WJEC Entry Level/Level 1 Foundation Built Environment

Draft Specification

For teaching from September 2027
First award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

Qualification Information

Qualification title	WJEC Entry Level/Level 1 Foundation Built Environment
Qualification objective	To introduce learners to vocational sectors through accessible, practical learning experiences that develop foundational skills, support personal development, and enable progression to further education and training.
WJEC Qualification Code	tbc
QiW Number	tbc
Age groups approved for	14–16, 16–19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
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Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- Made for Wales WRFQ Qualification Approval Criteria which set out requirements for any new WRFQ qualification Approved for first teaching from September 2027 and beyond.
- Standard Conditions of Recognition which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14–16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our Work-Related Foundation Qualifications (WRFQs) are designed to inspire and support learners, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and enjoy meaningful success.

A key feature of our WRFQs is their unitised structure, that allows learners to complete some assessments in Year 10 and others in Year 11. This staged approach provides a manageable pace of learning, reduces assessment pressure, and supports steady meaningful progression.

Our flexible approach to assessment empowers teachers to create meaningful, learner-centred assessment activities while ensuring that all learners have fair and appropriate opportunities to demonstrate their achievements. The combination of clearly defined assessment criteria and adaptable task design promotes purposeful learning experiences that support progress, celebrate individual strengths, and reflect the diverse ways learners develop their knowledge and skills.

Our compensatory grading approach, acknowledging that learners may perform differently across the qualification. Our approach enables stronger performance in one area to counterbalance lower performance in another, contributing to a fairer and more supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, our WRFQs provide a solid foundation for post-16 study.

Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

Contents

Summary of assessment

Unit 1: Getting to Know the Built Environment Centre marked non-examination assessment
Has four learning outcomes and is focused on learning about what the built environment sector is, how it works and the job roles within it. Portfolio of evidence – maximum assessment time of 9 hours. Assessed in centre and moderated by WJEC.
Unit 2: Practical Hand Skills **Centre marked non-examination assessment**
Has seven learning outcomes and is focused on developing key practical tool and material skills, health and safely skills and reviewing skills. Portfolio of evidence – maximum assessment time of 21 hours. Assessed in centre and moderated by WJEC.

This is a unitised qualification.

Unit 1 is an introductory unit and is intended to be taught first.

Unit 1 will be available from Summer 2028, with Unit 2 available in summer 2029.

The first award of the qualification will be 2029.

1. Introduction

1.1. Purpose and aims

WJEC Work-Related Foundation Qualifications (WRFQs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

WRFQs offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, WRFQs support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps in education or training.

The WRFQ in Built Environment aims to support learners to:

- develop essential knowledge and understanding of the built environment, its lifecycle and the specific nature of the built environment in Wales
- understand the built environment sector covering different trade and professional job roles
- develop learners' practical skills in relation to age-appropriate tasks safely and effectively
- foster transferable skills such as communication, planning and reviewing
- progress to VCSE Built Environment or other Level 1 to 3 courses as appropriate.

1.2. Curriculum for Wales

This WRFQ Built Environment qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the principles of progression[1], along with the statements of what matters[2] in the Area of Learning and Experiences for Science and Technology.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in Section 2.3; Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WRFQ Built Environment qualification supports the Curriculum for Wales by:

- supporting the Science and Technology statements of what matters by giving learners the opportunity to:

[1] Curriculum for Wales - Hwb
[2] Curriculum for Wales - Hwb

- gain an understanding of some of the concepts underpinning science and technology, and their application in local, national and global contexts
- understand and appreciate how and why the built environment in their locality and elsewhere in Wales, is designed, constructed and can change
- develop some design thinking skills and technical knowledge to help meet society's needs and wants

- supporting the Science and Technology principles of progression by encouraging learners to:
  - problem solve and understand that design can be iterative
  - develop resilience and greater independence
  - increase their breadth and depth of knowledge and underlying concepts
  - refine their application of skills through exploration and reviewing
  - demonstrate a growing ability to transfer existing skills and knowledge into new, and increasingly unfamiliar contexts.

1.3. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills, and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training, or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/2 qualifications, including VCSE Built Environment, supporting continued progression and learner aspiration. In addition, the qualification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4. Guided learning hours and Total Qualification Time

WRFQ Built Environment has been designed to be delivered within 120 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit provides an indication of the anticipated percentage of GLH required for each unit.

	GLH
Unit 1	36
Unit 2	84
Totals	**120 hours**

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH, and additional time spent in preparation, study and some formative assessment activities.

As WRFQs are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to making further amendments where appropriate, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the built environment sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. Units

2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Learning Outcomes	Lists the specific skills, knowledge, and understanding that learners are expected to demonstrate upon successful completion of the unit.
Summary of assessment	Summarises the assessment approach for the unit. This section also indicates the amount of time learners should spend completing assessments.
Resources required for assessment	Details the materials, equipment, facilities, and staffing needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Assessment criteria	Provides specific, observable, and measurable criteria that learners must meet to demonstrate achievement of the learning outcome. Four different bands of assessment criteria are provided, reflecting differing levels of learner ability.
Example tasks	Provides a range of suitable tasks for each level of assessment criteria. These tasks are not mandatory. Teachers should ensure that assessment tasks and activities are suitable for the needs and abilities of each group of learners.
Opportunities for integrating learning experiences	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the guidance for teaching. Experiences will not be directly assessed.

2.2. Learning outcome stems

In WJEC WRFQ qualifications, learning outcome stems are used to indicate the depth and type of learning expected.

'Learners will know' or 'Learners will be aware' is used when learners are expected to recall simple facts or recognise key information.

'Learners will understand' is used when learners need to show they can make sense of basic concepts and apply them in familiar, supported situations.

'Learners will be able' to is used when learners are expected to carry out straightforward practical tasks, follow instructions, or demonstrate basic techniques.

These stems ensure that outcomes are accessible, achievable, and appropriate for foundation learners developing confidence in vocational areas.

2.3. Content

Content is provided for each learning outcome, outlining the knowledge, understanding and skills that learners need to be taught to meet the assessment criteria.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

2.4 Assessment tasks

Example assessment tasks are provided at the end of each unit along with any specific resource requirements. These tasks are designed to balance manageability, learner engagement, reliability, and validity.

Centres may choose to use these tasks as provided, adapt them or develop their own alternatives. Any centre-devised tasks must enable learners to meet all associated assessment criteria.

Unit 1 Getting to Know the Built Environment

GLH	36
Overview of unit	The built environment sector is large and diverse, and this unit is about understanding the sector so that learners have appropriate foundational knowledge. It encompasses a wide range of disciplines, including architecture, construction, engineering and urban planning that all work together to shape the spaces where people live, work, and interact. This unit introduces learners the sector, its scope and major activities, considerations and processes. The purpose of the unit is to explore: • the size and diversity of the sector • key areas and practices within the sector which are critical for building projects • key job roles.
Learning Outcomes	By completing this unit, learners will: 1.1 know what the built environment is 1.2 know what the built environment lifecycle is 1.3 understand the built environment in Wales 1.4 understand job roles in the built environment sector.
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 9 hours. For most learners, assessment will typically fall within the indicative range of 7–9 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in: Skills for Life: Home Management and Maintenance Skills for Life: Science and Technology in Everyday Life Skills for Life: Skills in the Natural Environment Skills for Life: Sustainability in Action

	Skills for Work: Exploring Career Pathways Skills for Work: Jobs for the Future Skills for Work: Sustainable Economic Development Skills for Work: Work Experience Skills for Work: Working in Wales

Content

Learning outcome 1.1 **The learner will know what the built environment is**	**Taught content**

1.1.1
Buildings and structures
	Different types of buildings:
	
	• residential:
	  • apartment blocks/flats
	  • detached houses
	  • semi-detached houses
	  • terrace houses
	• non-residential:
	  • agricultural buildings: barns, farms
	  • commercial buildings: offices, shopping centres, shops
	  • communal buildings: hospitals, libraries, schools
	  • industrial buildings: factories, warehouses
	  • recreational buildings: cinemas, leisure centres, stadiums
	  • religious buildings: churches, gurdwaras, mosques, synagogues.
	
