under load:
    - deflection and change of shape
    - failure methods
    - impact of structural cross section, to include shape profile, slenderness and depth.
- Underpinning concepts, including their graphical representation and their impact on structural design:
  - loading types, to include dead, imposed, wind, live
  - types of forces, to include concurrent, non-concurrent, coplanar
  - loading configurations, to include point loads, uniformly distributed loads
  - stress types, to include compression, tension, bending, shear
  - sectional properties
  - materials used.

#### A2 Simple structural behaviour from given data

Completion of calculations to determine the structural behaviour of structural members under load, including their deflected shape.

- Structural calculations to determine:
  - stress
  - strain
  - modulus of elasticity
  - factors of safety.
- Deflected shape of structural members:
  - columns
  - beams
    - simply supported
    - overhanging simply supported
    - cantilever
  - compressive face
  - tension face.

**Learning aim B: Carry out calculations to solve structural mechanics problems****B1 Beams**

Completion of calculations for shear forces and bending moments, and the production of shear force and bending moment diagrams to determine the structural behaviour of beams under loading conditions.

- Types:
  - simply supported
  - overhanging simply supported
  - cantilever.
- Loading:
  - uniformly distributed
  - point.
- Calculations, to include:
  - reactions
  - shear force values
  - bending moment values
  - maximum bending moment calculations on overhanging simply supported beams.
- Sketch diagram details, to include:
  - shear force diagrams
  - bending moment diagrams.
- Relationship between shear force and bending moment:
  - point of contraflexure
  - deflected shape.

**B2 Columns**

Completion of calculations to determine the structural behaviour of columns under axial and eccentric loading conditions.

- Loading:
  - axially loaded
  - eccentrically loaded.
- Key terminology:
  - effective length
  - short column
  - long column
  - slenderness ratio.

**B3 Frames**

Using methods and techniques to determine the value and type of forces in structural frames.

- Key terminology:
  - statically determinate frame
  - pin-jointed.
- Subject to loading types:
  - dead loads
  - imposed loads
  - wind loads
  - live loads.
- Types of member:
  - strut-compressive
  - tie-tension
  - beams
  - columns.
- Methods used to determine forces in statically determinate frameworks:

- graphical method
- method of resolution
- method of section.

### **Learning aim C: Undertake the design of structural elements**

The determination of the sectional requirements of structural members under differing load conditions.

#### **C1 Beam design**

Application, characteristics and analysis of beams under load conditions for steel, reinforced concrete and timber beams.

- Limit state design.
- Design of relevant sections to appropriate design tables.
- British Standards.

#### **C2 Column design**

Application, characteristics and analysis of columns under axial and eccentric loading conditions for steel, reinforced concrete and timber columns.

- Limit state design.
- Axial loaded.
- Design of relevant sections to appropriate design tables.
- British Standards.

#### **C3 Retaining wall design**

Application, characteristics and analysis of retaining walls under different forms of loading and stress conditions.

- Forces to be retained:
  - soil
  - water/liquid
  - level surcharge.
- Design factors to comply with appropriate factors of safety:
  - sliding
  - overturning
  - overstressing.
- Understand the key concepts of:
  - the Middle Third Rule
  - Rankin's formula.

## **Learning aim D: Examine the use of computers in structural analysis and design**

### **D1 Computer software packages for design calculations**

Computer software used for beam, column and retaining wall design.

- Basic software types to check calculations of:
  - reactions and bending moment values of beams
  - sketch details of shear force and bending moment calculations
  - complete check calculations for beam, column and retaining wall designs.

### **D2 Benefits and drawbacks of computing software**

Benefits and drawbacks of using computer software in beam, column and retaining wall design.

- Main benefits:
  - automated loading of structures
  - integration of computer-aided design (CAD) drawings
  - simplicity of use
  - accuracy
  - speed of use
  - ability/flexibility to change cross sections to affect design, such as with retaining walls or beams, so that as geometric shape is changed, factors of safety and stress/loading conditions may improve
  - economics of design:
    - sections may be designed based on a most economical section
    - computer modelling providing design options.
- Drawbacks:
  - capital cost of computer equipment:
    - initial cost
    - software costs, to include regular upgrade costs
    - cost of upgrades to hardware
  - training staff to use equipment:
    - initial training
    - upgrade training
  - security of information and backups
  - systems stability
  - need to recognise computer error
  - health and safety, to include screen usage, keyboard usage.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the principles of structural behaviour under load</b>		<b>A.D1</b> Interpret the likely behaviour, under load, of structural elements for given design conditions at the point of failure.
<b>A.P1</b> Describe the behaviour of structures under loads.	<b>A.M1</b> Assess the behaviour of structures under loads for given design conditions.	
<b>Learning aim B: Carry out calculations to solve structural mechanics problems</b>		<b>BC.D2</b> Evaluate alternative design methods and approaches for structural elements in terms of their application for a given situation.
<b>B.P2</b> Calculate reactive forces, and plot shear force and bending moment diagrams for simply supported and cantilever beams for a given situation.	<b>B.M2</b> Discuss the methods and approaches used in determining the loads and forces acting within a structure for a given situation.	
<b>B.P3</b> Calculate the stress conditions in a short column under axial and eccentric loads for a given situation.		
<b>B.P4</b> Calculate the forces acting in a determinate frame using mathematical and graphical techniques for a given situation.		
<b>Learning aim C: Undertake the design of structural elements</b>		
<b>C.P5</b> Produce suitable section sizes for simply supported beams.	<b>C.M3</b> Discuss the methods and approaches used in determining the sectional size and details of a structural element.	
<b>C.P6</b> Produce suitable section sizes for axially loaded columns.		
<b>C.P7</b> Produce a suitable section for a mass retaining wall that complies with design requirements.		
<b>Learning aim D: Examine the use of computers in structural analysis and design</b>		<b>D.D3</b> Evaluate the use of computers on structural analysis and design in civil engineering projects.
<b>D.P8</b> Explain how computers are used in structural analysis and design.	<b>D.M4</b> Discuss the benefits and drawbacks of using computers in structural analysis and design.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.M1, A.D1)

Learning aims: B and C (B.P2, B.P3, B.P4, C.P5, C.P6, C.P7, B.M2, C.M3, BC.D2)

Learning aim: D (D.P8, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will interpret the important concepts associated with forces acting on structural members at the point of failure. This should include the interpretation of the behaviour of structural elements under given loading conditions, for given design conditions, at the point of failure.

**For merit standard**, learners will provide a careful consideration of the varied factors that affect the behaviour of structures under loads for given design considerations. This will include an assessment of the key factors and concepts that underpin the structural behaviour of design elements.

