

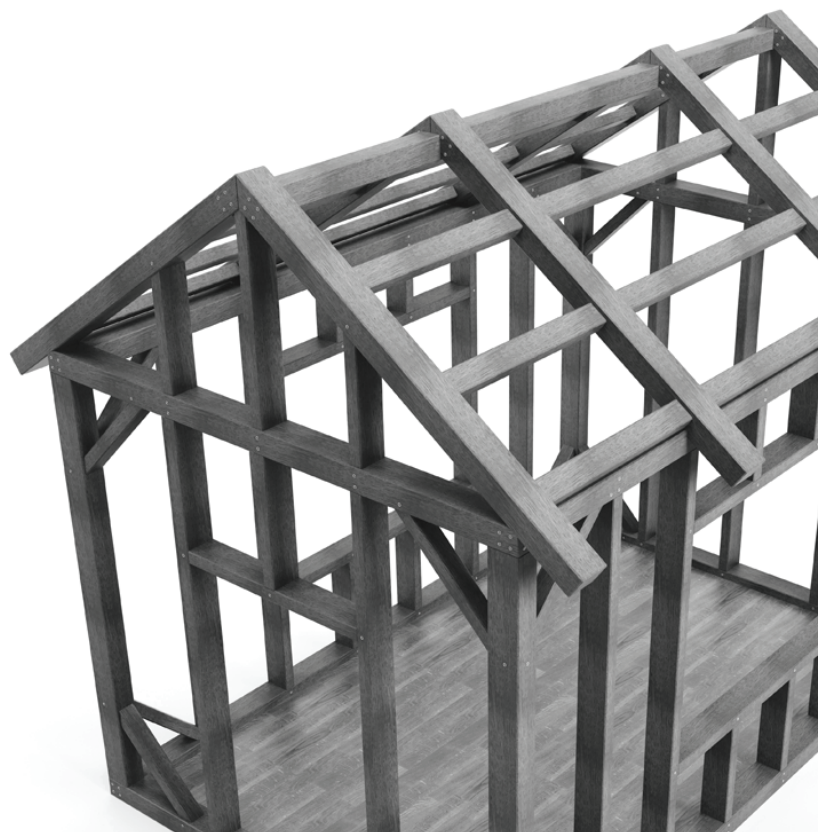
VOCATIONAL



WJEC LEVEL 1 / 2 AWARD in  
PLANNING AND  
MAINTAINING THE  
BUILT ENVIRONMENT

SPECIFICATION

Teaching from 2014  
For award from 2015



Qualification Str



# **WJEC LEVEL 1/2 VOCATIONAL AWARD IN PLANNING THE BUILT ENVIRONMENT**

## **SPECIFICATION**

**For first teaching from September 2014**



# SUMMARY OF AMENDMENTS

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2	For internal assessment please consult WJEC's 'instructions for conducting controlled assessment'.	8
	From 2020 candidates <b>must</b> achieve a <b>minimum of a level 1 pass for each unit</b> in order to be awarded a grade for the qualification.	13
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# 1 INTRODUCTION

## 1.1 Qualification Titles and Codes

WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment.

Qualification Number listed on [The Register](#): 601/1271/2.

Qualifications Wales Designation Number listed on [QiW](#): C00/0598/6.

## 1.2 Rationale

WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment offers a learning experience that focuses learning for 14-19 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Each qualification is built from discrete units, but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which learners are enthused, engaged and motivated to study sustainability and its relationship to the planning and maintenance of the built environment for the benefit of communities. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts.

The qualifications have been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work related activities in the planning and design of the built environment and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in planning, sustainability and designing and maintaining the built environment for the benefit of communities and wider opportunities for progression into further education, employment or training.

## 1.3 Prior Learning and Progression

There is no specific requirement for prior learning with this specification. The qualification has been designed to build on the skills, knowledge and understanding acquired at Key Stage 3, particularly skills related to literacy, numeracy, problem solving and enterprise.

The WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment have been designed to develop in learners the skills needed for progression from Key Stage 4 and GCSE learning to further education, employment and training.

The successful completion of this qualification, together with other equivalent qualifications, such as maths and sciences, could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications. These include:

- GCEs in Sociology and Environmental Studies
- Diplomas in Town Planning, Building Control and Conservation
- Apprenticeships in surveying and construction technical supervision and control.

Equally, the skills and understanding developed, including Essential Skills (Wales), Functional Skills, Key Skills and Personal, Learning and Thinking Skills (PLTS), are relevant to any qualification at Level 3, whether 'General' or 'Vocational'.