	Different structural parts of a building:
	
	• substructure:
	  • foundations
	  • basements
	  • ground floor
	  • retaining walls
	• super structure:
	  • building fabric/structural frame
	  • walls
	  • wall cladding
	  • roof structure
	  • roof finishes.
	
	Different types of building construction:
	
	• building extension
	• conservation/restoration
	• conversion
	• new build
	• refurbishment/renovation.

1.1.2 Infrastructure	Different types of infrastructure: • bridges and tunnels • electric vehicle (EV) charging networks • energy networks: electricity, gas • parking facilities • public spaces: parks, playgrounds • transportation: roads, motorways • transit systems: airports, bike lanes, buses, pedestrian paths, railways • telecommunication systems • water supply and sewerage systems.
1.1.3 Utilities and services	Different types of utilities: • drainage and sewerage • gas • water. Different types of services: • electrical • internet and telecommunication • heating and ventilation • mechanical • plumbing.
1.1.4 Environmental considerations	Main concerns for building projects: • biodiversity, for example avoiding sensitive areas, creating buffer zones, keeping natural habitats, sustainable design • carbon emissions for example, choosing low-carbon materials, doing carbon offsetting, using local suppliers • climate resilience for example avoiding high risk areas, having proper drainage systems, using water-resistant materials.

Learning outcome 1.2 **The learner will know about the built environment lifecycle**	**Taught content**
1.2.1 The built environment lifecycle stages	The different stages: • planning and feasibility – making sure a project is workable, doing site analysis and assessments • design – creating detailed drawings and specifications, cost estimates • construction – physically building the design, health and safety management, quality control and inspection • handover – transferring completed project to the client, making sure it is ready for operation • operational use and maintenance – keeping the building functional, safe and efficient throughout its life, health and safety checks, routine and preventative maintenance • refurbishment or renovation – upgrade, modernise or restore existing building to extend its life, improve performance or meet new standards • decommissioning or demolition and recycling – safely removing the building, managing materials responsibly.
1.2.2 The purpose of the built environment lifecycle	Why is it used: • the advantages for example, cost savings, effective decision making, structured framework • what happens if it is not used for example, higher costs, poor risk management, short term focus.
1.2.3 Recycling, reuse and waste disposal	Best practice approaches: • having a waste management plan • reducing the amount of waste produced with accurate ordering • recycling materials wherever possible in separate skips • reusing/reclaiming unused materials wherever possible.

Learning outcome 1.3 **The learner will understand the built environment in Wales**	**Taught content**
1.3.1 Land classification in Wales	How land is classified: • brownfield land (previously developed) • greenfield land (undeveloped). Advantages and disadvantages: • brownfield – close to infrastructure; demolition costs, potential contamination • greenfield – flexible design options, planning issues, protecting nature.
1.3.2 External stakeholders	Key people: • building control officers (BCO) • clients • community stakeholders such as local businesses and groups, residents • local authorities for example, planning and highways departments, planning officers • subcontractors.
1.3.3 Developing the bult environment in Wales	Main challenges: • access to utilities and services • cost and delivery of materials • housing needs • land availability and site size • transport links and infrastructure. Examples of Welsh developments: • rural: for example, Lammas Ecovillage in Pembrokeshire, National Slate Mine in Llanberis • urban: for example, Cardiff Bay regeneration, Queen's Market Redevelopment in Rhyl.

Learning outcome 1.4 **The learner will understand job roles in the built environment sector**	**Taught content**
1.4.1 Trade jobs	The role and responsibility of: • a bricklayer • an electrician • a heritage worker • a painter and decorator • a plasterer • a plumber • a roofer • a tiler • a woodworker (carpenter/joiner).
1.4.2 Professional construction jobs	The role and responsibility of: • an architect • a building services engineer • a building surveyor • a civil engineer • a contracts manager • a land surveyor • a site manager • a structural engineer • a quantity surveyor.

Assessment criteria

Each assessment criterion has been allocated points that represent the level the learner is working at. Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

The unit grade is awarded based on the total number of points achieved by the learner as set out in section 4.3 Grading and reporting.

Learning outcome	Assessment Criteria – the learner can:				Points awarded
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	
LO1.1 The learner will know what the built environment is	1.1.1 Name some different types of buildings and building construction.	1.1.1 Give the different types of buildings and building construction.	1.1.1 State the different buildings and building construction and give some examples.	1.1.1 Identify the use/purpose of different buildings and building construction using examples.	/4
	1.1.2 Label some different structural parts of a building.	1.1.2 Give the different structural parts of a building.	1.1.2 State the different structural parts of a building and give some examples.	1.1.2 Identify the purpose of different structural parts of a building using examples.	/4
	1.1.3 Name some different types of infrastructure.	1.1.3 Give the different types of infrastructure.	1.1.3 State the different types of infrastructure and give some examples.	1.1.3 Identify the use/purpose of different types of infrastructure using examples.	/4
	1.1.4 Name some different types of utilities and services.	1.1.4 Give the different types of utilities and services.	1.1.4 State the purpose of different utilities and services and give some examples.	1.1.4 Identify the purpose of different utilities and services using examples.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO1.1 The learner will know what the built environment is	1.1.5 List some main environmental considerations for building projects.	1.1.5 Give the main environmental considerations for building projects.	1.1.5 State the main environmental considerations for building projects and give some examples.	1.1.5 Identify the main environmental considerations for building project using examples.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO1.2 The learner will know what the built environment lifecycle is	1.2.1 Name some of the different stages of the built environment lifecycle.	1.2.1 Give the different stages of the built environment lifecycle.	1.2.1 State the different stages of the built environment lifecycle and give some examples.	1.2.1 Identify the different stages of the built environment lifecycle using examples.	/4
	1.2.2 Name some simple advantages of using, and consequences of not using, the built environment lifecycle.	1.2.2 Give some advantages of using, and consequences of not using, the built environment lifecycle.	1.2.2 State the different purposes of the built environment lifecycle and give some examples.	1.2.2 Identify the different purposes of the built environment lifecycle using examples.	/4
	1.2.3 Name some basic ways that recycling, reusing and waste disposal is important.	1.2.3 Give some ways that recycling, reusing and waste disposal is important.	1.2.3 State ways that recycling, reusing and waste disposal is important and give some examples.	1.2.3 Identify ways that recycling, reusing and waste disposal is important using examples.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO1.3 The learner will understand the built environment in Wales	1.3.1 Choose examples of the two types of land classification.	1.3.1 Summarise the two types of land classification with an example for each.	1.3.1 Outline the two types of land classification and give some Welsh examples.	1.3.1 Explain the two types of land classification using Welsh examples.	/4
	1.3.2 Choose some simple advantages and disadvantages of the two types of land classification.	1.3.2 Choose some advantages and disadvantages of the two types of land classification.	1.3.2 Outline the advantages and disadvantages of the two types of land classification and give some Welsh examples.	1.3.2 Explain advantages and disadvantages of the two types of land classification, using Welsh examples.	/4
	1.3.3 Select some external stakeholders.	1.3.3 Suggest some external stakeholders.	1.3.3 Outline who external stakeholders are using some Welsh examples.	1.3.3 Explain who external stakeholders are using Welsh examples.	/4
	1.3.4 Choose some simple challenges when developing the built environment in Wales.	1.3.4 Suggest some challenges when developing the built environment in Wales.	1.3.4 Outline the challenges when developing the built environment in Wales using some Welsh examples.	1.3.4 Describe the challenges when developing the built environment in Wales using Welsh examples.	/4
	1.3.5 Select some urban and/or rural Welsh developments.	1.3.5 Choose some urban and rural Welsh developments.	1.3.5 Outline some of the main characteristics of some different Welsh developments.	1.3.5 Describe the main characteristics and features of some different Welsh developments.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO1.4 The learner will understand the job roles in the built environment sector	1.4.1 Select some different trade jobs and their responsibilities.	1.4.1 Summarise some different trade job roles and their responsibilities.	1.4.1 Outline some main features of the different trade job roles and their responsibilities.	1.4.1 Describe the roles and responsibilities of all the different trade jobs.	/4
	1.4.2 Select some different professional construction jobs and their responsibilities.	1.4.2 Summarise some different professional construction job roles and their responsibilities.	1.4.2 Outline some main features of the different professional construction roles and their responsibilities.	1.4.2 Describe the roles and responsibilities of all the different professional construction jobs.	/4
			Total number of points awarded		**/60**