**For pass standard**, learners will demonstrate a clear understanding of the concepts of structural behaviour under different loading conditions. This will cover the range of structural members of beams, columns, ties, struts, walls and frames. Learners must differentiate between compressive, tensile, shear and bending stresses, and must demonstrate an awareness of how stresses can alter the shape of members and how excessive stresses may lead to failure. Learners should describe the difference between point and uniformly distributed loading and the deflected shape of structural members under load. Learners will include calculations, illustrations and sketches to help describe how structural elements behave under different loading conditions.

#### Learning aims B and C

**For distinction standard**, learners will evaluate alternative design methods in terms of their application for a given scenario. Learners should be given a design brief outlining serviceability requirements and other relevant details. This can be set as an extension to the activity planned to meet B.M2 and C.M3.

**For merit standard**, learners will discuss the relationship between forces acting within a structure from a given scenario. They will analyse alternative methods of designing structural elements. Decisions and commentary must be supported by reference to the properties and materials and required performance for their particular application.

**For pass standard**, learners will calculate reactive forces and plot shear force and bending moment diagrams for two simply supported beams carrying a combination of point and uniformly distributed loads. Learners will determine the stress conditions of two short columns under loading conditions, one axial loaded and one eccentrically loaded. Learners will calculate the forces acting on a pin-jointed framework with loads at nodal points, by using either the method of sections or method of resolution. This should then be checked using a graphical method. Learners will produce suitable section sizes for a simply supported beam for two different materials (timber, steel or reinforced concrete). Learners will produce a suitable section for a mass retaining wall, retaining either soil or water, applying suitable checks which will involve the resulting factors of safety for overturning, sliding and bearing capacity. Emphasis should be on the accurate presentation of calculations and results.

### Learning aim D

**For distinction standard**, learners will evaluate the impact of computer software on structural analysis and design. They will support this with evidence from all stages of the use and application of computer software in the design of structural elements to meet the requirements of learning aim C. In addition, the centre could also request that learners evaluate the design of structural elements for a given scenario, from which further evaluative commentary of the impact of the use of computer software could be drawn.

**For merit standard**, learners will discuss the use and implementation of new computer software in structural analysis and design. They will discuss how computer software has been applied to design structural components. Learners will discuss the principles of computer software structural analysis to show how variation in process outcomes may be achieved.

**For pass standard**, learners will explain how computer software is used in the structural analysis of beams, columns and retaining walls.

### Links to other units

It is strongly recommended that learners should take Unit 15: Further Mathematics in Construction, before they attempt this unit.

This unit links to:

- Unit 1: Construction Principles
- Unit 15: Further Mathematics in Construction.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

# Unit 36: Public Health Engineering

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners understand below ground drainage systems, and examine the methods used to treat and dispose of both sewerage and domestic waste, and the processes that are used to produce drinking water.

## Unit introduction

Public health engineering is an aspect of civil engineering that allows us to live in communities without the worries associated with ill health and disease that result from inadequate or unhealthy disposal of waste materials.

In this unit, you will examine a range of areas related to public health engineering which are, to some extent, often found in civil engineering projects. You will understand how waste water is drained from both buildings and surfaces using below ground drainage systems, including the design, installation and maintenance of these systems. You will examine methods of treating sewerage before developing an understanding of ways of disposing with solid domestic waste. Finally, you will examine sources of drinking water, the methods used to treat water and then the distribution to users.

This unit provides progression opportunities to civil engineering sector roles, including public health design engineer, water engineer, process engineer, or progression to Higher Nationals in Construction and degrees in construction specialisms, including civil engineering.

## Learning aims

In this unit you will:

- A** Understand below ground drainage systems and methods for treating sewerage
- B** Examine methods for disposing of solid domestic waste
- C** Examine the processes used to produce and distribute drinking water.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand below ground drainage systems and methods for treating sewerage	<b>A1</b> Introduction to below ground drainage systems <b>A2</b> Installation, testing and maintenance of below ground drainage systems <b>A3</b> Methods of treating domestic sewerage	A report that investigates below ground drainage systems and methods of treating domestic sewerage.
<b>B</b> Examine methods for disposing of solid domestic waste	<b>B1</b> Types and forms of solid domestic waste <b>B2</b> Methods of disposal of solid waste <b>B3</b> Requirements and constraints relating to the disposal of solid waste	A report that investigates and evaluates the disposal of solid domestic waste produced within a given domestic development.
<b>C</b> Examine the processes used to produce and distribute drinking water	<b>C1</b> Sources of drinking water <b>C2</b> Treatment of drinking water <b>C3</b> Storage and distribution of drinking water	A report that examines a range of sources of drinking water, methods used to purify water and the subsequent storage and distribution of drinking water.

## Content

### Learning aim A: Understand below ground drainage systems and methods for treating sewerage

#### A1 Introduction to below ground drainage systems

The requirements and characteristics of below ground drainage systems and their impact on design.

- Disposal of:
  - foul water
  - surface water.
- Types of system:
  - combined systems
  - totally separate systems
  - partially separate systems
  - sustainable urban drainage systems (SUDS)
    - filter strips
    - swales
    - infiltration and attenuation basins
    - wet ponds
    - porous and permeable surfaces
    - infiltration systems
    - underground storage tanks
  - grey water systems
  - systems for different building types, to include:
    - domestic dwellings
    - small commercial and industrial buildings
    - small housing developments
    - small industrial/commercial trading estates.
- Design requirements:
  - ventilation of below ground drainage systems:
    - ventilation stacks
    - use of open vents and air admittance valves (AAV)
    - limitations on use of AAV
  - access to below ground drainage systems
  - rainwater storage and use
  - grey water storage and use.
- Design calculations:
  - size of drain
  - depth of flow
  - maximum depth of flow
  - methods of determining drain/sewer loadings
  - self-cleansing velocity and inclination of sewers from given data
  - Chezy equation
  - Chezy-Manning equation
  - continuity equation.

## A2 Installation, testing and maintenance of below ground drainage systems

How characteristics and methods of installing, testing and maintaining below ground drainage systems impact on the design of systems.

- Materials and installation techniques:
  - common materials used for below ground drainage systems:
    - vitrified clay
    - concrete
    - cast iron
    - uPVC
    - polypropylene
    - structured wall plastic pipes
  - methods of jointing different below ground drainage materials
  - bedding and backfilling of drains
  - surrounds to drains
  - depth of cover
  - gradient requirements
  - arrangements for drains passing through building structures.
- Tests for soundness and performance:
  - tests to below ground drainage systems:
    - air tests
    - water tests
    - visual inspections
  - alignment tests
  - mirror and torch tests
  - obstruction test, to include:
    - visual inspection
    - Mandrel tests
    - CCTV inspection
  - rolling ball test
  - soundness tests
  - hydraulic and pneumatic tests.
- Servicing and maintenance:
  - access points and manholes
  - health, safety and welfare
  - personal hygiene and protective clothing and equipment
  - tools and equipment required for servicing and maintenance
  - work sequences and methods of carrying out servicing and maintenance tasks
  - testing of drains and sewers for toxic or explosive gases.

