Level 1/Level 2 VCSE 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 title	WJEC Level 1/Level 2 VCSE Built Environment
Qualification objective	To equip learners with sector-specific knowledge and practical skills that prepare them for further study or apprenticeships, while fostering personal development and engagement through applied learning.
WJEC Qualification Code	5939QA
QiW Number	
Age groups approved for	14–16, 16–19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
1		
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:

- VCSE Qualification Approval Criteria which set out requirements for VCSE qualifications 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.

Engaging, practical, and built for progression

Our Vocational Certificate of Secondary Education (VCSE) qualifications are designed to inspire and support learners aged 14–16, 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 achieve meaningful success.

VCSEs are unitised, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progress, reduces assessment pressure, and enables learners to demonstrate achievement throughout the course. For our VCSEs, external assessments are designed to assess foundational knowledge and can be completed near the start of the course, giving learners more time to focus on developing higher-level skills. This structure adds rigour and credibility to the qualification while helping to reduce teacher workload.

The compensatory nature of our VCSEs recognises learners' strengths across different units. High achievement in one area can offset lower performance in another, promoting a more inclusive and supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, WJEC VCSEs provide a solid foundation for progression to further study at Levels 1 to 3. 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: Introduction to the Built Environment Sector External assessment (sector test): 1 hour 20% of qualification 50 marks
Set and marked by WJEC Available in two formats: paper-based or onscreen Multiple choice, objective test and short answer questions, with some based around applied situations.
Unit 2: The Built Environment in Focus Non-examination assessment: 6 hours 30 minutes 20% of qualification 50 marks
Set and marked by WJEC. The assessment will feature tasks based on a case study which will be set by WJEC each year. The assessment will be available via Portal.
Unit 3: Skills Development and Demonstration Non-examination assessment: 14 hours 60% of qualification 90 marks
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will feature tasks based on an assignment brief. The assessment will be available via Portal and be static for the lifetime of the qualification.

This is a unitised qualification.

It is not tiered.

Aside from Unit 1, which is an introductory unit, there is no hierarchy implied by the order in which the two other units are presented. Therefore, the order does not imply a prescribed teaching order.

Units 1 and 2 will be available for the first time in January 2028 and will then be available every summer and January series.

Unit 3 will be available for the first time in January 2029 and will then be available every summer and January series.

The first award of the qualification will be 2029.

1 Introduction

1.1. Purpose and aims

WJEC Vocational Certificates of Secondary Education (VCSEs) 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.

They 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, VCSE qualifications 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, whether in education, training, or the world of work.

WJEC VCSEs:

- provide a broad basis for progression to post-16 study, including vocational study at Level 1 to 3 as appropriate
- allow learners to develop a range of knowledge, understanding and skills, with an emphasis on practical skills
- provide opportunities for learners to be assessed in relevant, engaging and meaningful ways, using technology where appropriate
- provide opportunities, where appropriate, for learners to develop:
  - the cross-curricular skills of literacy, numeracy and digital competence as set out in the Curriculum for Wales
  - the integral skills set out in the Curriculum for Wales
  - an understanding of sustainability in the world of work
- provides opportunities, where appropriate, for learners to engage with relevant aspects of the cross-cutting themes of:
- local, national and international contexts
- diversity
- human rights
- relationships and sexuality education (RSE)
- are aligned with Levels 1 and 2 of the Credit and Qualification Framework for Wales (CQFW).

The WJEC VCSE in Built Environment aims to:

- develop learners' practical skills in relation to age-appropriate construction trade tasks safely and effectively
- embed essential theoretical knowledge and understanding of the built environment lifecycle, different processes and the specific nature of the built environment in Wales
- promote understanding of the built environment sector, including different trades, job roles and responsibilities and career progression
- enhance problem-solving and planning abilities through engagement with built environment projects
- foster transferable employability skills such as communication, time management, planning and evaluation

- prepare learners for progression into further study, apprenticeships or employment in the built environment sector.

1.2. Curriculum for Wales

This VCSE 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 principles of progression, along with the statements of what matters in the Area of Learning and Experience 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 on p. 36; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

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

- supporting the Science and Technology statements of what matters[1] by giving learners the opportunity to:
    - gain a deeper understanding 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 design thinking skills and technical knowledge to help meet society's needs and wants.
- supporting the Science and Technology principles of progression[2] 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 analysis
    - 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 specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3–14. Learners may have completed a Work Related Foundation Qualification WRFQ in the subject prior to starting this course, which can further support their readiness and progression.

[1] https://hwb.gov.wales/curriculum-for-wales/science-and-technology/statements-of-what-matters/
[2] https://hwb.gov.wales/curriculum-for-wales/science-and-technology/principles-of-progression/

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. It provides a suitable basis for progression to further study at Levels 2 and 3 such as the Level 2 Core, Foundation and Progression qualifications in Construction and Level 3 trade apprenticeships. 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 (GLH) and Total Qualification Time (TQT)

VCSE Built Environment has been designed to be delivered within 120–140 guided learning hours (GLH). 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 and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each unit.

	Weighting	GLH
Unit 1	20%	24 hours
Unit 2	20%	24 hours
Unit 3	60%	72 hours
Totals	**100%**	**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.

The TQT for this qualification has been calculated as 140–160 hours. This includes:

- 120–140 hours GLH and/or supervised assessment
- 20 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

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 further amendments to ensure it accurately represents and supports all individuals. WJEC 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.
Contribution to qualification grade	Indicates the contribution this unit makes to the overall grade of the qualification.
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.
Topics	Lists the topics learners will study as part of the unit.
Summary of assessment	Summarises the assessment methods for the unit.
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.
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 How to read the amplification

The amplification provided in the right-hand column uses the following four stems to indicate the expected depth of learning.

'Learners should be aware of' is used when learners only need a general awareness of the specified content, without detailed understanding. Teachers should refer to Guidance for Teaching documents for more detailed guidance on the depth and of coverage.

'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding of content.

'Learners should understand' signifies that learners must show a deeper level of knowledge and understanding, including the ability to apply knowledge familiar or unfamiliar contexts or to analyse and evaluate information for a given purpose.