Examples of tasks

LO1.1

The following activities would be suitable for use with Entry Level 1 learners (with high level support):

- create one set of cards with images of different building types/building constructions/infrastructure/utilities and services and another set of cards with two/three options for names of these and get the learner to match them together
- show images of structural parts of a building and either get the learner to label these themselves or create labels for them to add to the image
- show the learner images of various building projects and provide them with a set of cards with various environmental considerations on them. The learner then makes a list of all by selecting the relevant ones appropriate to the image.

NB: these tasks could be done digitally.

The following activities would be suitable for use with Entry Level 2 learners (with moderate support):

- use Google Street View to do a short walk of a local area and point out different types of building/building construction/structural parts/infrastructure/utilities and services for the learner to give the names of
- create an interactive quiz for the learner to give the names of different types of building/building construction/structural parts/infrastructure/utilities and services
- give the learner a series of building project case studies and get them to give the main environmental considerations for each.

The following activities would be suitable for use with Entry Level 3 learners (with minimal support):

- get the learner to create a presentation, posters or a wall display about different types of building/building construction/structural parts/infrastructure/utilities and services (could use tools like Canva for Education)
- in pairs get the learners to interview each other about different types of building/building construction/structural parts/infrastructure/utilities and services
- role play a community meeting or stakeholder focus group about different building projects where the stakeholders have different environmental concerns – provide scenarios and different stakeholder roles for them to play and provide information on the environmental concerns for each.

The following activities would be suitable for use with Level 1 learners (done independently):

- in pairs or small groups get the learners to discuss the use/purpose of different building/building construction/structural parts/infrastructure/utilities and services and get them to feedback to other groups or do Q&A
- get the learner to devise a short walking tour using Google Street View of a local area with a commentary about the buildings
- get the learner to write a report on various building projections where they identify the main environmental concerns and support their concerns using other examples from similar building projects – they could do this in pairs or as a presentation.

LO1.2

The following activities would be suitable for use with Entry Level 1 learners (with high level support):

- create a cloze exercise for lifecycle and get the learner to add missing stages and read back the information or match an image of the lifecycle stage to a description of the stage and read back the information – this could be done digitally
- create an interactive multiple-choice quiz with brief scenarios and get the learner to select simple advantages and consequences for each
- produce a simple list of things in a waste management plan and get them to select a basic reason why they are needed from a choice – this could be done digitally.

The following activities would be suitable for use with Entry Level 2 learners (with moderate support:

- get the learner to create cards representing each lifecycle stages and put in order
- provide the learner with cards showing the advantages and consequences of the lifecycle then the learner sorts them into advantages and consequences groups
- give the learner images of different materials then they have to give the correct way to deal with it – recycle, reuse or disposal – then select a reason for their choice
- the learner could create a simple poster about the importance of recycling, reusing and waste disposal on building projects.

NB: these tasks could be done digitally.

The following activities would be suitable for use with Entry Level 3 learners (with minimal support):

- learner creates a presentation, posters or wall display about the different lifecycle stages/recycling, reusing and waste disposal (could use tools like Canva for Education)
- give the learner building scenarios where they have to say what the advantages of using, or the consequences of not using, the lifecycle – this could be done digitally
- show images of various construction projects and get the learner to provide ways to recycle, reuse materials and dispose of waste effectively, they provide examples of the processes involved.

The following activities would be suitable for use with Level 1 learners (done independently):

- in pairs or small groups, they discuss the importance of the different stages and purposes of the lifecycle and create a description for each stage and a list of examples (could be visual examples)
- provide the learner with various bits of information about a building project – they have to identify what stage it is at and identify what other stages need to be completed and give the activities this would involve – you could give them a number of different projects or do these as a group activity and give groups different projects and they feedback what they have identified
- provide the learner with a flawed waste management plan for a building project and they have to identify errors and ways to improve – they could write up or present their findings and recommendations – this could be done as a pair or group task and done with more than one plan example.

LO1.3

The following activities would be suitable for use with Entry Level 1 learners (with high level support):

- provide various images of brownfield and greenfield land and get the learner to sort into the two types
- create pair cards (either using names or images) of advantages and disadvantages of land classification types and get the learner to match them up
- create an interactive quiz where learners are given a building project and they have to select the relevant external stakeholders from a drop-down list or from given images
- the learner listens to/reads descriptions of Welsh developments or are shown examples of Welsh developments, and they choose the simple challenges applicable to the development from a list
- give the learner pictures of urban and rural Welsh developments and ask the learner to put all the urban ones together and all the rural ones together.

NB: these tasks could be done digitally.

The following activities would be suitable for use with Entry Level 2 learners (with moderate support):

- use Google Street View to show brownfield and greenfield land and get the learner to give a summary of how these are classified – getting them to use examples from the images
- in pairs give the learners a case study of one brownfield and one greenfield development they then work out some of the advantages and disadvantages of these
- create external stakeholder profiles and get the learner to suggest which ones are relevant to various developments – this could be done digitally or through role play
- using some local examples of existing or completed developments, get the learner to suggest the challenges the development have had or will have – could be done using Google Street View or going outside to observe the local area
- using a map allocate the learner a particular geographical Welsh area or a series of contrasting areas and get them to choose some urban and rural Welsh developments and provide a reason for the choice.