## A3 Methods of treating domestic sewerage

The relationships between the different methods of treating sewerage and the specific requirements of a development that are influential in decisions relating to the selection of suitable methods of treatment.

- Different methods of treating sewerage:
  - sewerage treatment plants:
    - via mains drainage
    - small-scale localised treatment plants
  - cesspits and cesspools
  - septic tanks.
- Requirements for different methods of treating sewerage:
  - location and building type
  - design requirements
  - method of operation

- sizing based on population
- disposal of sludge
- disposal of water after treatment
- vehicle access.

### **Learning aim B: Examine methods for disposing of solid domestic waste**

#### **B1 Types and forms of solid domestic waste**

The nature and characteristics of different types of solid domestic waste and why these characteristics require a range of different methods of disposal.

- Organic waste:
  - food
  - garden waste.
- Combustible waste:
  - paper
  - wood
  - dried leaves
  - packaging.
- Non-combustibles:
  - metals
  - glass
  - ceramics.
- Ashes and dust.
- Hazardous materials:
  - batteries
  - bandages and sticking plasters
  - disposable nappies.

#### **B2 Methods of disposal of solid waste**

- Methods that can be used to dispose of domestic solid waste:
  - refuse chutes
  - sorting, disposal and recycling of solid waste
  - biological reuse:
    - composting
    - anaerobic digestion
  - disposal:
    - landfill
    - incineration
    - compaction.

### **B3 Requirements and constraints relating to the disposal of solid waste**

- Legal requirements, to include the principles set out in regulations, the materials to which they apply, and approved methods of disposal:
  - the Waste (England and Wales) (Amendment) Regulations 2012
  - the Hazardous Waste (England and Wales) Regulations 2005
  - the Waste Electrical and Electronic Equipment Regulations 2013.
- Health, safety and welfare.
- Damage to the environment.
- Cost implications.

### **Learning aim C: Examine the processes used to produce and distribute drinking water**

The relationships between sources of water, methods of treating water and the storing and distribution of drinking water, their relative costs, health and safety issues, and how this varies depending on the specific requirements of a location.

#### **C1 Sources of drinking water**

- Rainfall:
  - hydrological cycle:
    - evaporation
    - condensation
    - precipitation
  - absorption of carbon dioxide, sulphur dioxide and oxides of nitrogen.
- Sources of supply:
  - rivers and streams
  - shallow wells and deep wells
  - boreholes
  - desalination of salt water
  - impounding reservoirs.
- River management:
  - weirs
  - flood plains.

**C2 Treatment of drinking water**

- Hardness:
  - hard and soft water
  - temporary hardness and permanent hardness
  - pH values
  - removal of temporary hardness
  - removal of permanent hardness by the base-exchange process
  - hardening of acidic water to prevent corrosion
  - plumbosolvency and cuprosolvency
  - palatability.
- Purification for drinking:
  - properties of potable water supplies, to include:
    - colour
    - turbidity
    - taste
    - odour
  - protection of the gathering grounds
  - effects of livestock, cultivation, nitrates and landfill
  - storage, impounding and storage/settlement in reservoirs
  - filtration, to include:
    - slow sand filters
    - rapid sand filters
    - microstraining
  - sterilisation and chlorination of water supplies.

**C3 Storage and distribution of drinking water**

- Storage and distribution:
  - service reservoirs
  - pumping stations
  - use of water towers or expansion/pressure vessels
  - minimum pressure
  - methods of isolation
  - materials and jointing methods used
  - disinfection
  - diagrammatic layouts of each method, highlighting the components for:
    - installations
    - distribution systems
    - water-main grid systems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand below ground drainage systems and methods for treating sewerage</b>		<b>A.D1</b> Justify the suitability of alternative approaches to below ground water drainage and domestic sewerage treatment, including reference to calculations, maintenance requirements and testing for a given situation.
<b>A.P1</b> Explain design requirements for below ground drainage systems for surface water and foul water from buildings.  <b>A.P2</b> Explain methods of treating domestic sewerage in a given situation.	<b>A.M1</b> Assess the design requirements for below ground drainage systems and treatment of domestic sewerage, using calculations to support decisions for a given situation.	
<b>Learning aim B: Examine methods for disposing of solid domestic waste</b>		<b>B.D2</b> Evaluate how requirements and constraints impact on the selection of methods for the sorting and disposal of solid domestic waste for a given situation.
<b>B.P3</b> Explain the benefits associated with the separating of different types of solid domestic waste.  <b>B.P4</b> Explain how different requirements and constraints impact on the methods used for the disposal of solid domestic waste.	<b>B.M2</b> Discuss methods of disposal of solid domestic waste, including the benefits of separating materials and how decisions are influenced by requirements and constraints for a given situation.	
<b>Learning aim C: Examine the processes used to produce and distribute drinking water</b>		<b>C.D3</b> Evaluate how availability of sources, purification, storage and distribution requirements impact on the supply of drinking water in a given situation.
<b>C.P5</b> Explain the relationships between factors that influence the water purification process.  <b>C.P6</b> Explain the factors that contribute towards the use of different approaches to remove hardness from water.	<b>C.M3</b> Discuss the influence of design factors in the selection of methods to purify and distribute drinking water in a given situation.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- opportunities to develop understanding of how systems interact with buildings for each of the three learning aims by experiencing site visits, by seeing some elements of drainage within existing buildings (if site visits are not possible) and by using video or DVD materials
- copies of drawings and utility records to exemplify the different types of drainage systems and water distribution networks
- copies of legislation, standards, design charts and tables.

NB Health, safety and welfare issues must be considered at all times and risk assessments should be undertaken for visits and practical investigations.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will justify the suitability of below ground drainage systems for a given construction development. They will consider the suitability of at least two systems for the given scenario, including the effectiveness of testing to ensure compliance with health and safety requirements. Learners must use calculations to support decisions that they have made, for example related to the materials used for pipework and connectors or regarding the type of system that is to be installed. Learners must also consider the need for maintenance in the systems and the requirements for access to pipelines. Learners must justify alternative methods of treating sewerage from the development, including the disposal of sludge, with reference to costs, legal requirements and issues relating to health and safety and the environment.

**For merit standard**, learners will assess the design requirements for below ground drainage systems in a given situation. They will consider the need for drainage of both foul water from buildings and also from surface water. Learners will assess the relative merits of different materials and consider alternative systems such as combined, separate and partially separate systems. They will also assess the requirements for domestic sewerage systems and the relative benefits and constraints of on-site methods. In their assessment, learners will consider the different aspects of each system, using calculations to support decisions related to the given situation.