'Learners should be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

2.3 Content

Content is provided for each topic, outlining the knowledge, understanding, and skills that learners need to be taught.

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.

Unit 1 Introduction to the Built Environment Sector

GLH	24
Contribution to qualification grade	20%
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 • relevant industry practices • key areas within the sector which are critical for building projects • important job roles and employment opportunities. Learners completing this unit will be prepared for further study, with a strong foundation in industry knowledge, practical awareness, and future-facing skills.
Topics	1.1 Understanding the sector 1.2 The Built Environment lifecycle 1.3 Trades and employment
Summary of assessment	External assessment (sector test): 1 hour Set and marked by WJEC Available in two formats: paper-based or onscreen 50 marks
Resources required for assessment	Paper based: There are no specific requirements for assessment. Digital: candidates will require a device that matches or exceeds the minimum requirements. Further information regarding the delivery of on-screen exams, including the minimum requirements, is available on WJEC's e-Assessment webpage.
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: Sustainable Economic Development

Content

1.1 Understanding the sector	
In this topic learners will gain knowledge and understanding in the following areas: 1.1.1 Overview of the sector 1.1.2 Buildings, zoning and land use 1.1.3 Infrastructure 1.1.4 Utilities and services 1.1.5 Environmental considerations	
Section	Amplification
1.1.1 Overview of the sector	Learners should know how the built environment is defined, including these different elements: • building and structures • infrastructure • utilities and services • environmental and sustainability considerations.

1.1.2
Buildings, zoning and land use
	Learners should know different types of buildings including:
	
	• residential:
	  • apartment blocks/flats
	  • detached houses
	  • semi-detached houses
	  • terrace houses
	• non-residential:
	  • agricultural buildings: barns, farms
	  • commercial buildings: malls, offices, shops
	  • communal buildings: civic buildings, hospitals, libraries, schools
	  • industrial buildings: factories, warehouses
	  • recreational buildings: cinemas, leisure centres, stadiums
	  • religious buildings: chapels, churches, gurdwaras, mosques, synagogues.
	
	Learners should understand the idea and purpose of land zoning and land use planning including:
	
	• residential zones
	• commercial and industrial zones
	• mixed-use developments.
	
	Learners should know the elements and component parts of buildings:
	
	• substructure:
	  • foundations
	  • basements
	  • ground floor
	  • retaining walls
	• superstructure:
	  • building fabric/structural frame

	• walls • wall cladding • roof structure • roof finishes • the following different categories of building construction: • building extension • conversion • maintenance • newbuild • refurbishment/renovation • restoration/heritage • retrofit.
1.1.3 Infrastructure	Learners should know what is meant by the term infrastructure. Learners should be aware of the following infrastructure: • bridges and tunnels • electric vehicle (EV) charging networks • energy networks: electricity, gas • parking facilities • public spaces: parks, playgrounds, plazas, squares • transportation: roads, highways, motorways • transit systems: airports, bike lanes, buses, metros, pedestrian paths, railways, seaports, trams • telecommunication systems • water supply and sewerage systems.
1.1.4 Utilities and services	Learners should know: • what is meant by term utilities and services and the difference between them • the function of the following building utilities and services: • electrical • gas • heating and ventilation • mechanical • plumbing • internet and telecommunication • waste management • water.
1.1.5 Environmental and sustainability considerations	Learners should understand the following cross cutting environmental and sustainability issues: • positive and negative impacts on biodiversity • ways to reduce carbon emissions • approaches to improve climate resilience • ways to prevent resource depletion such as energy efficiency, habitat protection, water conservation.

1.2 The built environment lifecycle

In this topic learners will gain knowledge and understanding in the following areas:

1.2.1 The importance of the built environment lifecycle
1.2.2 Recycling, reuse and waste disposal
1.2.3 Planning and feasibility, design
1.2.4 Construction
1.2.5 Handover, operational use and maintenance processes
1.2.6 Refurbishment and renovation
1.2.7 Decommissioning and demolition

Section	Amplification

1.2.1
The importance of the built environment lifecycle
	Learners should know:
	
	• what is meant by the term built environment lifecycle
	• the different stages of the built environment lifecycle:
	  • planning and feasibility
	  • design
	  • construction
	  • handover
	  • operational use and maintenance
	  • refurbishment or renovation
	  • decommissioning or demolition and recycling.
	
	Learners should understand the purpose of the built environment lifecycle including:
	
	• its advantages
	• the consequences if it is not used.

1.2.2 Recycling, reuse and waste disposal	Learners should understand the following planning requirements during the built environment lifecycle: • the need for a waste management plan • the need to reduce the amount of waste produced with accurate ordering • reusing/reclaiming unused materials wherever possible • recycling materials wherever possible in segregated skips.

1.2.3
Planning and feasibility, design
	Learners should know the following planning and feasibility steps involved in a building project:
	
	• environmental impact assessment feasibility studies
	• needs assessment
	• stakeholder engagement
	• site analysis – use of digital tools: apps, digital mapping, Geographic Information Systems (GIS), photography and drones
	• strategic planning
	• regulatory approvals, such as land ownership, change in land use, airport clearance, coastal zone clearance
	• design considerations involved in a building project:
	  • budget and funding
	  • procurement strategy

	• project timeline • resilience planning • design stages involved in a building project: • conceptual design • schematic/technical design • design development • construction documentation • design review and value engineering • client sign off. • environmental considerations at this stage of the cycle: • air quality • climate and weather patterns • natural ecosystems • topography and soil conditions.
1.2.4 Construction	Learners should understand the advantages of using the following in construction projects: • portal frames • precast/pre-stressed concrete components • modern roofing methods • sectional/SIPS components • steel frames • timber frames • the appointment of contractors: • material sourcing/supply chains • civil engineering and groundworks • constructing the sub- and superstructures • on-site assembly of prefabricated elements • installation and commissioning of building utilities and services • hand-over procedures. • the following environmental and sustainability considerations at this stage of the cycle: • energy consumption • noise and dust levels • waste generation • water usage and run off.

1.2.5
Handover, operational and maintenance processes
	Learners should know the following handover processes:
	
	• final inspection and testing
	• documentation and deliverables
	• client training and orientation
	• legal and contractual closure – administrative, compliance, financial.
	