The following activities would be suitable for use with Entry Level 3 learners (with minimal support):

- the learner creates a presentation, posters or wall display about land classification (could use tools like Canva for Education) providing Welsh examples and giving the advantages and disadvantages of brownfield and greenfield development
- as part of a vote to find the best Welsh development – allocate a different development to each learner and get them to give its advantages –the other learners must point out the disadvantages
- In pairs or small groups learners do a small project on some Welsh building developments – ensure they cover a brownfield and greenfield one. The project must cover who the external stakeholders are, the challenges of the development and its main characteristics.

The following activities would be suitable for use with Level 1 learners (done independently):

- have a debate where one learner argues the case that developing brownfield land is better and another learner arguing the case for greenfield land – class to vote on who is more persuasive – could be done as role play as planning meeting/local council stakeholder meeting

- learners do a small project on two Welsh building projects that they choose – one brownfield and one greenfield – looking at the pros and cons of each development, the external stakeholder challenges and main characteristic and features of each
- provide various Welsh developments – these could be completed ones, planned ones or future planned – in pairs or small groups learners to complete a top trump style proforma i.e. community value, cost effectiveness etc on each. They could feedback and then decide the rank order of each development.

LO1.4

The following activities would be suitable for use with Entry Level 1 learners (with high level support):

- create two sets of cards – one with each trade/professional job and the other with a list of their responsibilities – get the learner to match the job role with the responsibilities
- give the learner two or three different images of each trade/professional role and get them to group them together under the correct role name and get the learner to select the correct responsibilities for each
- create an interactive multiple-choice quiz with short description of a trade/professional task and the learner selects the correct job type and responsibility.

The following activities would be suitable for use with Entry Level 2 learners (with moderate support):

- create a job role bingo card for the learner and when they get a match the learner has to give details about the role and their responsibilities
- give the learner a worker profile (with clues about what they do) so they have to identify their role and provide some responsibilities for the role – this could be done in pairs
- the learner creates simple posters about some of the job roles showing their responsibilities – they could also give a short presentation using the posters.

The following activities would be suitable for use with Entry Level 3 learners (with minimal support):

- the learner creates a presentation, posters or wall display about each different job role (could use tools like Canva for Education)
- the learner writes a job description or job advert for the different job roles
- in pairs one learner take turns to pretend they have a specific job role, and their partner asks them questions about it.

The following activities would be suitable for use with Level 1 learners (done independently):

- the learner produces a short video of themselves in role explaining the job they do (could be for a social media post for example, a campaign to widen awareness of job in sector).
- in pairs or small groups, the learners discuss specific job roles – who does what, what skills they need and the importance of the role to the sector and produce information sheets
- the learner participates in a role play going for interviews for various job roles.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interacting with guest speakers from the built environment sector to gain first-hand insight into real-world practices and expectations
- asking questions and discuss current trends, challenges and innovations in the sector with industry professionals
- visiting local buildings, developments or sites or attending events to understand the built environment sector first-hand
- gaining inspiration and motivation from hearing personal career journeys and success stories.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

Unit 2 Practical Hand Skills

GLH	84
Overview of unit	This unit enables learners to develop, apply and review a variety of practical hand tool skills. The purpose of this unit is: for learners to: • explore and develop practical hand tool skills that they can apply to key tasks. • learn about different tools and how to use them safely and accurately • reflect on their performance to identify strengths and areas for improvement.
Learning Outcomes	By completing this unit, learners will: 2.1 know and be aware of health and safety 2.2 be able to handle and use tools safely 2.3 be able to measure and mark materials safely and accurately 2.4 be able to cut and shape materials safely and effectively 2.5 be able to join and fix materials safely and effectively 2.6 be able to prepare and finish surfaces safely and effectively 2.7 be able to review their hand skills.
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 21 hours. For most learners, assessment will typically fall within the indicative range of 19–21 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.
Resources required for assessment	Centres need the necessary space, equipment (such as PPE listed in 2.1.2 and cutting and shaping equipment in 2.4), materials (listed in 2.3.1) and tools (listed 2.2.1) that will enable learners to undertake practical tasks that meet the learning outcomes.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in: Skills for Life: Basic First Aid Skills for Life: Personal Safety

	Skills for Life: Sustainability in Action Skills for Work: Overcoming Barriers Skills for Work: Personal Development Planning Skills for Work: Using IT in the Workplace Skills for Work: Wellbeing and Work

Content

Learning outcome 2.1 **Learners will know and be aware of health and safety**	**Taught content**
2.1.1 Hazards and risks	Common hazards and risks: • adhesives, solvents, chemicals – chemical burns, respiratory issues, skin irritation, spillages • blades, nails, sharp tools – cuts and puncture wounds • clutter, steps, uneven flooring – falls and trips causing fractures or sprains. • dust, hazardous substances, sparks – eye injuries, irritation, vision damage • falling objects, heavy tools, hammers, heavy tools – bruising, fractures, impact injuries • flammable materials –explosion and fire risk • hot surfaces – burns, friction • repetitive manual tasks – repetitive strain injuries (RSI).
2.1.2 Personal protective equipment (PPE)	How to protect yourself by: • wearing appropriate clothing: avoid loose sleeves that can get caught in tools • using eye protection: safety goggles for cutting or hammering • wearing gloves: choose the right type (chemical-resistant, cut-resistant, heat-resistant) • using hearing protection: if working in noisy environments.
2.1.3 Work area safety	Working safely means: • being aware of others working nearby • having good lighting • keeping the workspace clean and free of clutter • securing materials before cutting or shaping.

Learning outcome 2.2 **Learners will be able to use and handle tools safely**	**Taught content**
2.2.1 Handle and use tools	Correct handling and use of different types of tools: • chisels, clamps, files, hammers, planes, pliers, rasps, saws, screwdrivers, snips, trowels, utility knife, vices • selecting appropriate tool for a specific task.

2.2.2
Safe tool usage
	Using tools safely means:
	
	• storing tools safely when not in use
	• using tools only for their intended purpose
	• inspecting tools before use for damage (for example. cracks, loose handles)
	• always using hand tools safely and ensuring:
	  • appropriate PPE is used
	  • benches or supports are used to avoid awkward positions
	  • breaks are taken to prevent fatigue and repetitive strain
	  • using the correct amount of force applied
	• applying proper grip and maintaining correct posture.

Learning outcome 2.3 **Learners will be able to measure and mark materials safely and accurately**	**Taught content**
2.3.1 Use of materials	Using different types of materials: • material properties: • exploration of different materials including brick, concrete block, metal, plastic, slate, stone, tile, wood • different materials will require different marking techniques.

2.3.2
Measuring of materials
	Effective measuring:
	
	• use of metric system
	• reading scales accurately
	• accurately and safely measurements:
	  • measuring distances using a tape measure or digital measure
	  • measuring angles using a square/protractor
	• measuring levels using a spirit level.

2.3.3
Marking of materials
	Effective marking:
	
	• correct use of marking tools such as chalk, pencil or scriber depending on material
	• accurately and safely mark materials for cutting or assembly by:
	  • attention to detail – having patience and precision to ensure mistakes are minimised
	  • double-checking measurements before marking
	  • undertaking verification – measure twice, cut once.