## 2 QUALIFICATION STRUCTURE

### 2.1 WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment Unit Titles

WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment			
Unit Number	Unit Title	Assessment	GLH
9831	Adding value to the built environment	External	30
9832	Maintaining the built environment	Internal	60
9833	Sustainable built environments	Internal	30

**NB For qualifications awarded from 2020 onwards learners must pass each unit in order to achieve the qualification**

### 2.2 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Each unit in this qualification has been allocated a number of Guided Learning Hours (GLH). This is the number of guided learning hours that WJEC expects centre to provide to support learners to achieve a unit. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification: this is referred to as the Total Qualification Time (TQT). Activities which can contribute to a qualification's TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning and e-assessment and all guided learning.

The total number of TQT assigned to this qualification is 160 hours.



## 3 UNIT STRUCTURE

### **Unit title**

The unit title summarises in a concise manner the content of the unit.

### **Guided learning hours (GLH)**

Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.

### **Aim and purpose**

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

### **Unit introduction**

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

### **Learning outcomes**

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

### **Assessment criteria**

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

### **Unit content**

The indicative content defines the breadth and depth of learning for each assessment criteria. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context. In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

### **Performance bands**

These are provided in internally assessed units. These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

### **Assessment**

WJEC Level 1/2 Awards in Planning and Maintaining the Built Environment units are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

### **Guidance for delivery**

This gives the tutor some ideas on how to deliver the internally assessed units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

## 4 ASSESSMENT

WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment is assessed through a combination of internal and external assessment.

### 4.1 External assessment

*Unit 1: Adding value to the built environment* will be externally assessed. Details of the external assessment are as follows:

- WJEC provide a set assignment each academic year
- the assessment window takes place within three weeks of May 1<sup>st</sup>
- a 6 hour timed, supervised assessment
- the assessment may be taken in time blocks to be determined by the centre
- candidate work should be secured between sessions
- each session must be logged
- **all** sessions must be supervised
- each assessment will cover all learning outcomes for the unit
- each external assessment will involve the candidate in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to one or more of the following:
  - A stimulus or issue
  - A design brief or problem
- WJEC will produce a mark scheme which will be used as the basis for marking the external assessment
- graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Grades will be awarded on the basis of meeting the performance descriptions given in the assessment mark scheme
- supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements.

## 4.2 Internal assessment

The following units are internally assessed:

- *Unit 2: Maintaining the built environment*
- *Unit 3: Sustainable built environments*

For internal assessment please consult 'WJEC's Instructions for conducting controlled assessment'. This document can be accessed through the WJEC website ([www.wjec.co.uk](http://www.wjec.co.uk)). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment
- Controls for assessment of each internally assessed unit are provided in a model assignment
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for the higher grades.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

### **Task setting**

For internal assessment, WJEC has produced model assignments. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company. Further details are in the rationale in Section 1.2
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each learner with the opportunity to address all assessment criteria and all performance band requirements

- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

### **Task taking**

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

### **Time**

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

### **Resources**

The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

### **Supervision**

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

### **Authentication**

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a Health and Safety hazard observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged. Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

### **Collaboration**

The model assignment will indicate whether:

- group work must take place
- group work is forbidden
- centres can elect to complete tasks through group work.

Where group work takes place, the following principles must be applied:

- tasks should allow each member of the group to have full access to all performance bands for all assessment criteria
- learners **must** provide an individual response as part of any task outcome
- evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc.) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc.)
- evidence must be clearly attributable to each individual member of the group
- individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the teacher and the candidate
- assessment of the individual must be based on the individual contribution to the evidence produced
- learners achievement must not be affected by the poor performance of other group members
- learner's achievement must not benefit from the performance of other group members.

### **Re-sitting**

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, one of the following options **must** be taken:

- the candidate must create a new piece of work within the same group
- the candidate must create a new piece of work within a new group
- the candidate must create a new piece of work with non- assessed candidates
- the candidate must create an individual piece of work.

The same levels of control for group work, as outlined above, will apply to candidates who choose to re-sit.

### **Task marking**

All marking of evidence must be made against the assessment criteria and performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. Each model assignment that allows performance evidence will include a sample observation record and witness statement.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the performance band statements.