	Learners should be aware of:
	
	• the following operational processes:
	  • cooling systems
	  • cleaning provisions
	  • electrical systems
	  • evacuation procedures
	  • fire prevention systems
	  • lighting systems
	  • security systems
	• the following maintenance processes:
	  • maintaining building services such as escalators, heating, lifts
	  • corrective maintenance
	  • planned/preventive maintenance.
	
	Learners should know the following environmental and sustainability considerations at this stage of the cycle:
	
	• energy efficiency
	• indoor air quality
	• water efficiency
	• waste management.

1.2.6 Refurbishment and renovation	Learners should understand the following refurbishment and renovation processes: • assessment and planning • redesign • conservation • construction and implementation • handover and review. Learners should know the following environmental and sustainability considerations at this stage of the cycle: • disruption to surroundings • energy retrofitting • materials reuse and recycling.

1.2.7
Decommissioning and demolition
	Learners should know the following demolition processes:
	
	• planning:
	  • permissions – involves various stakeholders such as local council, neighbouring properties/buildings
	  • risk assessments – done for health and safety purposes – must be shared with demolition organisation and workers
	  • method statements – step by step procedures for completing all demolition tasks safely and effectively
	• methods of demolition:
	  • explosion/implosion
	  • manual
	  • mechanical
	  • selective.
	
	Learners should understand demolition procedures including:
	
	• site security set up
	• disconnection of utilities
	• removal of hazardous materials
	• soft strip of non-structural elements
	• taking down superstructure
	• removal of slab and foundations
	• site finish.
	
	Learners should know the following environmental and sustainability considerations at this stage of the cycle:
	
	• hazardous materials
	• land restoration
	• waste generation.

1.3 Trades and employment	
In this topic learners will gain knowledge and understanding in the following areas: 1.3.1 Job roles 1.3.2 Gaining employment	
Section	Amplification
1.3.1 Job roles	Learners should know the following trades, their different roles, responsibilities, career progression and skill requirements: • brick worker • electrician • heritage worker • painter and decorator • plasterer • plumber • roofer • tiler • woodworker (carpenter/joiner). Learners should be aware of the following professional job roles and responsibilities: • architect • building services engineer • building surveyor • civil engineer • contracts manager • land surveyor • site manager • structural engineer • quantity surveyor.
1.3.2 Gaining employment	Learners should understand how they could gain entry level jobs in the sector through: • gaining relevant qualifications • apprenticeships and traineeships • internships/work experience • networking • volunteering.

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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 2 The Built Environment in Focus

GLH	24
Contribution to qualification grade	20%
Overview of unit	This unit ensures learners understand the wider frameworks and considerations that shape the built environment sector from key legislation, regulations and stakeholders to planning and risk assessments. They will also consider the specifics of building in Wales to develop an understanding of its built environment. The purpose of the unit is to explore: • the practical operation of the sector • sector-relevant thinking through a Wales-focused lens.
Topics	2.1 Understanding key built environment frameworks 2.2 The built environment in Wales 2.3 Building considerations
Summary of assessment	Non-examined assessment: 6½ hours Set by WJEC and marked by WJEC 50 marks
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: Community Participation Skills for Life: Skills in the Natural Environment Skills for Life: Sustainability in Action Skills for Work: Sustainable Economic Development

Content

2.1 Understanding key built environment frameworks	
In this topic learners will gain knowledge, understanding and skills in the following areas: 2.1.1 Legal and regulatory frameworks 2.1.2 Stakeholders 2.1.3 Site-specific considerations 2.1.4 Environmental and sustainability considerations	
Section	Amplification
2.1.1 Legal and regulatory frameworks	Learners should be aware of the following aspects of key legislation and regulation governing the built environment in Wales: • Building Regulations (Wales) – purpose, how safety is ensured, implications in terms of access, energy efficiency and structural stability • Construction (Design and Management) Regulations (CDM) 2015 – key duty holders (client, designer, contractor), their responsibilities and how risks are managed on projects • Health and Safety at Work Act (HSWA) 1974 – overarching duties for employers, employees and the self-employed to ensure workplace safety • planning permission – when it is required in Wales, an overview of the application process and how decisions are made.

2.1.2
Stakeholders
	Learners should know key stakeholders and their role:
	
	• professional bodies and organisations:
	  • Chartered Institute of Building (CIOB)
	  • Natural Resources Wales (NRW)
	  • Royal Institute of British Architects (RIBA)/Royal Society of Architects Wales (RSAW).
	  • Royal Institution of Chartered Surveyors (RICS)
	  • specialist heritage bodies, such as Cadw.
	• external stakeholders:
	  • building control officers (BCO)
	  • clients
	  • community stakeholders
	  • local authorities, for example, planning and highways departments
	  • planning officers
	  • subcontractors.
	
	Learners should understand how the priorities of these stakeholders can align or conflict.

2.1.3 Site-specific considerations	Learners should understand the impact of these aspects in terms of site planning and project delivery: • access for vehicles, plant and personnel – entry and exit points, turning space, and restrictions • environmental risks – such as flood zones and Sites of Special Scientific Interest (SSSI) • ground conditions and site shape – boundaries, slope, soil type, stability • proximity to sensitive locations – such as homes, commercial premises, schools • security and fencing requirements – to protect equipment, public safety, the site • services and utilities' location – drainage, electricity, water supply and any existing connections • urban versus rural location factors – such as congestion, delivery access (urban) versus remoteness, limited services (rural), parking restrictions. Learners should understand how the above aspects can affect building projects.

2.1.4
Environmental and sustainability considerations
	Learners should understand the following environmental and sustainability aspects and their potential impact on building projects:
	
	• lifecycle impact of materials
	• energy efficiency in buildings
	• low-impact construction practices
	• sustainable drainage systems (SuDS)
	• links to Welsh and UK policy goals, such as:
	  • increase in water and energy efficiency (newbuilds and retrofits)
	  • net zero targets
	  • sustainability targets (for example, biodiversity protection, clean energy, heat pumps, sustainable land use).