**For pass standard**, learners will explain design requirements for both foul water systems and surface water drainage systems. They must explain the different types of system that can be used, including separate, combined and partially combined systems. Additionally, learners will explain the reasons why different materials are used, the methods employed for laying systems and the considerations to be made for maintenance. They will also explain at least two methods of treating domestic sewerage, including information about sizing, operation and maintenance. In their explanations, learners will show that they comprehend the function and operation of systems, making effective use of diagrams.

### Learning aim B

**For distinction standard**, learners will evaluate methods of disposal of solid waste materials for a given domestic situation. They will evaluate the methods that can be used to initially dispose of waste materials and the reasons why materials need to be sorted into different types, for example metals, combustibles or ceramics. Learners will make reference to the legal requirements associated with the disposal of certain materials, for example batteries, and the constraints that apply to the materials that can be sent to landfill or be incinerated. Learners will evaluate the different methods used to dispose of materials, considering how decisions are affected by constraints such as legislation, health and safety, environmental impacts and also the relative costs of methods of disposal.

**For merit standard**, learners will discuss the various methods that can be used to dispose of solid domestic waste in a given situation. They will consider the differences between the methods that could be used for the situation, and will take into account constraints relating to factors such as health and safety or the environment. The discussion will consider the need for sorting materials and make reference to the benefits and disadvantages of different methods of disposing of solid waste.

**For pass standard**, learners will explain the different types of solid material, including organic, combustible, non-combustible and hazardous waste and dust and ashes. They will provide examples of each, explaining why materials need to be separated and sorted. Learners will also explain the methods that can be used for the disposal of solid domestic waste, including reference to the requirements and constraints associated with each.

### Learning aim C

**For distinction standard**, learners will evaluate the provision of drinking water for a given scenario. They will evaluate at least two potential sources of water and alternative methods of treating and purifying the water so that it is suitable for drinking. They will consider alternative methods of storing the drinking water and the factors relating to the distribution of drinking water. Learners will evaluate the choices that have been made, including the appropriateness of alternatives for the given scenario, and making reference to a range of factors, including legal requirements, the environment, cost and health and safety.

**For merit standard**, learners will discuss the various methods that can be used to provide drinking water in a given situation. They will consider the differences between the methods that could be used for the situation and will take into account constraints relating to factors such as health and safety or the environment. Learners will consider the need for treatment, storage and distribution, providing the relative costs of different approaches as opposed to absolute costs.

**For pass standard**, learners will explain the differences between hard and soft water, including the methods to remove hardness either temporarily or permanently. They will also explain the various stages of water purification, from source through to distribution, representing them through the use of diagrams that consider the source of the water, treatment, storage and distribution. Learners will explain alternative approaches that are appropriate for the given situation.

### Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 4: Construction Technology
- Unit 7: Graphical Detailing in Construction
- Unit 23: Construction in Civil Engineering.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- visits to solid waste disposal facilities and water treatment installations
- visits to construction sites to view drainage installations
- opportunities to observe testing, inspection and maintenance.

# Unit 37: Specialist Civil Engineering Techniques

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners study the specialist civil engineering techniques used in the design and construction of bridges and tunnels as well as those used in marine applications.

## Unit introduction

Civil engineering projects require a range of skills that are unique to the sector, such as those for designing and constructing bridges, tunnels and marine features. Many of the techniques draw on underpinning construction principles, including the types of materials used and a structural analysis.

In this unit, you will learn how different forms of bridges can be used for differing applications, from small single-span footbridges across a river through to multi-span cable-stayed viaducts that carry motorways across deep valleys. You will gain a good understanding of the factors that influence the methods of construction for tunnels. You will investigate the methods used for providing coastal protection and also learn how cofferdams and caissons allow construction to take place in bodies of water.

This unit provides progression opportunities to specialist civil engineering sector job roles. It can also provide the skills for progression to Higher Nationals in Construction and degrees in construction specialisms, including civil engineering.

## Learning aims

In this unit you will:

- A** Examine different types of bridges and construction techniques
- B** Examine the principles of tunnelling
- C** Examine marine applications of civil engineering.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine different types of bridges and construction techniques	<b>A1</b> Bridge design <b>A2</b> Materials used in the construction of bridges <b>A3</b> Applications of bridges	A proposal for a type of bridge that will meet design criteria for a given scenario, including alternatives.
<b>B</b> Examine the principles of tunnelling	<b>B1</b> Design considerations for tunnels <b>B2</b> Construction methods for tunnels	A report that investigates alternative approaches that could be used to construct a tunnel for a given scenario.
<b>C</b> Examine marine applications of civil engineering	<b>C1</b> Coastal protection and sea walls <b>C2</b> Cofferdams and caissons <b>C3</b> Harbour works and breakwaters	An investigation into the approaches that can be used for coastal defences in a given situation that includes alternative solutions for the scenario.

## Content

### Learning aim A: Examine different types of bridges and construction techniques

#### A1 Bridge design

The types of bridge used in civil engineering projects including construction methods, their design considerations and benefits and drawbacks for different situations, heights and spans.

- Cable-stayed.
- Suspension.
- Arch.
- Beam.
- Truss.
- Cantilever
- Swing
- Opening.
- Bascule.
- The methods used to provide support for bridges, including design considerations, applications, benefits and drawbacks.
  - Abutments.
  - Bearings:
    - elastomeric
    - roller
    - plane sliding.
  - Footings and foundations:
    - strip footings
    - piled foundations.
  - Piers.
  - Wing walls and retaining walls.
  - Joints.
  - Parapets.

#### A2 Materials used in the construction of bridges

The materials used in the construction of bridges, including reasons for selection, applications, benefits and drawbacks.

- Reinforced concrete.
- Steel.
- Brick.
- Stone.

#### A3 Applications of bridges

Applications of bridges, including design requirements, traffic levels, loadings, benefits and drawbacks.

- Highways:
  - motorways and dual carriageways
  - local distributor roads
  - public spaces and car parks.
- Railways:
  - viaducts
  - river and road crossings.
- Pedestrian and cycle.

## **Learning aim B: Examine the principles of tunnelling**

### **B1 Design considerations for tunnels**

The factors that influence and impact upon the design and construction of tunnels.

- Ground conditions:
  - hard rock
  - soft ground
  - groundwater
  - gases in rocks
  - underground obstructions.
- Ground support and ground improvement methods.

### **B2 Construction methods for tunnels**

The methods used to construct tunnels, including design considerations, applications, benefits and drawbacks.

- Construction methods:
  - cut and cover
  - drill and blast
  - pipe jacking
  - mini-tunnelling
  - tunnel-boring machines
  - immersed tube tunnel.
- Lining methods for tunnels:
  - segmental linings
  - jacked pipe linings
  - sprayed concrete.
- Approaches to shaft construction:
  - secant piling
  - sheet piling
  - diaphragm walls
  - ground freezing
  - caissons.

## **Learning aim C: Examine marine applications of civil engineering**

### **C1 Coastal protection and sea walls**

The methods used to construct coastal protection and sea walls, including design considerations, applications, benefits and drawbacks.