## 4.3 Synoptic assessment

Synoptic assessment is

*'a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task'*

Qualifications for 14 -16 year olds and Performance Tables: Technical guidance for awarding organisations' DfE p7

All units in WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment have been designed to require learners to develop their learning by working towards work related purposeful tasks. Learners will select and apply aspects of their learning in completion of these tasks.

In addition, *Unit 1: Adding value to the built environment* allows learners to reinforce their learning from units 2 and 3 in different contexts in order to propose solutions to recommend how the value of the built environment can be improved.

## 4.4 Standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- document all activities
- ensure that the assignment presented to learners is fit for purpose and complies with all controls
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- ensure all assessment activities are in accordance with the task taking controls for the unit
- sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- provide feedback to assessors
- provide support to assessors on interpretation of performance band requirements.

## 4.5 Training Lead Assessors

WJEC will provide training for Lead Assessors and assessors each academic year. Assessor support material, including sample documentation, will also be made available to Assessors and Lead Assessors.

## 5 GRADING

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

### Awarding a summative unit grade

#### *Internally Assessed Units*

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.

#### *Externally Assessed Units*

All Learning Outcomes will be assessed at every assessment opportunity. Assessment Criteria will be sampled in each series. Performance descriptions will be written for each sampled assessment criteria. Externally assessed units will be graded on the same basis as internally assessed units

### Grading the qualification

Each WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\*. The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Each unit grade achieved by learners will be translated to a Unit Mark for the purpose of awarding the qualification.

**From 2020** candidates **must** achieve a **minimum of a level 1 pass for each unit** in order to be awarded a grade for the qualification.

Points available are shown in the following table:

Unit	Points per unit			
	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Unit 9831	1	2	3	4
Unit 9832	2	4	6	8
Unit 9833	1	2	3	4



The qualification grade is then calculated by comparing the learner's point score to the qualification grade table below.

Qualification	Overall grading points	
WJEC Level 1 Vocational Award in Planning and Maintaining the Built Environment	Pass	4-6
WJEC Level 2 Vocational Award in Planning and Maintaining the Built Environment	Pass	7-10
	Merit	11-13
	Distinction	14-15
	Distinction*	16

## 6 UNITS

### Unit 1 Adding value to the built environment

WJEC unit entry code: 9831

Guided learning hours: 30

#### **Aim and purpose**

The purpose of this unit is for learners to recommend how the value of built environments can be improved.

#### **Unit Introduction**

What is a built environment? What makes people want to live in one area more than another? Why do some areas have streets of houses that are empty? Why do some types of businesses all locate near each other? Is an area more attractive if there are shops and leisure services?

Whether the built environment consists of businesses, homes, shops, protected spaces or a combination of two or more of these, it is important to ensure that it meets the needs of its local community. If it fails to meet those needs, shops close, houses become empty and derelict and the community may start to abuse the environment. Land and property owners and management organisations will need the services of the construction industry to maintain the value of the built environment to its community. This could be by investing in protecting the heritage of historic buildings, developing leisure facilities for community use, offering low rental charges for new retailers to an area. All of these add not only to the financial value of the built environment but also to the health and wellbeing of the community.