2.2 The built environment in Wales	
In this topic learners will gain knowledge, understanding and skills in the following areas: 2.2.1 Land classification 2.2.2 Urban and rural development differences 2.2.3 Newbuild versus refurbishment or conservation	
Section	Amplification

2.2.1
Land classification
	Learners should understand how land is classified in Wales and how this affects development options, including:
	
	• definitions – brownfield land (previously developed) and greenfield land (undeveloped)
	• advantages and disadvantages:
	  • brownfield – close to infrastructure; potential contamination; demolition costs
	  • greenfield – flexible design options, ecological sensitivity; planning complexity
	• national policy direction – Welsh Government focus on reusing brownfield sites for urban regeneration
	• role of local development plans (LDP) – how they influence land use priorities in Wales.

2.2.2
Urban and rural development differences
	Learners should be able to:
	
	• evaluate the main characteristics, challenges and priorities when developing in urban and rural settings in Wales, including:
	  • land availability and site size
	  • population density and housing needs
	  • access to utilities and services
	  • cost and delivery of materials
	  • environmental and social impacts
	  • transport links and infrastructure.
	
	• evaluate different examples of Welsh developments:
	  • urban: for example, Cardiff Bay regeneration, Queen's Market redevelopment in Rhyl
	  • rural: for example, Lammas Ecovillage in Pembrokeshire, National Slate Museum in Llanberis.

2.2.3 Newbuild versus refurbishment or conservation	Learners should understand the implications of these different types of building projects including: • cost, time and carbon comparisons • challenges of upgrading older buildings • restrictions on listed buildings/conservation areas • materials and techniques • blending old and new features.

2.3 Building considerations	
In this topic learners will gain knowledge, understanding and skills in the following areas: 2.3.1 Construction methods and materials 2.3.2 Project planning 2.3.3 Health and safety	
Section	Amplification

2.3.1
Construction methods and materials
	Learners should be able to suggest and justify different construction methods and materials, recognising where each is most suitable, including:
	
	• construction methods:
	  • brick/block, modular/prefabricated, timber frame
	  • on-site versus off-site construction – advantages and disadvantages
	  • new technologies – Structural Insulated Panels (SIP), Insulated Concrete Formwork (ICF) and green roof systems
	  • factors influencing method choice – cost, design requirements, location, speed of build, sustainability
	• materials:
	  • comparison: composites, concrete, steel, timber – considering:
	  • cost
	  • thermal performance
	  • maintenance needs
	  • strength and durability
	  • suitability for intended use.

2.3.2 Project planning	Learners should be able to evaluate how projects are planned to ensure successful delivery, including: • purpose and structure of a project plan and use of planning tools • order of operations • decision-making • critical paths and bottlenecks • real-world examples.
2.3.3 Health and safety	Learners should know risk assessments and method statements (RAMS). Learners should be able to determine potential health and safety risks through knowing: • how to interpret a simple risk assessment and identify suitable control measures • the consequences of non-compliance for safety, legality and reputation.

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.

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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 3 Skills Development and Demonstration

GLH	72
Contribution to qualification grade	60%
Overview of unit	This unit enables learners to develop, apply and evaluate practical skills from three different trade areas within the built environment sector. By working across multiple trades, learners will gain a broader understanding of sector expectations and transferable skills valued by employers. This purpose of the unit is to: • gain practical experience in selected trade areas • use sector-relevant tools, techniques, and processes • understand the importance of planning, safety, and quality in trade activities • reflect on performance to identify strengths and areas for improvement.
Topics	3.1 Trade skills 3.2 Preparing for a skills demonstration 3.3 Demonstrating skills 3.4 Review of skills demonstration
Summary of assessment	Non-examined assessment: 14 hours Marked by the centre and moderated by WJEC 90 marks
Resources required for assessment	Centres need the necessary space, materials and tools that will enable learners to undertake practical tasks for assessment They will need the tools and materials specified in 3.1 relevant to the trades taught.
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: Home Management and Maintenance Skills for Life: Personal Safety Skills for Life: Science and Technology in Everyday Life Skills for Life: Sustainability in Action Skills for Work: Exploring Career Pathways Skills for Work: Jobs for the Future Skills for Work: Rights and Responsibilities in the Workplace Skills for Work: Sustainable Economic Development Skills for Work: Working in Wales

Learners will choose to develop and demonstrate skills in **three** trades from the following list:

- brickwork
- electrical
- heritage construction
- painting and decorating
- plastering
- plumbing
- roofing
- tiling
- woodwork.

Content

3.1 Trade skills

In this topic learners will gain knowledge, understanding and skills in **three** of the following areas:

3.1.1 Brickwork
3.1.2 Electrical
3.1.3 Heritage construction
3.1.4 Painting and decorating
3.1.5 Plastering
3.1.6 Plumbing
3.1.7 Roofing
3.1.8 Tiling
3.1.9 Woodwork

Centres should select materials, tools and techniques that are appropriate for their resources, for the learner and the construction areas and construction trade activities selected for assessment.

Section	Amplification

3.1.1
Brickwork
	Learners should be able to:
	• recognise the following materials:
	  • clay bricks
	  • concrete blocks
	  • lime
	  • mortar
	• work with the relevant materials from the list above
	• use the relevant tools specific to the materials they choose to work with, including:
	  • bolster chisel
	  • club hammer
	  • jointing bar
	  • line pins and string line
	  • soft brush
	  • spirit level
	  • trowels: brick, gauging
	• demonstrate relevant techniques:
	  • setting out
	  • gauging and preparing mortar
	  • spreading mortar

	• laying bricks to line and level • maintaining bonding patterns • cutting bricks to fit • jointing and finishing • demonstrate relevant skills and practices: • accurate setting out • consistent joint finish • correct bonding patterns • interpreting drawings and wall plans to identify correct bond pattern, course height, and location of openings • maintaining level and plumb work • safe manual handling of bricks and mortar • safe use of bricklaying tools • selection and correct use of personal protective equipment (PPE) such as gloves and safety boots.
3.1.2 Electrical	Learners should be able to: • recognise the following materials: • cable clips • fuses • plug tops • PVC twin and earth cable • sockets • surface-mounted boxes • switches. • work with the relevant materials from the list above • use the relevant tools specific to the materials they choose to work with, including: • cable shears • cable stripper • continuity tester • junior hacksaw • side cutters • terminal screwdriver set. • demonstrate relevant techniques: • reading simple circuit diagrams • safe isolation of supply • measuring and preparing cable • stripping and terminating cables • installing surface-mounted fittings • securing cabling • testing continuity with appropriate equipment. • demonstrate relevant skills and practices: • accurate cable preparation • basic circuit assembly • correct terminal connections • reading and interpreting simple circuit diagrams to determine wiring routes, placement of fittings, and correct terminations • safe isolation of electrical supply • safe working with low-voltage systems • selection and correct use of insulated tools.