- Coastal protection methods:
  - gabions
  - groins
  - jetties.
- Sea walls:
  - bulkheads
  - revetments
  - levees and dikes.

**C2 Cofferdams and caissons**

The methods used to construct cofferdams and caissons, including design considerations, applications, benefits and drawbacks.

- Types of cofferdam:
  - braced
  - double-walled sheet pile
  - cellular
  - water-filled.
- Piling methods.
- Methods to prevent water seepage.
- Types of caissons:
  - box
  - open
  - pneumatic.

**C3 Harbour works and breakwaters**

The factors that influence the design of breakwaters, including applications, benefits and drawbacks.

- Types of breakwaters:
  - submerged
  - emerged
  - floating
  - offshore
  - coastal
  - beach
  - single
  - multiple.
- Types of harbour:
  - semi-natural
  - artificial.
- **Features of harbours:**
  - pontoons
  - jetties
  - rafts
  - landing stages
  - moorings
  - piers.
- Design parameters:
  - geology of the sea bed
  - intended purpose
  - tidal conditions
  - materials.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine different types of bridges and construction techniques</b>		
<p><b>A.P1</b> Explain the principles that underpin the design of different types of bridges.</p> <p><b>A.P2</b> Explain the impact that material choice can have on the design of bridges.</p> <p><b>A.P3</b> Explain the impact of different traffic levels on the design of a bridge.</p>	<p><b>A.M1</b> Discuss the benefits and drawbacks of different approaches to bridge construction in a given situation.</p> <p><b>A.M2</b> Discuss the impact of the traffic levels on bridge design in a given situation.</p>	<p><b>A.D1</b> Evaluate the interaction between design considerations for a bridge in a given situation.</p>
<b>Learning aim B: Examine the principles of tunnelling</b>		
<p><b>B.P4</b> Explain the methods that can be used to construct tunnels.</p> <p><b>B.P5</b> Explain the impact of ground conditions on the design of tunnels.</p>	<p><b>B.M3</b> Discuss the suitability of alternative types of tunnel for a given situation.</p>	<p><b>B.D2</b> Evaluate the different approaches that can be taken to construct a tunnel for a given situation.</p>
<b>Learning aim C: Examine marine applications of civil engineering</b>		
<p><b>C.P6</b> Explain the approaches used to provide coastal protection.</p> <p><b>C.P7</b> Describe the reasons why cofferdams and caissons are used in civil engineering projects.</p>	<p><b>C.M4</b> Discuss the suitability of alternative approaches to coastal protection for a given situation.</p>	<p><b>C.D3</b> Evaluate the interaction between design parameters, methods of construction and approaches to coastal protection for a given situation.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.M3, B.D2)

Learning aim: C (C.P6, C.P7, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional resource requirements for the unit. If there are law courts nearby it may be useful to visit them to support contextualisation of the unit.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will evaluate the design options that are appropriate solutions to the problem in the given scenario. They will consider alternative, appropriate approaches, justifying their proposals against the criteria given in the scenario. They will also consider the type of bridge to be used along with materials to be used. Learners' decisions must be based on the design considerations given in the scenario, for example linking the type of bridge to the location, span and expected types of traffic that will use the bridge. Learners will consider the design of the bridge, including supports, bearings, parapets and joints, and how these are affected by the design considerations of the given scenario. In their evaluation, learners will consider the interaction between design considerations and alternative proposals, justifying their decisions based on how effective they are at providing an appropriate solution.

**For merit standard**, learners will discuss the benefits and drawbacks of different approaches to bridge construction in relation to the given scenario. They will consider different approaches to meet the needs of the scenario, with each being suitable for the given criteria. They will also consider how different traffic levels and types of traffic will impact on designs. In their discussion, learners will consider the relationship between the intended use of the bridge and the suitability of designs.

**For pass standard**, learners will explain the principles that underpin the design of different types of bridge, including reference to typical applications of each. They will also explain how the design of a bridge can be affected by the choice of materials, for example lengths of span or thicknesses of decks. Learners will also explain how the design of a bridge differs depending on intended traffic levels. In their explanation, learners will show that they comprehend the principles of bridge design, the impact of material choices and the effects of different traffic levels on design.

#### Learning aim B

**For distinction standard**, learners will evaluate different, suitable tunnelling methods for a given scenario. They will consider the ground conditions that will influence and impact on the design and construction of the tunnel, and will suggest suitable approaches to construct the tunnel, taking into account the design considerations stated in the scenario, the intended use of the tunnel, along with the benefits and drawbacks of each approach. They will consider appropriate lining methods for the tunnels and propose alternative methods of shaft construction. In their evaluation, learners will consider the benefits and drawbacks of each suggested approach in meeting the needs of the given scenario.

**For merit standard**, learners will discuss the benefits and drawbacks of different approaches to constructing a tunnel in relation to the given scenario. They will consider different tunnelling methods that can be used, along with lining methods and shaft construction, each being assessed against the design criteria. In their discussion, learners will consider the relative merits of approaches in comparison with each other.

**For pass standard**, learners will explain the range of methods that can be used to construct tunnels, including examples of where each approach could be used. They will also explain how the design of a tunnel can be affected by different ground conditions. In their explanation, learners will show that they comprehend the principles of tunnelling and the impact that ground conditions can have on the selection of tunnelling methods.

## Learning aim C

**For distinction standard**, learners will evaluate how a range of factors interact when providing coastal protections. They will consider different approaches that can be taken, for example the use of breakwaters, seawalls and harbours, and evaluate them against the design parameters given in a scenario. Learners will take into account aspects such as sea conditions, the intended purpose and the application of the coastal defences, along with different tunnelling methods that are suitable for a given scenario. They will include considerations of the methods of construction, evaluating the relative merits and disadvantages of caissons and cofferdams in relation to the given scenario. In their evaluation, learners will consider the benefits and drawbacks of each suggested approach in meeting the needs of the given scenario.

**For merit standard**, learners will discuss the benefits and drawbacks of different approaches to providing coastal protection for the given scenario. They will consider different methods of coastal protection that could be used, including breakwaters, sea walls and harbours, along with how caissons and cofferdams would be used in the construction of coastal protection. In their discussion, learners will consider the relative merits of approaches in comparison with each other.

**For pass standard**, learners will explain the range of methods that can be used to provide coastal protection, including examples of where each approach could be used. They will also explain the reasons why cofferdams and caissons are used in the construction of coastal protection. In their explanation, learners will show that they comprehend the principles of marine civil engineering works and the impact that external factors can have on approaches taken.

## Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 2: Construction Design
- Unit 4: Construction Technology
- Unit 5 : Health and Safety in Construction
- Unit 6 : Surveying in Construction
- Unit 13: Measurement Techniques in Construction
- Unit 16 : Work Experience in the Construction Sector
- Unit 23: Construction in Civil Engineering
- Unit 36 : Public Health Engineering
- Unit 38 : Highway Construction and Maintenance in Civil Engineering

## Employer involvement

This unit would benefit from employer involvement in the form of site visits.



# Unit 38: Highway Construction and Maintenance in Civil Engineering

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop skills and understanding in highway planning, the processes involved with constructing earthworks, and the methods used to provide drainage for highways and to maintain them.

## Unit introduction

For the majority of people, highways contribute to the way in which they live. As such, civil engineers play a vital role in the planning, building and maintenance of roads and highways both in the United Kingdom and around the world. Road building has been at the centre of the civil engineering profession throughout history and can trace its heritage back to Roman Britain.

In this unit, you will look at the processes that are involved in the planning and preparation of new highways, such as deciding on the location, the route that needs to be taken and the methods of construction that can be used to meet the design requirements. You will look at earthworks and how these are developed, along with different types of pavement and ways in which highways can be drained.

You will examine the methods of maintaining highways, taking into account structural and environmental issues, and apply this understanding to suggest solutions to well-defined complex and non-routine highways projects.

This unit provides progression opportunities to civil engineering sector job roles, including those related to highways, traffic and geotechnics. It can also provide the skills for progression to Higher Nationals in Construction and degrees in construction specialisms, including civil engineering.

## Learning aims

In this unit you will:

- A** Undertake the planning and preparation works required for highway construction
- B** Undertake the production of plans for highway construction
- C** Examine maintenance procedures for highways.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Undertake the planning and preparation works required for highway construction	<b>A1</b> Introduction to planning a new highway <b>A2</b> Earthwork construction for new highways	A set of proposals for a new highway based on a given scenario, including information about preparatory activities, design of earthworks, pavement details and drainage.
<b>B</b> Undertake the production of plans for highway construction	<b>B1</b> Forms and methods of highway construction <b>B2</b> Drainage of highways <b>B3</b> Drainage of land and subsoils <b>B4</b> Quality control	
<b>C</b> Examine maintenance procedures for highways	<b>C1</b> Introduction to highway maintenance <b>C2</b> Highway maintenance processes	A report that investigates and evaluates the need for highway maintenance and approaches that can be taken to rectify defects.

## Content

### Learning aim A: Undertake the planning and preparation works required for highway construction

#### A1 Introduction to planning a new highway

Activities and responsibilities related to the planning of a new highway to ensure the route is appropriate when considered against budget, route requirements, and the line and level of the highway.

The activities relating to the planning of a new highway.

- Land acquisition:
  - procedures to acquire land
  - potential problems.
- Route location:
  - assessment of traffic volumes
  - environmental impact
  - potential earthwork problems
  - choice of alignment
  - procedures to consult public
  - public enquiries.
- Allocation of resources:
  - funding of new highways (design, build, finance, operate – DBFO)
  - private and/or public funding.
- Design of line and level:
  - factors that affect vertical alignment (level):
    - type of terrain
    - type of highway to be constructed
    - environmental features
  - factors that affect horizontal alignment (line):
    - type of terrain
    - lines of sight
    - drainage.

#### A2 Earthwork construction for new highways

How existing land use and conditions impact on the processes involved with the construction of earthworks for new highways.

- Site clearance:
  - advance fencing contracts
  - grubbing out
  - stripping topsoil.
- Cut and fill:
  - setting out embankments and cuttings
  - plant used
  - mass haul curves
  - computer applications.
- Embankment construction:
  - end product or method specification.
- Control of line and level:
  - suitable and unsuitable materials for fill
  - procedures and testing as work proceeds.

- Treatment of weak areas:
  - replacement
  - stabilisation
  - drainage techniques.

## **Learning aim B: Undertake the production of plans for highway construction**

### **B1 Forms and methods of highway construction**

The relationship between different forms of highway, the construction methods that are suitable and materials specifications for highways with a range of traffic requirements.

- Different forms of construction:
  - flexible pavements:
    - Hot Rolled Asphalt (HRA)
    - Stone Mastic Asphalt (SMA)
    - Dense Heavy Duty Macadam or Heavy Duty Macadam (HDM)
  - rigid pavements:
    - continuously reinforced concrete pavement (CRCP)
    - continuously reinforced concrete base (CRCB)
    - jointed reinforced concrete slab (JRC)
    - unreinforced jointed concrete (URC)
    - modular paved surfacing
  - tactile surfacing.
- Methods of construction:
  - paving machines
  - slip form and fixed form pavers
  - manual and semi-manual methods of constructing elements
  - use of site profiles and automatic paver guidance techniques
  - compaction procedures to include the use of different rollers and their effects.
- Material specification:
  - bituminous materials
  - concrete and cement-bound materials (CBM)
  - California bearing ratio (CBR).

### **B2 Drainage of highways**

The relationship between methods of providing drainage for highways and the requirements of different methods of collecting run-off from paved highway surfaces.

- Surface water drains:
  - conventional kerb and gully
  - side filter drains
  - grips and ditches
  - combined kerb/main drain
  - gully spacing
  - gully construction.
- Collection of run-off from paved surfaces:
  - camber
  - crossfall
  - longitudinal fall
  - crowned channels.

**B3 Drainage of land and subsoils**

The relationship between methods of providing drainage of land and subsoils, the need for maintenance and the requirement to provide disposal methods for collected water.

- Land and subsoil drains:
  - arrangement of patterns
  - types of pipe
  - typical cross sections.
- Pipework:
  - connections to main drain
  - laying methods
  - support and protection
  - backfill.
- Manholes:
  - purposes
  - forms of construction
  - materials used
  - typical cross sections.
- Disposal of collected water:
  - soakaways
  - water courses
  - catchpits
  - associated calculations.

**B4 Quality control**

Use and application of quality control methods to facilitate the effective construction of highways and the benefits and drawbacks of their use.

Methods of quality control for highway construction.

- Quality control related to highways construction:
  - sampling of materials
  - temperature checks
  - analysis and testing of materials to include cube, slump, lab based, e.g. penetration test, Softening Point Test for Bitumen
  - checks on the finished road surface.

**Learning aim C: Examine maintenance procedures for highways**

Use and application of maintenance to ensure defects in highways are resolved and the benefits and drawbacks of alternative approaches.

**C1 Introduction to highway maintenance**

Types of maintenance, the reasons for maintenance and the processes that can be carried out.

- Different types of maintenance:
  - structural
  - routine
  - winter.
- Defects in highways:
  - structural defects
  - identification by inspection and testing
  - typical results
  - application of maintenance standards
  - selection of remedial treatments from examination and collected and established data.