Through this unit you will learn about the built environment of different areas. You will learn about different types of ownership and how the built environment is used by different types of people from a local community. You will learn about what causes a change in value to a built environment and how the value can be improved. You will use the knowledge and understanding you acquire to recommend ways to improve the value of the built environment to a community.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> Know the built environment of different areas	<b>AC1.1</b> Describe the <b>built environment</b>	<b>Built environment</b> <ul style="list-style-type: none"> <li>• Commercial property</li> <li>• Housing</li> <li>• Spaces</li> <li>• Buildings</li> <li>• Services</li> </ul>
	<b>AC1.2</b> Describe <b>ownership</b> of the built environment	<b>Ownership</b> <ul style="list-style-type: none"> <li>• Land</li> <li>• Buildings</li> <li>• Freehold</li> <li>• Leasehold</li> <li>• Landlords                             <ul style="list-style-type: none"> <li>○ Social enterprises</li> <li>○ Housing associations</li> <li>○ Local authority</li> <li>○ Commercial</li> </ul> </li> <li>• Private ownership</li> <li>• Public ownership                             <ul style="list-style-type: none"> <li>○ Crown</li> <li>○ Local authority</li> <li>○ Government bodies e.g. National Parks</li> </ul> </li> </ul>
	<b>AC1.3</b> Describe how the built environment is used by its <b>community</b>	<b>Community</b> <ul style="list-style-type: none"> <li>• Residents</li> <li>• Businesses</li> <li>• Workers</li> <li>• Users</li> <li>• Passing through</li> <li>• Different ages</li> <li>• Different needs</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO2</b> Understand how the built environment affects its value	<b>AC2.1</b> Explain how the built environment <b>affects</b> its community	<b>Affects</b> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Health</li> <li>• wellbeing</li> </ul>
	<b>AC2.2</b> Explain <b>factors</b> leading to a change in value of a built environment	<b>Factors</b> <ul style="list-style-type: none"> <li>• Crime</li> <li>• Demographic change</li> <li>• Occupancy levels</li> <li>• Services and facilities provided</li> <li>• Maintenance</li> <li>• Community engagement</li> <li>• Construction methods and materials</li> <li>• Heritage and culture</li> <li>• Space</li> <li>• Local economy</li> </ul>
	<b>AC2.3</b> Explain how value of built environments are improved	<b>Ways for improving built environments</b> <ul style="list-style-type: none"> <li>• Demographic change</li> <li>• Occupancy levels</li> <li>• Services and facilities provided</li> <li>• Maintenance</li> <li>• Community engagement</li> <li>• Construction methods and materials</li> <li>• Heritage and culture</li> <li>• Space</li> <li>• Community enterprises</li> <li>• Employment opportunities</li> <li>• Change of use of property</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO2</b> Understand how the built environment affects its value	<b>AC2.4</b> Assess the effects of <b>development</b> on communities	<b>Development</b> <ul style="list-style-type: none"> <li>• Noise</li> <li>• Mess</li> <li>• Disruption to services</li> <li>• Aesthetics</li> <li>• Parking and access</li> <li>• Environment e.g. wildlife</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO3</b> Recommend ways of adding value to built environments	<b>AC3.1</b> <b>Present</b> options for ways of adding value to built environments	<b>Present</b> <ul style="list-style-type: none"> <li>• Use of supporting materials</li> <li>• Style e.g. language, tone</li> <li>• Structure e.g. use of headings, signposting</li> <li>• Organisation of information</li> </ul>
	<b>AC3.2</b> <b>Justify</b> suggestions for adding value to built environments	<b>Justify</b> <ul style="list-style-type: none"> <li>• Presenting a case for action</li> <li>• Use of persuasive language</li> <li>• Use of evidence to support proposal</li> </ul>

## Assessment

This unit is externally assessed.

The specification for the external assessment is as follows:

- Assignment available each academic year and must be opened after May 1<sup>st</sup> each year
- It is a 6 hour timed, supervised assessment
- Learners are not allowed to collaborate during times when they are working on assessment tasks
- The externally set assignment will set out the resources that must be provided for all learners
- Learners must complete the assessment within three weeks of the centre opening the assignment
- Centres must ensure that where learners complete the external assessment in more than one sitting, there are processes in place to ensure that learners cannot access their evidence between sittings
- Each session must be logged. A time sheet will be provided
- Each assessment will cover all learning outcomes for the unit. It will indicate which assessment criteria are targeted for the assessment
- Each external assessment will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to one or more of the following:
  - A stimulus or issue
  - A design brief or problem
- WJEC will produce a mark scheme which will be used as the basis for marking the external assessment.
- Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
- Supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements.

## **Making teaching vocationally relevant**

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Providing work experience within a workplace
- Visiting different types of built environments
- Arranging talks by visiting speakers, such as representatives of local authority regeneration departments.
- Carrying out activities based around a work-based scenario.

The following are examples of approaches to delivery which could be used to enhance the learners understanding.

### **Example 1**

Learners visit an area in their local environment where there are identified social issues. Learners observe the built environment of the area they visit. Learners are accompanied on the visit by a local community leader such as a local councillor, identifying social issues. Learners are invited to produce a report suggesting how the built environment can be improved. Learners attend a meeting of local people to present their ideas. They receive feedback from the local community and the local councillor.

### **Example 2**

A representative of a local housing development project visits the centre to give a presentation to learners. The presentation includes plans of the development and reasons behind the inclusion of different elements. Learners act as a focus group giving their perspective on how the proposals meet needs of young people living in the area.

### **Example 3**

Undergraduates from a local university work with learners in small groups regarding a realistic development project. Learners support undergraduates to propose ideas for a development. Learners then carry out research amongst members of their local community regarding development proposals. They analyse the results and use them in a report to justify their proposals.

## **Making Contacts**

Examples of organisations that may be approached to provide help include:

- Housing associations
- Construction companies
- Local authorities
- Utility companies.