Learning outcome 2.4 **Learners will be able to cut and shape materials safely and effectively**	**Taught content**
2.4.1 Choosing the correct hand tools for the material	Brick: • brick hammer and bolster for cutting bricks • brick jointer for finishing the joints • plumb line and spirit level to ensure accuracy • trowel for spreading mortar Concrete block: • brick hammer and bolster for cutting bricks • spirit level to ensure straightness • trowel for spreading mortar Metal: • hacksaw for cutting metal pipes, rods and sheets • metal files for deburring and shaping edges • tin snips for cutting thin sheet metal Plastic: • fine-tooth saw for preventing cracking when cutting rigid plastics • plastic files for smoothing edges after cutting Slate: • chisels for shaping slate • slate hammer for driving nails and shaping • specialised slate cutter Tiles: • grout float to press grout in joints and remove excess • manual tile cutter for making straight cuts • notched trowel to spread adhesive evenly • rubber mallet to tap tiles into place and ensure full adhesion • tile nippers for making small, irregular or curved cuts often around obstacles such as pipes Wood: • coping saw for perfect for curves and intricate shapes • chisel for shaping and carving • files and rasps for smoothing edges and refining shapes • handsaw for straight cuts in soft or hard wood.

2.4.2
Securing material effectively
	Effective securing:
	
	• to ensure precision, prevent movement and protect tools from damage
	• common methods to secure materials:
	  • bench vice: ideal for metalworking or heavy-duty tasks/provides strong grip and stability
	  • clamps:
	  • bar clamps: ideal for larger pieces
	  • C/G-clamps: ideal for holding wood or metal to a bench
	  • quick-release clamps: fast and convenient for light-duty work
	  • specialised holders:
	  • sawhorses: for supporting long boards
	  • pipe clamps: for cylindrical objects.

2.4.3 Using the correct cutting tools and techniques:	Selecting the correct cutting tools and techniques for the material: • brick: use hammer and bolster chisel, score the line to be cut then place brick on a sturdy surface and strike to chisel for a clean break • concrete block: use hammer and bolster chisel, score the line to be cut then place block on a sturdy surface and strike to chisel for a clean break. • metal: use steady, even pressure – do not rush or force the blade, oiling blade and using right one • plastic: score and snap thin sheets; for thicker pieces, use fine-tooth saws to avoid cracking • slate: using a hammer and chisel, score then chisel the back of the slate to reduce imperfections on the visible side. • tiles: use a manual tile cutter by aligning the tile with the cutting wheel then apply even firm pressure align the scored line. Nippers can be used for irregular shapes - the outline for cutting should be made on the tile(s) then small pieces of tile can be removed to gain the desired shape • wood: cut along the grain for strength; use slower strokes for hardwood. Effective and safe cutting: • adopting the correct positions and grip • cutting correctly • let the tool do the work • maintain slow and steady speed • keep the cutting line visible • finish safely: supporting the offcut.

2.4.4
Shaping materials
	Effective shaping:
	
	• involves bending, forming or removing material to achieve a desired shape or finish
	• methods:
	  • chiselling: used to shape wood, brick, concrete blocks and slate
	  • cutting: used to separate or shape materials such as wood, metal, plastic or stone using tools like knives, saws or shears
	  • filing: used for smoothing edges or refining shapes
	  • grinding**:** for metal shaping or smoothing welds
	  • sanding: for wood and some plastics to smooth surfaces.

Learning outcome 2.5 **Learners will be able to join and fix materials safely and effectively**	**Taught content**

2.5.1
Joining materials
	Effective joining:
	
	• joining two or more materials together using the correct method to create a single unit
	• selecting appropriate materials to join together
	• cleaning and inspecting surfaces for defects
	• aligning materials correctly before joining
	• applying the correct joining methods:
	  • bolting: using bolts, nuts, washers
	  • nailing: using nails
	  • riveting: using hammer
	  • screwing: using plugs and screws
	• inspecting the join for strength and alignment.

2.5.2
Fixing materials
	Effective fixing:
	
	• securing materials to a surface or position using the correct method
	• cleaning and inspecting surfaces for defects
	• aligning materials correctly before fixing
	• clamping for stability
	• applying the correct fixing methods:
	  • cementing: using mortar
	  • fixing: using adhesives, bolts, epoxy resin, glues, nails, screws or sealants
	  • pinning: using dowels
	  • wiring: using wire
	• using correct techniques: applying consistent pressure and avoiding over-tightening
	• inspecting the joint for strength and alignment
	• cleaning up excess fixing agent.

Learning outcome 2.6 **Learners will be able to prepare and finish surfaces safely and effectively**	**Taught content**

2.6.1
Preparing surfaces
	Effective preparation:
	
	• assessing the surface:
	  • inspecting the surface for damage, dirt or old coatings, moisture
	  • identifying the material type to choose the right method
	• cleaning and prepping:
	  • removing any dust, grease or loose coatings/particles
	  • using appropriate cleaning tools/solvents if needed
	• smoothing or levelling:
	  • sanding rough areas or filling holes/cracks with filler
	  • applying primer or sealant: for surfaces that need protection or better adhesion.

2.6.2
Finishing surfaces
	Effective finishing:
	
	• finishing methods:
	  • painting, sealing or varnishing for appearance and durability
	• quality checks:
	  • checking for smooth, even finish without streaks or rough patches
	  • checking for no contamination (dust, debris) on the finished surface.

Learning outcome 2.7 **Learners will be able to review their hand skills**	**Taught content**
2.7.1 Success criteria	Set specific and realistic goals for each task step. This might cover for example: • correct tool selection • inspecting condition of tools • safety compliance • accuracy of work • efficiency • correct posture and grip • clean finish • no incidents • tools cleaned and stored correctly after completion of task • workspace left clean and tidy.
2.7.2 Self-review of tasks performance	Complete a review of all tasks – covering: • how well tasks were understood • how well tasks were planned • how well the tasks were completed safely and accurately • the overall quality of the completed tasks • if own success criteria were met • strengths • how to improve skills.

Assessment criteria

Each assessment criterion has been allocated points that represent the level the learner is working at. Each Entry 1 criteria is allocated **1** points, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

The unit grade is awarded based on the total number of points achieved by the learner as set out in section 4.3 Grading and reporting.

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO2.1 Learners will know and be aware of health and safety	2.1.1 Name some common hazards and risks.	2.1.1 Give some common hazards and risks.	2.1.1 State the common hazards and risks and some ways to avoid them.	2.1.1 Identify common hazards and risks using examples of how to avoid them.	/4
	2.1.2 Name some appropriate PPE for a specific task.	2.1.2 Give the most appropriate PPE for a specific task and a reason for it use.	2.1.2 State the appropriate PPE for different tasks with reasons for its use.	2.1.2 Identify the appropriate PPE for different tasks to ensure effective health and safety is in place.	/4
	2.1.3 Name some ways to work safely in a specified area.	2.1.3 Give ways to work safely in a specified area.	2.1.3 State how to work safely in in different areas and giving some reasoning.	2.1.3 Identify how to work safely in different areas with clear reasoning.	/4