3.1.3
Heritage construction
	Learners should be able to:
	
	• recognise the following materials:
	  • lime mortar
	  • natural stone
	  • reclaimed timber
	  • traditional roofing slate.
	• work with the relevant materials from the list above
	• use the relevant tools specific to the materials they choose to work with, including:
	  • conservation brushes
	  • hand saw
	  • soft chisels
	  • tamping board
	  • timber mallet.
	• demonstrate relevant techniques:
	  • interpreting conservation drawings/specifications
	  • preparing/cleaning heritage surfaces
	  • mixing lime mortar to correct ratios
	  • applying lime mortar (bedding/repointing)
	  • cutting and fitting stone or slate
	  • forming traditional joint finishes
	  • protecting and cleaning heritage materials on completion.
	• demonstrate relevant skills and practices:
	  • correct lime mortar ratios
	  • handling and storage precautions for lime mortar
	  • interpreting conservation drawings and specifications to apply lime mortars, joint finishes, and materials in line with heritage requirements
	  • maintaining authenticity in repairs
	  • scaffold and access safety
	  • selection and correct use of personal protective equipment (PPE) such as gloves, goggles, and dust masks
	  • sensitive handling of historic materials
	  • using heritage-appropriate fixings.

3.1.4
Painting and decorating
	Learners should be able to:
	
	• recognise the following materials:
	  • abrasive paper
	  • emulsion paint
	  • filler
	  • primer/undercoat
	  • wallpaper paste and wallpaper/wall coverings
	  • gloss paint.
	• work with the relevant materials from the list above
	• use the relevant tools specific to the materials they choose to work with, including:
	  • cutting-in brush
	  • filling knife
	  • fitch brush
	  • paint kettle

	• roller frame and sleeves • sanding block. • demonstrate relevant techniques: • interpreting decoration drawings/schedules • preparing surfaces (filling, sanding, cleaning) • priming/undercoating surfaces where required • cutting in with brush • rolling/brushing large areas for even coverage • applying multiple coats to achieve an even finish • hanging wallpaper/wallcovering (two drops, pattern match) • finishing and checking overall appearance. • demonstrate relevant skills and practice: • achieving clean crisp edges • consistent paint coverage • correct brush and roller maintenance • correct use of step ladders and access equipment • handling of solvent-based products • interpreting decoration drawings or schedules to follow colour schemes, wallpaper/wallcovering drop sequences and finishing specifications • maintaining adequate ventilation during application • preparing surfaces to a professional standard.
3.1.5 Plastering	Learners should be able to: • recognise the following materials: • plaster: bonding, multi-finish • PVA bonding agent • water. • work with the relevant above materials from the list above • use the relevant tools specific to the materials they choose to work with, including: • feather edge • hawk • mixing paddle • trowels: bucket, corner, stainless steel plastering. • demonstrate relevant techniques: • interpreting plastering details • preparing backgrounds (cleaning, applying bonding agent) • mixing plaster to correct consistency • applying base coat • ruling off to maintain flatness • applying finish coat • trowelling to a smooth, even surface • forming angles and corners accurately. • demonstrate relevant skills and practices: • achieving flat and even surfaces • correct mixing techniques to avoid injury • correct plaster thickness • dust control and safe disposal

	• interpreting plastering details (drawings, dimensions, and edge/stop bead locations) to plan application of coats and finishes • maintaining wet edges • safe handling of tools and materials • selection and correct use of personal protective equipment (PPE) such as masks and goggles.

3.1.6
Plumbing
	Learners should be able to:
	
	• recognise the following materials:
	  • compression fittings
	  • copper pipe
	  • plastic pipe
	  • PTFE tape.
	• work with the relevant materials from the list above
	• use the relevant tools specific to the materials they choose to work with, including:
	  • bending spring
	  • compression spanner
	  • copper pipe slice
	  • hacksaw
	  • plastic pipe cutters
	  • pipe clips
	  • pipe reamer.
	• demonstrate relevant techniques:
	  • following plumbing schematics/plans
	  • measuring and marking pipe runs
	  • cutting pipe to length
	  • bending pipe (where required)
	  • forming and securing joints (compression/solvent)
	  • sealing threaded fittings with PTFE tape
	  • securing pipework with clips/supports
	  • testing for leaks and flow.
	• demonstrate relevant skills and practices:
	  • accurate pipe measurement
	  • correct handling and securing of pipework
	  • correct use of bending and cutting tools
	  • following plumbing schematics to identify pipe runs, hot/cold feeds, appliance connections, and correct jointing methods
	  • identification and control of hot/cold water feed risks
	  • leak-free joints
	  • safe working in confined spaces
	  • selection and correct use of personal protective equipment (PPE) such as gloves and safety glasses.

3.1.7
Roofing
	Learners should be able to:
	
	• recognise the following materials:
	  • breathable membrane
	  • galvanised or copper nails
	  • lead flashing
	  • natural slate
	  • roofing felt

	• roof tiles • tile clips. • work with the relevant materials from the list above • use the relevant tools specific to the materials they choose to work with, including: • chalk line • nail pouch • roofing square • slate hammer • slate ripper. • demonstrate relevant techniques: • interpreting roof drawings/setting-out plans • installing underlay/breathable membrane • setting out and fixing battens to gauge • cutting and fixing slates/tiles to correct overlap • maintaining consistent gauge/lines • installing verge or flashing details • fixing ridge detail securely • checking weatherproofing. • demonstrate relevant skills and practices: • accurate cutting of roofing materials • awareness and control of roof edge risks • correct overlaps • correct use of fall prevention and roof access systems • interpreting roof drawings and setting-out plans to determine batten gauge, tile/slate layout, and flashing details • maintaining consistent gauge • secure fixings • selection and correct use of personal protective equipment (PPE) such as harnesses and safety boots.
3.1.8 Tiling	Learners should be able to: • recognise the following materials: • adhesive • grout • tiles: ceramic, porcelain • work with the relevant materials from the list above • use the relevant tools specific to the materials they choose to work with, including: • grout float • manual tile cutter • spacers • spirit level • tile nippers • trowel: bucket, notched. • demonstrate relevant techniques: • reading tiling plan/layout • marking out starting points to minimise cuts • spreading adhesive with notched trowel • laying tiles to line with spacers