## Unit 2                      Maintaining the built environment

**WJEC unit entry code**      9832

**Guided learning hours:**    60

### **Aim and purpose**

The purpose of this unit is for learners to plan, carry out and report on the maintenance of built environments.

### **Unit Introduction**

Why do some parts of buildings go wrong before others? How can these problems be detected? What are the effects if these problems are left unresolved? Is it worth paying for a boiler to be serviced regularly? Can sustainable materials be more than just contributing to saving the planet? How do I safely fix an electric plug or dripping tap? How do I replace torn curtains or repair holes in plaster? How do I make a faulty door open and close properly? What different ways are there of approaching these maintenance problems or can they be eliminated before they happen?

We all know of faults that have occurred in buildings and their environments, be it because of weather or the quality of the workmanship. Just in our homes, school or workplace we can all think of problems that have happened and have then been dealt with appropriately. Any built environment has the potential for maintenance problems, be it a high tech office or an historic castle. Spotting these defects can save money for a business, but identifying the cause of defects saves even more. Whether a builder, architect, interior designer, facilities manager or tradesperson, they are all involved in maintaining built environments.

Management of the process may be in the form of routine work that regularly checks certain elements of the building e.g. measuring subsidence cracks regularly to spot changes. Planned methods such as annual servicing of a central heating boiler also have their place. Elements of design can also be used to eliminate or reduce costly repair work e.g. interior designers specifying tough hard wearing fabrics for heavily used seating areas. Maintaining the built environment involves a range of activities which together contribute to sustainable, safe, comfortable and less costly built environments.

Through this unit learners will identify defects inside and outside of built environments. They will learn to understand the relationship between maintenance and protection of the built environment, in particular how different types of maintenance help to protect the built environment. Learners will develop practical skills to carry out repairs on defects identified and communication skills to pass on information appropriately with different members of design and build teams.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> Know causes of defects in built environments	<b>AC1.1</b> Describe <b>causes of defects</b> in the built environment	<b>Causes of defects</b> <ul style="list-style-type: none"> <li>• Wear and tear</li> <li>• Poor materials</li> <li>• Poor workmanship</li> <li>• Subsidence</li> <li>• Extreme weather</li> <li>• Poorly specified</li> <li>• Poor working conditions</li> <li>• Untrained labour</li> </ul>
	<b>AC1.2</b> Describe how defects in the built environment are <b>detected</b>	<b>Detected</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Measurements</li> <li>• Fitness for purpose</li> <li>• Use of probes</li> <li>• Component isolation</li> <li>• Plans</li> <li>• Specifications</li> <li>• Manufacturers technical information</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<p><b>LO2</b> Understand relationship between maintenance and protection of the built environment</p>	<p><b>AC2.1</b> Explain <b>impacts</b> of poor maintenance of built environments</p>	<p><b>Impacts</b></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Social e.g. Comfort, aesthetics</li> <li>• Financial e.g. Increased overheads</li> <li>• Environmental e.g. Emissions</li> <li>• Economic e.g. Employment</li> </ul>
	<p><b>AC2.2</b> Explain different <b>types of maintenance</b> for built environments</p>	<p><b>Types of maintenance</b></p> <ul style="list-style-type: none"> <li>• Routine</li> <li>• Planned</li> <li>• Unplanned</li> <li>• In-house</li> <li>• Outsourced</li> </ul>
	<p><b>AC2.3</b> Explain how <b>building protection measures</b> minimise maintenance activities</p>	<p><b>Building protection measures</b></p> <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Painting and decorating</li> <li>• Rules of use</li> <li>• Planned maintenance</li> <li>• Regular testing</li> <li>• Signage</li> <li>• Security</li> <li>• Energy conservation</li> <li>• Sustainability</li> <li>• Air ventilation</li> <li>• Protective materials</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO3</b> Be able to repair defects to the built environment	<b>AC3.1</b> Use <b>tools</b> in completion of repair tasks	<b>Tools</b> <ul style="list-style-type: none"> <li>• Hand tools</li> <li>• Power tools</li> </ul>
	<b>AC3.2</b> Apply techniques in completion of <b>repair tasks</b>	<b>Repair tasks</b> <ul style="list-style-type: none"> <li>• Holes in plaster</li> <li>• Cracks in plaster</li> <li>• Rotten door posts</li> <li>• Re-hang a door</li> <li>• Damaged skirting</li> <li>• Flaky scuffed paintwork</li> <li>• Wallpaper hanging off</li> <li>• Matching pattern</li> <li>• Chair coverings</li> <li>• Ripped fabrics</li> <li>• Replace curtains</li> <li>• Mortar dropped out of brickwork</li> <li>• Replace cracked tile</li> <li>• Plug on appliance</li> <li>• Defective socket</li> <li>• Blocked sink</li> <li>• Leaky joints</li> <li>• Damaged piece of guttering</li> <li>• Roofing</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<p><b>LO3</b> Be able to repair defects to the built environment</p>	<p><b>AC3.3</b> Apply <b>health and safety</b> requirements to completion of repair tasks</p>	<p><b>Health and safety</b></p> <ul style="list-style-type: none"> <li>• PPE</li> <li>• Use of tools</li> <li>• Use of signs and notices</li> <li>• Consideration of environment</li> <li>• Consideration of others</li> <li>• Consideration of self</li> <li>• Use of provided documentation e.g. risk assessment, method statement</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO4</b> Be able to report on maintenance activities	<b>AC4.1</b> <b>Document</b> maintenance activities	<b>Document</b> <ul style="list-style-type: none"> <li>• Clarity of information</li> <li>• Accuracy of information</li> <li>• Use of pro-forma</li> </ul>
	<b>AC4.2</b> <b>Communicate</b> maintenance activities	<b>Communicate</b> <ul style="list-style-type: none"> <li>• Different audiences e.g. client, superior, sub-contractors, community</li> <li>• Appropriate language e.g. technical and non-technical</li> <li>• Tone and style e.g. clarity of expression, phrasing, emphasis</li> <li>• Organisation e.g. structure of information, layout, use of headings</li> </ul>