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO2.2 Learners will be able to handle tools safely	2.2.1 Use the correct hand tool for a simple specific task.	2.2.1 Use some hand tools for simple and more complex tasks.	2.2.1 Use a range of hand tools for some different types of tasks.	2.2.1 Use hand tools appropriately for a range of different tasks.	/4
	2.2.2 Use a hand tool safely.	2.2.2 Use some different hand tools safely.	2.2.2 Use a variety of hand tools safely.	2.2.2 Use all hand tools safely.	/4
LO2.3 Learners will be able to measure and mark materials safely and accurately	2.3.1 Use some materials and basic marking techniques though may not always be appropriate for the material.	2.3.1 Use some materials and marking techniques that are usually appropriate for the material.	2.3.1 Use a range of different materials and marking techniques that are mostly appropriate for the material.	2.3.1 Use different materials and marking techniques that are appropriate to the material.	/4
	2.3.2 Carry out measuring some materials safely though may always not be accurate.	2.3.2 Carry out measuring some materials safely and with some accuracy.	2.3.2 Carry out measuring different materials safely and mostly accurately.	2.3.2 Carry out measuring any material safely and accurately.	/4
	2.3.3 Carry out marking some materials safely though may not always be accurate.	2.3.3 Carry out marking some materials safely and with some accuracy.	2.3.2 Carry out marking different materials safely and mostly accurately.	2.3.2 Carry out marking any materials safely and accurately.	/4
Skill level and outcomes guidance	*Skills may not be secure and outcomes not always successful.*	*Some emerging sound skills and some successful outcomes.*	*Emerging level of secure skill and mostly successful outcomes – ability to attempt more complex tasks.*	*Evidence of secure skills and successful outcomes – ability to complete more complex tasks.*	-

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO2.4 Learners will be able to cut and shape materials safely and effectively	2.4.1 Show use of different correct tools for at least one material.	2.4. Show use of different correct tools for at least two materials.	2.4.1 Show use of different correct tools for at least three materials.	2.4.1 Show use of different correct tools for a range of materials.	/4
	2.4.2 Carry out securing some materials safely though may not always be effective.	2.4.2 Carry out securing some materials safely and with some effectiveness.	2.4.2 Carry out securing different materials safely and mostly effectively.	2.4.2 Carry out securing any material safely and effectively.	/4
	2.4.3 Use at least one correct cutting tool and technique safely – skill level may not be secure. *Selection of tools and techniques may not always be appropriate.*	2.4.3 Use some correct cutting tools and techniques safely. *Selection of tools is mainly appropriate and techniques.*	2.4.3 Use correct cutting tools and techniques safely and mostly effectively.	2.4.3 Use correct cutting tools and techniques safely and effectively.	/4
	2.4.4 Show shaping of some materials safely though may not always be effective.	2.4.4 Show shaping a range of materials safely with some effectiveness.	2.4.4 Show shaping of materials safely and mostly effectively.	2.4.4 Show shaping of materials safely and effectively.	/4
Skill level and outcomes guidance	*Skills may not be secure and outcomes not always successful.*	*Some emerging sound skills and some successful outcomes.*	*Emerging level of secure skill and mostly successful outcomes – ability to attempt more complex tasks.*	*Evidence of secure skills and successful outcomes – ability to complete more complex tasks.*	-

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (2 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO2.5 Learners will be able to join and fix materials safely and effectively	2.5.1 Join two materials safely using the correct method – join may not be wholly effective.	2.5.1 Join two or more materials safely and with some effectiveness using the correct method.	2.5.1 Join a range of different materials safely and mostly effectively using the correct methods.	2.5.1 Join different materials safely and effectively using the correct methods.	/4
	2.5.2 Fix at least one material safely using the correct method – fixing technique may not be wholly effective.	2.5.2 Fix two or more materials safely using the correct method and technique.	2.5.2 Fix a range of materials safely and mostly effectively using the correct method and technique.	2.5.2 Fix different materials safely and effectively using the correct method and technique.	/4
LO2.6 Learners will be able to prepare and finish surfaces safely and effectively	2.6.1 Prepare some surfaces safely and effectively.	2.6.1 Prepare a range of surfaces safely and effectively.	2.6.1 Prepare different services safely and effectively with an emerging level of skill.	2.6.1 Prepare different surfaces safely and effectively with a sound level of skill.	/4
	2.6.2 Finish some surfaces safely and effectively.	2.6.2 Finish a range of surfaces safely.	2.6.2 Finish different surfaces safely and effectively using some different methods.	2.6.2 Finish different surfaces safely and effectively using different methods.	/4
Skill level and outcomes guidance	*Skills may not be secure and outcomes not always successful.*	*Some emerging sound skills and some successful outcomes.*	*Emerging level of secure skill and mostly successful outcomes – ability to attempt more complex tasks.*	*Evidence of secure skills and successful outcomes – ability to complete more complex tasks.*	-

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	**Entry 2 with a moderate level of support: (3 points)**	**Entry 3 with minimal level of support: (3 points)**	**Level 1 independently: (4 points)**	**Points awarded**
LO2.7 Learners will be able to review their hand skills	2.7.1 Demonstrate setting success criteria for some task steps.	2.7.1 Demonstrate setting realistic success criteria for most task steps.	2.7.1 Demonstrate setting realistic success criteria for each task step providing some clear rationale for choices.	2.7.1 Demonstrate setting realistic success criteria for each task step providing a rationale for choices.	/4
	2.7.2 Demonstrate reviewing the performance of some tasks. Communication may not always be effective.	2.7.2 Demonstrate reviewing the performance of most tasks. Communication is mostly effective.	2.7.2 Demonstrate reviewing the performance of tasks that is mostly clear.	2.7.2 Demonstrate reviewing the performance of all tasks effectively and with clarity.	/4
			Total number of points awarded		**/72**

Examples of tasks

LO2.1

The following activities would be suitable for use with Entry Level 1 learners (with high level support):

- create two sets of image cards one showing common hazards/risks and one with the name of the hazard/risk then the learner matches them
- give the learner role play task scenarios with multiple choice options for PPE use which the learner names to ensure the task is done safely
- give the learner various images of work areas and checklist of things that would make it safe – get the learner to name the ones that are appropriate for each image.

The following activities would be suitable for use with Entry Level 2 learners (with moderate support):

- show images of workplaces and get the learner to spot possible hazards and risks
- PPE in role play: have examples of task scenarios for the learners to act out – they act them out doing the task without PPE and then select item(s) of PPE to use and do the role play it again using the PPE – they must verbalise their reason for choosing the PPE
- show images of different specified areas and get the learner to give ways to make it safe.

The following activities would be suitable for use with Entry Level 3 learners (with minimal support):

- learner creates a presentation, posters or wall display about common hazards and risks/PPE (could use tools like Canva for Education) and how best to avoid them
- in pairs or small groups – give them different tasks and they create a checklist on what PPE should be used to do the task safely
- get them to write a handbook that gives advice on the best ways to work safely – it must include reasons for the advice given.

The following activities would be suitable for use with Level 1 learners (done independently):

- provide the learners with accident report – in pairs learners interview each other about the accident and recommend how to avoid it happening again (including reference to PPE and safe ways of working)
- create a good practice guide about hazards, risks and use of PPE
- write a risk assessment on specified areas and include recommendations for improvement.

LO2.2–2.6

Centres could choose to assess this content in several ways. They could set distinct tasks for each LO or they could have an overarching scenario that requires learners to demonstrate the skills by undertaking various tasks, for example:

- a building is being built/renovated and there are specific tasks that need to be done in each room
- they are a construction apprentice and have been asked to help with certain tasks on a specific building project
- they are recording a series of training videos to show various skills and techniques to people interested in learning new construction skills.