	• cutting tiles to fit around edges/openings • grouting joints evenly • cleaning and finishing tile surface. • demonstrate relevant skills and practices: • accurate tile cuts • clean finishing • consistent grout joints • controlling dust and adhesive fumes • maintaining straight lines • reading tiling plans to mark out starting points, tile layouts, and cutting requirements around openings and edges • safe handling and cutting of tiles • selection and correct use of personal protective equipment (PPE) such as gloves and goggles.
3.1.9 Woodwork	Learners should be able to: • recognise the following materials: • panel pins • polyvinyl acetate glue (PVA glue) • softwood timber (planed all round (PAR)). • work with the relevant materials from the list above • use the relevant tools specific to the materials they choose to work with, including: • bench hook • claw hammer • firmer chisel • steel rule • tenon saw • try square. • demonstrate relevant techniques: • interpreting a cutting list and working drawings to prepare timber, assemble joints, and fit components in the correct sequence • marking and measuring timber accurately • accurate marking out of joints • cutting joints with saws and chisels • chiselling and trimming to final fit • assembling components and fixing timber sections securely • forming square and flush joints • finishing surfaces clean and tidy. • demonstrate relevant skills and practices: • correct handling of sharp tools • maintaining a safe workbench environment • safe use of hand tools • selection and correct use of PPE such as safety glasses.

3.2 Preparing for a skills demonstration	
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.2.1 Preparation for trade activities 3.2.2 Setting up the work area	
Section	Amplification

3.2.1
Preparation for trade activities
	Learners should be able to:
	
	• understand what a trade activity requires by:
	  • interpreting key information
	  • identifying key requirements such as materials, methods, dimensions, finishes
	  • identifying health and safety requirements, relevant regulations, and quality standards
	  • identifying missing information and knowing how to request clarification or additional detail
	  • recognising constraints such as, available resources, budget restrictions, environmental conditions or time limits and plan any necessary adjustments
	  • sequencing activities logically to meet the necessary outcomes in an efficient and safe manner
	  • planning a sequence of work and required resources based on the specified information.
	• undertake the following planning steps:
	  • select the appropriate tools, materials and techniques relevant to their three chosen trades
	  • select the correct PPE
	  • identify any risks
	  • set clear success criteria for each trade activity to ensure they can effectively review their performance.
	
	The tools and techniques selected should reflect common industry practice across Wales and the UK.

3.2.2 Setting up the work area	Learners should be able to demonstrate how to prepare a work area for a trade activity. This preparation should reflect safe, efficient, and professional working practices used in the built environment sector. This should include: • arranging tools and materials in a logical sequence for efficiency and minimal movement during the trade activity • checking work area safety, including removal of trip hazards, reporting any potential issues, ensuring tools are clean before use • cleaning and maintaining equipment before use to manufacturer guidelines • checking there is access to utilities (where relevant), such as power supply for electrical tools, water supply for plastering, or ventilation for painting and decorating trade activities

	• measuring and marking out accurately using appropriate measuring tools (for example, tape measure, spirit level, chalk line, laser level) • positioning materials close to the working area but in a safe, stable location to minimise unnecessary handling and reduce the risk of damage • protecting the surrounding area from damage by their work.

3.3 Demonstrating skills	
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.3.1 Carrying out practical trade activities 3.3.2 Working expectations	
Section	Amplification

3.3.1
Carrying out practical trade activities
	Learners should be able to:
	
	• follow instructions, dimensions, and tolerances accurately in all practical trade activities
	• complete practical trade activities in each of their three chosen trades, focusing on accuracy, finish, and overall quality of outcome. This includes:
	  • working to the required specification for each trade activity
	  • follow procedures to protect themselves and others
	  • ensuring work is aligned, level, plumb, and within accepted trade tolerances
	  • maintaining a consistent standard of finish across the whole trade activity
	  • checking work at each stage to identify and correct errors.
	  • setting out work to line, level, and square
	  • using measuring tools accurately (for example, square, spirit level, tape measure)
	  • understanding and applying common trade tolerances (for example, even joints, level fixings, straight cuts).
	• follow instructions accurately
	• meet trade activity requirements
	• adapt to real-world constraints.

3.3.2 Working expectations	Learners should be able to use tools, equipment, and materials safely, effectively, and in line with trade-specific best practice. This includes: • controlling tools correctly for their intended purpose • handling, storing, and disposing of materials appropriately • minimising waste and avoiding errors through good working practices • working efficiently and responsibly in a shared workspace • cleaning, maintaining, and returning tools after use.

3.4 Review of skills demonstration	
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.4.1 Reviewing and evaluating 3.4.2 Identifying areas for improvement 3.4.2 Using evaluative language linked to industry expectations	
Section	Amplification
3.4.1 Reviewing and evaluating	Learners should understand how to review the effectiveness of their overall performance in all of their three chosen trades. This should include evaluating: • how well they understood the required trade activities • how well they planned • the organisation and readiness of their work area, including correct tool and material selection • the accuracy, neatness, and overall quality of all of the completed trade activities • whether the work met the trade activity information • if they met their own success criteria • their strengths – for example recognising specific moments where correct technique, good decision-making, or problem-solving contributed to the quality of the work.
3.4.2 Identifying areas for improvement	Learners should understand how to improve their skills in **all** of their three chosen trades. This should include: • providing a realistic and balanced evaluation of skills, such as accuracy, consistency, efficiency, tool control, time management, and adherence to health and safety requirements • highlighting any mistakes, missed steps, or points where the work did not meet the agreed success criteria or construction task activity • suggesting practical and achievable changes or goals for future trade activities, such as refining a technique, improving speed without sacrificing quality, or enhancing preparation routines • considering the impact of these improvements on future performance in training, work placement, or employment contexts.
3.4.3 Using evaluative language linked to industry expectations	Learners should understand how to clearly communicate using appropriate construction terminology and structured responses. This should include: • describing the quality of their work using accurate trade-specific terms (for example, bonding, cut-in, fixing, flush, plumb, setting out)

	• explaining *why* particular tools, materials, and techniques were chosen, and how these influenced the outcome • making direct reference to success criteria, industry tolerances, or sector standards when justifying judgements • linking observations to workplace expectations, such as accuracy, durability, presentation and safety standards • presenting their evaluation logically and professional so it would be understood in a real workplace setting.