## **C2 Highway maintenance processes**

Maintenance processes:

- patching
- resurfacing
- reconstruction
- surface dressing
- use of sealants
- resetting kerbs and flags
- slurry sealing and retreading
- maintenance of setts and cobbles.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Undertake the planning and preparation works required for highway construction</b>		
<p><b>A.P1</b> Produce proposals for methods of site preparation and earthworks required to control the line and level of a new highway.</p> <p><b>A.P2</b> Explain the procedures used to plan new highways, including location, land acquisition and funding.</p>	<p><b>A.M1</b> Produce accurate proposals for the activities that need to be carried out when preparing to construct a new highway, taking into account planning procedures and constraints.</p>	<p><b>A.D1</b> Produce accurate and comprehensive proposals for a new highway, justifying decisions made for route location and earthwork design against resources and constraints.</p>
<b>Learning aim B: Undertake the production of plans for highway construction</b>		
<p><b>B.P3</b> Produce plans for highway construction that include different forms of construction.</p> <p><b>B.P4</b> Explain methods for providing surface water drainage, including land and subsoil drainage.</p>	<p><b>B.M2</b> Produce accurate plans for highway designs, taking into account drainage requirements.</p>	<p><b>B.D2</b> Produce accurate and comprehensive plans for highway designs, justifying decisions made for pavement and drainage.</p>
<b>Learning aim C: Examine maintenance procedures for highways</b>		
<p><b>C.P5</b> Explain the reasons for different types of maintenance that are required for highways.</p> <p><b>C.P6</b> Explain maintenance processes to resolve given highway defects.</p>	<p><b>C.M3</b> Assess maintenance requirements and processes to resolve given highway defects.</p>	<p><b>C.D3</b> Justify the effectiveness of maintenance processes to resolve highway defects, with reference to own proposals and plans.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- maps and plans for sites and locations
- detail drawings and plans of existing and proposed highways (beneficial), including sections and profiles.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard**, learners will produce accurate and comprehensive proposals for the design of a new highway. They will provide justification for their decisions, referring to the route of the highway that they select and considering planning constraints, land acquisitions, availability and sources of funding. The justification will also make reference to requirements for the line and level of the proposed highway when considering the selection of earthworks. Justifications will be supported by diagrams and sketches, along with calculations, as appropriate. Learners will also justify their plans for the highway pavement in comparison to alternatives, considering all relevant factors, and use calculations and test data to support material selection and drainage requirements.

**For merit standard**, learners will produce accurate proposals for a highway based on given information. The proposals will consider the activities that are carried out when preparing to construct a new highway, including planning constraints and the availability of land for the proposed route. Learners will produce accurate plans for achieving the required line and level of the highway, and will specify appropriate materials and processes for the construction of the highway pavement. Learners will use calculations to support their plans for drainage through the use of calculations.

**For pass standard**, learners will produce proposals for a new highway, including explanations of the earthworks that will be required. Learners will explain how the earthworks will be developed, including the plant and equipment required, and the constraints associated with planning a new highway, including location, land acquisition and funding. Learners will also produce sketches and plans for the construction of the highway pavement, considering alternative approaches that could be taken, different forms of construction and also methods of providing drainage.

#### Learning aim C

**For distinction standard**, learners will use given information relating to highway defects in order to suggest and justify the effectiveness of alternative approaches. Learners will justify the effectiveness of the use of structural, routine and winter maintenance with regard to ensuring the integrity of highways. They will also interpret and justify given data from a structural survey of a highway in order to recommend appropriate remedial measures based on the levels of wear, traffic levels and resistance to abrasion. Learners will justify maintenance processes with reference to the requirements of the highway in question and their own proposals and plans.

**For merit standard**, learners will interpret information from a structural survey of a highway to identify defects. They will assess the maintenance requirements of the highway and suggest appropriate methods and processes to resolve defects based on the provided information. Learners will also assess the differences between structural, routine and winter maintenance, and the reasons why each is carried out.

**For pass standard**, learners will explain the reasons why structural, routine and winter maintenance activities are carried out on highways. The explanations will include information about how the different maintenance activities are carried out. Learners will interpret given data and explain the maintenance processes that are suitable to resolve specific defects, such as those associated with wear or weather, in highway pavements.

### Links to other units

This unit links to:

- Unit 1: Construction Principles
- Unit 4: Construction Technology
- Unit 7: Graphical Detailing in Construction.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

If a learner is clear that they want to progress to the workplace they should be directed towards an occupationally-specific qualification, such as a BTEC National Diploma, from the outset.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to take a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 8*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but expect that centres will assess their overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector. As part of the requirements of the programme are to involve employers in delivery this should support centres in ensuring that they are following up to date practices when delivering the programme.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

## How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

## Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

## What are the requirements for meaningful employer involvement?

### Requirements

This BTEC National Extended Diploma in Civil Engineering has been designed as a Tech Level qualification. As an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. Involvement should be with employers from the Construction and the Built Environment sector and should form a significant part of the delivery or assessment of the qualification. Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will be monitored also at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure additional activities can be scheduled where necessary so learners are not disadvantaged (see *Section 8: Quality assurance*).

We know that the vast majority of programmes already have established links with employers. In order to give you maximum flexibility in creating and strengthening employer involvement, we have not specified a particular level of input from employers. However, meaningful employer involvement, as defined below, should contribute significantly to at least **three** units, of which one must be a mandatory unit.

These are the mandatory units that specify where delivery and/or assessment will be linked to employers:

- Unit 4: Construction Technology
- Unit 6: Surveying in Construction
- Unit 9: Management of a Construction Project.

There are suggestions in many of the units about how employers could become involved in delivery and/or assessment. These suggestions are not exhaustive and there will be other possibilities at local level.

Employer involvement in these units is subject to verification as part of the standards verification process (see *Section 8*).

### Definition

Activities that are eligible to be counted as meaningful engagement are:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification
- projects or assessments set with input from industry practitioners
- master classes or guest lectures from industry practitioners
- 'expert witness' reports from practitioners that contribute to the assessment of a learner's work.

There may be other ways in which learners can benefit from contact with employers or prepare for employment, such as listening to careers talks or working in simulated environments. While they provide benefits to learners they do not count as meaningful engagement.

### **Support**

It is important that you give learners opportunities that are high quality and directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice.

### **What support is available?**

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

### **How will my learners become more employable through these qualifications?**

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

In the mandatory content and the selected optional units that focus on technical preparation learners will be acquiring the key knowledge and skills that employers need. Also employability skills, such as team working and entrepreneurialism, and completing realistic tasks have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

# 5 Assessment structure and external assessment

## Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally- or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

## Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

## External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it.

In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may have one resit of an external assessment to obtain either a pass or to seek to gain a merit or distinction. If a learner has two attempts then the better result will be used for qualification grading. It is unlikely that learners will need or benefit from taking all assessment twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in construction and the built environment

In construction and the built environment, after consultation with stakeholders, we have developed the following.