They could also pair up materials such as brick/block, metal/plastic, slate/tile and then set specific making tasks such as:

- creating a cavity wall sample combining brick and block work
- creating a sample section of a roof with wooden roof trusses, felt and battens, finished with slate tiles
- making a communal planter
- making a decorative panel
- tiling a (mock) bathroom using metal edge trim.

The following activities would be suitable for use with Entry Level 1 learners (with high level support) and Entry 2 learners (with moderate support):

- 2.2 have the specific tools for them to match/select with their purpose and then have a list/picture of specific tasks for learners to link to the tools
- 2.3 have examples of different materials for them to name/recognise and then have list/picture of marking techniques to them to link to materials. Give them different specific practical tasks linked to measuring and marking materials – could be given context i.e. a trade scenario or just be given task to measure/mark different materials. They would set success criteria for the practical tasks
- 2.4 have specific tools and materials for them to match/select – give then series of tasks to apply their selection i.e. on a new housing estate the gardens all need fences, what materials would be best to use and what tools? Give them different specific practical tasks linked to securing materials. cutting techniques and shaping materials – could be given context i.e. a trade scenario or just be given task to measure/mark different materials. They would set success criteria for the practical tasks.
- 2.5 have materials for them to choose which how to join and fix them together. Get them to demonstrate different joining and fixing methods
- 2.6 preparing and finishing surfaces tasks could be linked to the 2.3–2.5 tasks so before they mark, measure, cut, shape, fix and join they prepare and then finish surfaces.

The following activities would be suitable for use with Entry Level 3 learners (with minimal support) and Level 1 learners (done independently):

- 2.2 learners could prepare a presentation or guide or do a video for each tool and working safely
- 2.3 learners could prepare a presentation or guide or video on each of the materials
- 2.4 learners could prepare a presentation or guide or video on choosing the right tools for the materials, securing the materials, correct cutting techniques and shaping materials
- 2.5 learners could prepare a presentation or guide or video on joining and fixing materials
- 2.6 learners could prepare a presentation or guide or video on preparing surfaces and finishing surfaces.

LO2.7

The following activities would be suitable for use with Entry Level 1 learners (with high level support) and Entry 2 learners (with moderate support):

- a simple list of goals (could have a checklist that can be marked off)
- create a cloze exercise about goals that the learners complete
- verbally ask questions about what the learners want to achieve and record this
- have simple form they complete for their self-review
- verbally ask questions about how the learners did and record this.

The following activities would be suitable for use with Entry Level 3 learners (with minimal support) and Level 1 learners (done independently):

- create a form for learners to complete that records their success criteria and their review
- the teacher does a Q&A with the learner about their success criteria and task completion
- the learner records their review of each task after completion – could use set questions they respond to for structure
- the learner gives a presentation about their success criteria/how well they have completed the tasks.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interacting with guest speakers from the built environment sector to gain first-hand insight into real-world practices and expectations
- asking questions and discuss current trends, challenges and innovations in the sector with industry professionals
- learning about different career pathways, training routes and qualifications directly from built environment employers and training providers
- developing networking skills by engaging with built environment workers
- visiting local buildings, developments or sites or attending events to understand the built environment sector first-hand
- gaining inspiration and motivation from hearing personal career journeys and success stories.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

3. Assessment

This qualification is assessed through a portfolio of evidence that is internally assessed and externally quality assured through a process of external moderation. Information on the moderation process can be found in the document *Internal Assessment: A guide for centres*, which can be accessed from the administration section of the WJEC website.

Assessment should only be undertaken once the relevant teaching and learning has been completed. Centres must ensure that candidates are not assessed continuously or prematurely.

3.1. Assessment tasks

Teachers have the flexibility to design assessment tasks and activities that best meet the needs of their learners. This approach enables assessments to be tailored to the interests, abilities, and context of each learner group. It also allows teachers to be creative and to offer learners a range of opportunities to demonstrate their knowledge, skills, and understanding.

Assessment tasks must enable learners to meet the assessment criteria for the unit at the level appropriate to their performance. Each assessment criterion is structured across four levels, from Entry 1 to Level 1, and a learner's achievement may vary across different tasks within the same unit. This approach recognises progress at every stage and values individual achievement, skills development, and growth.

To support centres in designing suitable assessments, example tasks are provided after each unit within this specification. Although these examples are presented for each individual learning outcome, teachers may devise tasks that span multiple learning outcomes, provided they enable learners to demonstrate achievement of all relevant assessment criteria at the level appropriate to their performance.

3.2. Assessment duration

Centres must ensure that assessment activities do not exceed the maximum duration stated in the unit summary for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs and the nature of centre devised tasks.

For most learners, assessment activities should normally fall within the indicative time for each unit, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

Centres must record the approximate time spent on assessment activities for each learner and each unit. These records must be retained for moderation and quality assurance purposes.

3.3. Evidence requirements

Learners may demonstrate that they have met the assessment criteria through a range of evidence types, including:

- teacher observation – direct observation of the learner carrying out a task or activity.
- assignments or written tasks – structured written responses to set tasks, appropriate to the learner's level
- creative outputs – artwork, models, digital media or other creative products that demonstrate applied skills
- group work evidence – contributions to group tasks, supported by observation notes or learner reflections
- learner statement – a written or recorded account by the learner reflecting on what they did and what they learned
- peer or self-assessment – structured opportunities for learners to evaluate their own or others' work (with guidance)
- photographic evidence – images showing the learner's work or participation in an activity, with context provided
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback
- project work – extended tasks or investigations that demonstrate planning, execution, and review
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion
- witness testimonies – statements from teachers, support staff, or others who have observed the learner's performance.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external moderation. The term 'portfolio' refers to a structured collection of evidence.

The portfolio must be accompanied by a completed Learner Assessment Record, which can be accessed from the qualification page of the WJEC website (link to be added when page is available). This Learner Assessment Record must be used to record:

- the assessment activities learners have completed (what they have done)
- where the evidence is located
- teacher comments
- the level of support and guidance that learners have received
- the approximate amount of time the learner has spent on assessment
- which assessment criteria the learner has met
- the grade awarded and the overall total number of assessment criteria achieved at or above the grade awarded.

All evidence must be clearly referenced to the relevant assessment criteria. All evidence must be submitted digitally. Information on the submission process can be found in the document e-submission: *IAMIS (Internal Assessment Mark Input System) Upload – Subject Guidance*, which can be accessed from the administration section of the WJEC website.

3.4. Support and guidance

Teachers should support learners as they build their portfolio. Support should reflect the level the learner is working at.

- Entry 1 learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

3.5. Supervision and authentication

Learners must be supervised by a teacher while completing assessment activities. Teachers may clarify task requirements but must not provide feedback on the evidence being produced. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Collaboration: group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

3.6. Marking (assessment judgements)

To ensure consistency and reliability in assessment, all marking must be carried out by a designated teacher or assessor with appropriate subject expertise.

Teachers and assessors must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or practical demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated, and accurately recorded, with sufficient detail to support assessment decisions
- where used, observation records must contain enough detail to justify the grade awarded.

Each learning outcome is supported by four distinct performance bands of assessment criteria, designed to reflect a broad spectrum of learner abilities. It is recognised that a learner's performance may vary across different learning outcomes within the same unit.