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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

3. Assessment

The Assessment Pack will include all detailed information relating to assessment.

3.1. Assessment objectives and weightings

Below are the assessment objectives for this qualification. Learners must:

AO1
Demonstrate knowledge and understanding of the built environment sector.

AO2
Apply knowledge and understanding of the built environment sector.

AO3
Interpret and/or evaluate information, ideas, evidence or skills relevant to the built environment sector.

AO4
Demonstrate and apply skills relevant to the built environment sector by:

- using tools, equipment and/or materials safely and effectively
- responding to specific industry information and/or requirements.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	10%	10%	-	-	20%
Unit 2	-	-	10%	10%	20%
Unit 3	-	-	10%	50%	60%
Overall weighting	**10%**	**10%**	**20%**	**60%**	**100%**

3.2. Assessment overview

Unit 1

This unit is assessed through an externally set and marked sector test. Learners are required to complete a short, one-hour sector test designed to assess underpinning knowledge and understanding (AO1 and AO2 only). Centres may enter candidates for either a paper based or an onscreen format of the test.

The test will be marked out of 50 and has two sections each worth 25 marks. Section A covers AO1 and will include a range of objective question types, such as multiple choice, multiple response, fill-in-the-blank, drag-and-drop, and hot spot questions. Section B covers AO2 and includes short answer questions some of each could be based on short industry scenarios.

The test must be taken under invigilated examination conditions in accordance with JCQ requirements (see http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations).

The first assessment will take place in January 2028. Centres may enter candidates for either a hard copy or an onscreen version of the test.

This test contributes 20**%** of the overall qualification grade and is externally set and marked by WJEC.

The test will be set and marked by WJEC.

Unit 2

This unit is assessed through an externally set and marked non-examination assessment. Learners are required to complete a series of tasks based on an externally set case study. The case study will set the context and include a set of tasks that allow learners to apply the knowledge and understanding they have gained from the unit. The case study will focus on a Welsh specific building project and include a variety of information to provide context for learners.

The case study will be released through Portal during the first week of September for use within that academic year. The case study will change annually. Learners must not have access to the assignment or associated tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 20% of the overall qualification grade and will take 6½ hours to complete. Learners are allowed time to read the case study and tasks prior to the assessment time starting and a further two hours can be scheduled for research prior to the completion of the assessment tasks. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learners' needs and the length of the tasks. The assessment will be marked out of a total of 50 marks.

The assessment must be submitted digitally, either as scanned handwritten responses or completed digitally.

Unit 3

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief. They will demonstrate their skills across three trades and evaluate the demonstration of their skills.

The brief will be released through Portal at the beginning of September in the year of first teaching and is not intended to change for the lifetime of the qualification. It is the centre's responsibility to ensure that they are using the current version of the assessment as published on Portal. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 60% of the overall qualification grade and will take 14 hours to complete. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learner needs and the length of the tasks. The assessment will be marked out of 90 marks.

Evidence submitted for external moderation must be submitted digitally either scanned photographs or recordings of the construction tasks completed and, for the evaluation, either as scanned handwritten responses, completed electronically or completed as an audio or audio/visual response.

3.3. Managing non-examination assessment

Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examined assessment (NEA) must adhere to the principles set out in *JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications)*. Please note that the JCQ guidance for GCE and GCSE Specifications is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examined assessment is guided by two phases:

- the research phase
- the NEA phase.

Learners may be asked to conduct research as part of the research phase, information about research phase including research approach and referencing, can be found in the assessment pack.

During the NEA phase information about the assessment conditions, categorised as high, medium and low can be found in the assessment pack. Information about resources, categorised as none, specified and permitted can also be found in the assessment pack.

Further information on the research phase and the NEA phase, including information on the use of AI can be found in *WJEC Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Teachers* and *Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Candidates*.

Other consideration when task taking, include:

- time: each assessment pack specifies the total time available; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate
- supervision and authentication: learners will be supervised by a teacher while completing assessment tasks. 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.

Task Marking

For centre-marked non-examination assessment, all marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (for example, presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4. Resubmission of non-examination assessments

Before final marks are submitted for moderation, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- 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 marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 5.4).

3.5 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 VCSE Built Environment.

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 entries

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

Assessment opportunities will be available in the January and June assessment period each year, until the end of the life of the qualification.

Unit 1 and Unit 2 will be available in January 2028 (and every June and January series thereafter).

Unit 3 will be available in January 2029 (and every January and June series thereafter).

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

		Entry Codes	
		English medium	Welsh medium
Unit 1	Sector test	tbc	tbc
Unit 2	External non-examination assessment	tbc	tbc
Unit 3	Non-examination assessment	tbc	tbc

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

4.2. Qualification entry

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

VCSE qualifications are reported on a six point scale: Level 2 Distinction* (L2D*), Level 2 Distinction (L2D), Level 2 Merit (L2M), Level 2 Pass (L2P), Level 1 Merit (L1M), Level 1 Pass (L1P).