- Unit 1: Construction Principles – learners complete a written examination, demonstrating the skills needed to solve a variety of practical construction problems by applying science knowledge and carrying out mathematical and statistical techniques. Learners will apply mathematical principles and techniques to carry out calculations that determine how materials behave under the action of forces or loads when used as structural members and draw conclusions regarding whether a material is fit for purpose.
- Unit 2: Construction Design – learners will complete an externally-marked task, demonstrating their understanding of the principles and practice involved in the design and construction of low- and medium-rise buildings and structures, showing an understanding of how design is influenced by client requirements and external constraints.
- Unit 3: Tendering and Estimating – learners will complete an externally-marked task, demonstrating the skills necessary to carry out estimating procedures to produce an estimated project cost and then consider external factors and risk to develop a firm tender offer.

### Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

### Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

#### Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

#### Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

### Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

## Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3.). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

## Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record-keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC.

When producing a plan the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 7 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

## Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Conducting external assessments

Centres must make arrangement for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification including preparation for tasks and performance. For these assessments centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin planning for delivery including appropriate employer involvement, and for robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

### Eligibility for an award

In order to be awarded a qualification a learner must complete all units and achieve a pass or above in all mandatory units in group A unless otherwise specified. Refer to the structure in *Section 2* for full information.

To achieve any qualification grade, learners must:

- complete and **report an outcome** (D, M P or U) for all units within a valid combination .
- achieve the **required units at pass or above** shown in *Section 2*, and for the Diploma achieve a minimum of 600 GLH and Extended Diploma a minimum of 900 GLH **at pass or above**
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Learners who do not pass all the required units shown in the structure will not achieve a qualification. For example, learners who have not passed the required external units or who have not taken enough optional units will not achieve that qualification even if they have enough points.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of Qualification Grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size	
	90 GLH	120 GLH
U	0	0
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort.

## Calculation of qualification grade

Applicable for registration from 1 September 2016.

Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
P	36	P	54	PP	72	PPP	108
				MP	88	MPP	124
M	52	M	78	MM	104	MMM	156
				DM	124	DMM	176
						DDM	196
D	74	D	108	DD	144	DDD	216
				D*D	162	D*DD	234
						D*D*D	252
D*	90	D*	138	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2016

**Example 1: Achievement of an Extended Diploma with a PPP grade**

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Pass	12
Unit 2	120	Ext	Pass	12
Unit 3	120	Ext	Pass	12
Unit 4	60	Int	Merit	10
Unit 5	60	Int	Pass	6
Unit 6	60	Int	Pass	6
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Pass	6
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Pass	6
Unit 13	60	Int	Pass	6
Unit 23	60	Int	Pass	6
Unit 35	60	Int	Pass	6
Unit 36	60	Int	Unclassified	0
<b>Totals</b>	<b>1080</b>		<b>PPP</b>	<b>114</b>

The learner has achieved a Pass or above in Units 1, 2, 3, 4 and 5.

The learner has sufficient points for a PPP grade.

## 2: Achievement of an Extended Diploma with a D\*DD grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Merit	20
Unit 2	120	Ext	Merit	20
Unit 3	120	Ext	Distinction	32
Unit 4	60	Int	Merit	10
Unit 5	60	Int	Distinction	16
Unit 6	60	Int	Distinction	16
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Distinction	16
Unit 9	60	Int	Distinction	16
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Distinction	16
Unit 13	60	Int	Distinction	16
Unit 23	60	Int	Merit	10
Unit 35	60	Int	Distinction	16
Unit 36	60	Int	Merit	10
<b>Totals</b>	<b>1080</b>		<b>D*DD</b>	<b>234</b>

The learner has sufficient points for a D\*DD grade.

### Example 3: An Unclassified result for an Extended Diploma

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Pass	12
Unit 2	120	Ext	Merit	20
Unit 3	120	Ext	Pass	12
Unit 4	60	Int	Merit	20
Unit 5	60	Int	Pass	6
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Distinction	16
Unit 8	60	Int	Merit	10
Unit 9	60	Int	Unclassified	0
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Unclassified	0
Unit 13	60	Int	Unclassified	0
Unit 23	60	Int	Unclassified	0
Unit 35	60	Int	Pass	6
Unit 36	60	Int	Pass	6
<b>Totals</b>	<b>1080</b>		<b>U</b>	<b>128</b>

The learner has 240 GLH at U.

The learner has sufficient points for an MPP and has achieved a Pass or above in Units 1, 2, 3, 4 and 5 but has not met the minimum requirement for 900 GLH at Pass or above.

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This **specification** (for teaching from September 2017) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The Guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided, they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### 'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external assessment, and quality assurance.

#### Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

## Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

In the construction and the built environment sector, the following approach has been used: a detailed mapping to NOS and/or other occupational standards can be found on our website.

## Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	<p>Learners present the outcome of methodical and detailed examination, either:</p> <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> <p>Analysis can be through performance, practice, written or, less commonly, verbal presentation.</p>
Assess	<p>Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.</p>
Carry out	<p>Learners demonstrate skills through practical activities, in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.</p>
Compare	<p>Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection and isolation of characteristics.</p>
Demonstrate	<p>Learners' work, performance or practice evidences the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.</p>
Develop	<p>Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something.</p>
Discuss	<p>Learners consider different aspects of:</p> <ul style="list-style-type: none"> <li>• a theme or topic;</li> <li>• how they interrelate; and</li> <li>• the extent to which they are important.</li> </ul> <p>A conclusion is not required.</p>

Term	Definition
Evaluate	<p>Learners' work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> <p>Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence of explanations could be through visual explanations with annotations, as well as written work, presentation, performance or practice.</p>
Examine	Learners select and apply knowledge to less familiar contexts.
Explain	Learners' work shows clear detail and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). Learners show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.
Investigate	Learners' application of knowledge is based on personal research and development.
Justify	<p>Learners give reasons or evidence to:</p> <ul style="list-style-type: none"> <li>• support an opinion</li> <li>• prove something right or reasonable.</li> </ul>
Perform	Learners demonstrate a range of skills required to complete a given activity.
Review	<p>Learners make a formal assessment of work produced.</p> <p>The assessment allows learners to appraise existing information or prior events, and reconsider information with the intention of making changes, if necessary.</p>
Understand	Learners demonstrate knowledge related to defined situations.
Undertake	Learners demonstrate skills through practical activities, often referring to given processes or techniques.

This is a key summary of the types of evidence used for BTEC Nationals.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Individual project	A self-directed, large-scale activity requiring, planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Practical task (artefact/outcome)	Learners carry out a defined or self-defined task to produce an outcome.
Presentation	To show presentation skills, including communication. To direct to a given audience and goal. To extract and summarise information.
Written task/report	Individual completion of a task in a work-related format, e.g. a report, marketing communication, set of instructions.

March 2017

For more information on Edexcel and BTEC qualifications please  
visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121