Evidence submitted by candidates must align with the expectations set out in the assessment criteria.

Where performance is observed by someone other than the teacher, a witness statement must be completed. The teacher is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

A standardised pro forma is provided for both observation and witness records in the candidate assessment pack. Learners should be provided with a copy of the pro forma in advance to support transparency and consistency.

3.7. Resubmitting evidence prior to moderation

Teachers may allow a learner one opportunity to improve their evidence and resubmit it for reassessment before the final decision is submitted for moderation. This process is referred to as resubmission.

Candidates may resubmit to:

- address omissions or incomplete evidence for the current level
- attempt to achieve additional or higher-level assessment criteria (for example, progressing from Entry 2 to Entry 3 or Level 1).

Internal assessment must be scheduled to allow sufficient time for resubmission, where needed, prior to external moderation.

Any feedback provided to candidates must:

- be factual, based on what has been observed in their work
- indicate which assessment criteria have not been met and/or confirm the level currently achieved
- avoid giving explicit instructions on how to meet higher-level criteria
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been assessed.

Candidates are not required to produce an entirely new set of evidence. They should focus only on the areas where they aim to improve or progress.

The time allowed for resubmission should not exceed the total time provided for the initial generation of evidence.

Centres should maintain internal records of resubmissions to provide a clear audit trail, including the learner's original level and any resubmission. Only the final evidence and assessment decisions need to be submitted for external moderation.

Once assessment decisions have been submitted for moderation, no further amendments can be made to the evidence. Candidates have one opportunity to re-sit assessment in a future assessment series (see section 4.5).

3.8. Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for their WRFQ.

Information regarding malpractice is available in our Guide to preventing, reporting and investigating malpractice.

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet Suspected Malpractice: Policies and Procedures.

4. Technical information

4.1. Unit entry

This is a unitised qualification. Candidates are entered for each unit separately.

Assessment opportunities will be available in the assessment period each year as specified below, until the end of the life of the qualification.

External moderation of Unit 1 will be available for the first time in summer 2028 and every summer series thereafter.

External moderation of Unit 2 will be available for the first time in summer 2029 and every summer thereafter.

Entry for individual units must be made by submitting the relevant unit shown below.

Unit		Entry Codes	
		English medium	Welsh medium
Unit 1	Getting to Know the Built Environment	tbc	tbc
Unit 2	Practical Hand Skills	tbc	tbc

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2. Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code	tbc	tbc

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3. Grading and reporting

WRFQs will be awarded on a four-point scale.

WRFQs will be awarded on a four-point scale Entry 1 to Level 1, where Level 1 is the highest grade.

Unit grades

Candidates will be awarded a summative grade for each unit determined by the total points the learner has achieved within that unit.

Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

To obtain Entry 1, the candidate must achieve 20% of the available points for the unit.

To obtain Entry 2, the candidate must achieve 40% of the available points for the unit.

To obtain Entry 3, the candidate must achieve 60% of the available points for the unit.

To obtain Level 1, the candidate must achieve 80% of the available points for the unit.

The table below shows the minimum number of points a candidate must achieve to be awarded each unit grade.

	Max points	E1	E2	E3	L1
Unit 1	60	12	24	36	48
Unit 2	72	14	29	43	58

Candidates who do not achieve the minimum number of points to be awarded Entry 1 will have their unit achievement reported as unclassified (U).

Qualification grade

The qualification grade will be based upon the overall points the candidate achieves across both units.

To obtain Entry 1, the candidate must achieve 20% of the total available points.

To obtain Entry 2, the candidate must achieve 40% of the total available points.

To obtain Entry 3, the candidate must achieve 60% of the total available points.

To obtain Level 1, the candidate must achieve 80% of the total available points.

The table below shows the minimum number of points a candidate must achieve to be awarded each qualification grade.

	Max points	E1	E2	E3	L1
Qualification	132	26	53	79	106

Candidates who do not achieve the points required to achieve an Entry 1 Pass will have their achievement reported as unclassified (U) and will not receive a certificate.

4.4. Resitting assessments after external moderation

Candidates may re-sit each unit once (two attempts in total). The highest grade achieved across the two attempts will be used in determining the final outcome for the qualification.

When resitting:

- candidates may resubmit previously submitted work. Candidates and teachers must ensure that new and/or amended evidence is clearly identifiable
- if a candidate was entered for an assessment but recorded as absent, the absence does not count as an attempt
- if a candidate submitted evidence but did not meet any assessment criteria, this will count as an attempt
- where the qualification includes multiple units, evidence and decisions from other units will be carried forward, provided the candidate has not exceeded the maximum number of attempts for any unit
- if a candidate exceeds the permitted number of attempts for any unit, they will be required to retake the qualification in full.

4.5. Retaking the qualification

If a candidate enters a unit for a third time, they must re-enter and retake all units.

The candidate must produce a new portfolio of evidence. Candidates cannot improve previously submitted work; all evidence must be generated afresh for the re-sit. Where centres produced a context for assessment, a new context should be used.

When retaking a qualification, a candidate may have up to two attempts at each unit. No results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2
Cross-cutting themes		
Local, national and international Contexts	1.1.1, 1.1.2, 1.1.3, 1.1.4. 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	2.1.1, 2.1.3, 2.3.1
Sustainability	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.3, 1.3.1, 1.3.3	2.3.1
Relationships and sexuality education	1.3.2, 1.4.1, 1.4.2	
Human rights education	1.3.3	2.3.1
Careers and work-related experiences	1.1.1, 1.1.2, 1.1.3, 1.3.3, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.5.2, 2.6.1, 2.6.2, 2.7.1
Cross-curricular skills – Literacy		
Listening	1.1.1, 1.1.2, 1.1.3, 1.1.4. 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3. 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.5.2, 2.6.1, 2.6.2, 2.7.1, 2.7.2
Reading	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.5.2, 2.6.1, 2.6.2, 2.7.1, 2.7.2

Curriculum for Wales Strands	Unit 1	Unit 2
Speaking	1.1.1, 1.1.2, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.5.2, 2.6.1, 2.6.2, 2.7.1, 2.7.2
Writing	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.5.2, 2.6.1, 2.6.2, 2.7.1, 2.7.2
Cross-curricular skills – Numeracy		
Developing mathematical proficiency		2.3.2, 2.3.3
Understanding the number system helps us to represent and compare relationships between numbers and quantities	1.2.2, 1.2.3, 1.3.3	
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world		2.3.2, 2.4.2, 2.4.4
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions		
Digital competence		
Citizenship		

Curriculum for Wales Strands	Unit 1	Unit 2
Interacting and collaborating	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.5.2, 2.6.1, 2.6.2
Producing	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2,1.3.3, 1.4.1, 1.4.2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.5.2, 2.6.1, 2.6.2
Data and computational thinking	1.3.1	
Integral skills		
Creativity and innovation	1.1.2, 1.1.3, 1.1.4, 1.2.3, 1.3.3	2.4.4, 2.5.1,
Critical thinking and problem solving	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.3, 1.3.3	2.1.1, 2.1.2, 2.4.1, 2.4.4, 2.5.1, 2.5.2, 2.7.1
Planning and organisation		2.7.1
Personal effectiveness		2.3.2, 2.3.3, 2.5.2, 2.6.1, 2.6.2, 2.7.1, 2.7.2

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