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Unit 1	60	54	48	42	36	30	24
Unit 2	60	54	48	42	36	30	24
Unit 3	180	162	144	126	108	90	72

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Qualification	300	270	243	210	180	150	120

Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

4.4. Resitting assessments

Candidates may resit each externally assessed (WJEC marked) assessment twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit each centre marked assessment once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

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

If a candidate is recorded as being awarded ‘0’ marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

4.5. Retaking the qualification

If a candidate enters an external (WJEC marked) unit assessment for a fourth time or an internal (centre marked) assessment for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at each WJEC marked assessment and up to two attempts at each centre marked non-examination assessment. However, 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	Unit 3
Cross-cutting Themes			
Local, National and International Contexts	1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1	3.1, 3.2, 3.3
Sustainability	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.3.1,	3.1, 3.3
Relationships and Sexuality Education	1.3.1, 1.3.2	2.1.2,	-
Human Rights Education	1.3.1	2.3.1, 2.3.3	-
Careers and Work-Related Experiences	1.3.1, 1.3.2	2.1.1, 2.1.2, 2.1.4	3.1, 3.2
Cross-curricular Skills – Literacy			
Listening	1.1, 1.2, 1.3,	2.1, 2.2, 2.3	3.1, 3.2, 3.4
Reading	1.1, 1.2, 1.3,	2.1, 2.2, 2.3	3.1, 3.2
Speaking	1.1, 1.2, 1.3,	2.1, 2.2, 2.3	3.1, 3.2, 3.4

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Writing	1.1, 1.2, 1.3,	2.1, 2.2, 2.3	3.4
Cross-curricular Skills – Numeracy			
Developing Mathematical Proficiency	1.2.3, 1.2.4,	2.3.1, 2.3.2	3.1, 3.3
Understanding the number system helps us to represent and compare relationships between numbers and quantities	1.2.3, 1.2.4,	2.3.1, 2.3.2	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	1.1.2, 1.1.3, 1.2.4,	2.2.2, 2.2.3, 2.3.1,	3.1, 3.3
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	1.2.3,	2.2.1, 2.2.2, 2.2.3, 2.3.1,2.3.2, 2.3.3	-
Digital Competence			
Citizenship	1.1.2,	2.2.1, 2.2.2, 2.3.3	-
Interacting and Collaborating	1.1, 1.2, 1.3,	2.1, 2.2, 2.3	3.1
Producing	1.1, 1.2, 1.3,	2.1, 2.2, 2.3	3.1, 3.3, 3.4

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Data and Computational Thinking	1.1.2, 1.1.3, 1.1.5, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.7, 1.3.1, 1.3.2	2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2	-
Integral Skills			
Creativity and Innovation	1.1.5, 1.2.2, 1.2.4, 1.2.6	2.1.3, 2.1.4, 2.2.2, 2.2.3, 2.3.1,	3.1, 3.3
Critical Thinking and Problem Solving	1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	2.1.3, 2.1.4, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3	3.1, 3.3, 3.4
Planning and Organisation	-	2.3.2	3.1, 3.2
Personal Effectiveness	1.3.2	2.3.3	3.2, 3.4

Appendix B: Resource requirements

Please note that Personal Protective Equipment (PPE) requirements have not been noted – these will need to be applied in line with centre regulations for all trade activities undertaken.

Trade	Resource requirements
Brickwork	• Sufficient indoor or outdoor space with an appropriate base for the completion of the skills demonstration. • Standard brick work tools are required as appropriate for planned brick work trade activities. This would include bucket, brush, bolster chisel, hammers, hawk, line, measuring tape, spirit level and trowels. • Material including bricks and mortar for the completion of the trade activity. • Additional items for example, capping materials, may be used where available to centres.
Electrical	• A 'standard' classroom may be suitable for the skills demonstration. • Demonstrations may use boards for the creation of circuits. • Standard tools associated with the electrical trade activity to be undertaken are likely to include piler, screw drivers and wire strippers. • Electrical components such as lights, light fittings and switches should be available for the completion of the trade activity. • Circuit testing may be completed visually by the teacher; the circuit is not required to ever be 'live'. • Centres may use 'low voltage systems' if available.
Heritage construction	• This area is very broad and subsequently resources will be highly specific to the trade activity undertaken. • Certain skills, such as dry stone walling require an indoor or outdoor space and sufficient stones to complete the given trade activity. • Other skills, for example stain glass (typically created using applied self-adhered lead and glass paint) may be successfully completed within a standard classroom.
Painting and decorating	• The availability of 'bays' is wholly appropriate where such a resource is available. • A standard classroom may be used, with boards employed for the skills demonstration. • Tables for wallpapering may be required where such a trade activity is chosen. • Learners will need access to materials such as emulsion, gloss paint, other finishes (such as varnish), wallpaper, wallpaper paste and tape, depending on the trade activity.

Trade	Resource requirements
	• Standard decorating tools are required such as paint brushes, rollers, wallpaper scissors depending on the trade activity undertaken.
Plastering	• A 'standard' classroom may be used, with boards employed for the skills demonstration. • Standard tools are likely to be required including a hawk, spirit level, trowel, straight edge and a float. • The main material required will be plaster as set out in the trade activity and is likely to be cement, gypsum or lime.
Plumbing	• A standard classroom may accommodate this skill; however, a more bespoke setting may be ideal depending on the trade activity undertaken. • Learners may demonstrate plumbing skills using push fit, compression or soldered joints approaches (or a combination). Copper or plastic pipes may be used. • Standard plumbing tools and materials will be required in line with the trade activity undertaken.
Roofing	• It is not anticipated that the demonstration of roofing work will be carried out in-situ and at height. Centres may use a workshop and produce scaled down versions (not models) of roofing sections as set out in the trade activity chosen. • Standard roofing tools are required for the demonstration of this skill. Depending on the trade activity set, materials may include roofing felt, slate roofing tiles, wooden batons and trusses.
Tiling	• A standard classroom may be used for the skills demonstration. • Demonstrations may use boards for both floor and wall tiling. • Standard tiling tools are required including trowels and spreaders, tile cutters, nipper/nibler and a grout float. • Wall or floor tiles are required. Centres may use matching or contrasting grout along with components such as edging trims depending on the trade activity set. • Centres will be encouraged to use builders caulk as an alternative to adhesive in order to facilitate the re-use of tiles.
Woodwork	• It is likely that a workshop will be required for the demonstration of this skill. • This skill area is very broad and subsequently resources will be specific to the trade activity chosen. Standard tools include chisels, a hand saw, a hammer and a spirit level. Power tools may be used subject to centres health and safety policies. • Standard materials include adhesive, nails, screws, various types of wood and wooden boards.