Learning Outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>LO1</b> Know causes of defects in built environments	<b>AC1.1</b> Describe <b>causes of defects</b> in the built environment	Outlines in general terms causes of defects in the built environment	Describes causes of a range of defects in a specified built environment, most of which are relevant	Describes in detail causes of a range of defects in a specified built environment, most of which are relevant	Describes in detail causes of a wide range of relevant defects in a specified built environment
	<b>AC1.2</b> Describe how defects in the built environment are <b>detected</b>	Outlines in general terms how defects in the built environment are detected	Describes how a range of defects in a specified built environment are detected	Describes in detail how a range of defects in a specified built environment are detected	
<b>LO2</b> Understand relationship between maintenance and protection of the built environment	<b>AC2.1</b> Explain <b>impacts</b> of poor maintenance of built environments	Outlines in general terms, with limited reasoning, a limited range of impacts of poor maintenance on built environments	Explains impacts of poor maintenance. Evidence has some reasoning and content is mainly appropriate to a specified built environment	Explains impacts of poor maintenance. Most evidence is well reasoned and appropriate to a specified built environment	
	<b>AC2.2</b> Describe different <b>types of maintenance</b> for built environments	Outlines in general terms different types of maintenance for built environments	Describes different types of appropriate maintenance for a built environment		
	<b>AC2.3</b> Explain how <b>building protection measures</b> minimises maintenance activities	Outlines in general terms, with limited reasoning, how building protection minimises maintenance activities	Explains how protection of a built environment minimises maintenance activities. Evidence has some reasoning and some content is appropriate to a specified built environment	Explains how protection measures minimise maintenance activities of a specified built environment. Most evidence is well reasoned and relevant to a specified built environment	Explains with clear and detailed reasoning how protection measures minimise maintenance activities of a specified built environment

		<b>Performance bands</b>			
<b>Learning Outcome</b>	<b>Assessment criteria</b>	<b>Level 1 Pass</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
<b>LO3</b> Be able to repair defects to the built environment	<b>AC3.1</b> Use <b>tools</b> in completion of repair tasks	Uses tools, with guidance, appropriately to complete a limited range of repair tasks	Uses a range of tools, with limited guidance, appropriately to complete specified repair tasks	Uses a range of tools independently and appropriately to complete specified repair tasks	
	<b>AC3.2</b> Apply <b>techniques</b> in completion of repair tasks	Applies techniques, with guidance, to complete a limited range of repair tasks within accepted levels of tolerance	Applies a range of techniques, with limited guidance, to complete specified repair tasks most of which are within accepted levels of tolerance	Applies a range of techniques, with limited guidance, to independently complete specified repair tasks within accepted levels of tolerance	Applies a range of techniques to independently complete a specified repair tasks within accepted levels of tolerance
	<b>AC3.3</b> Apply <b>health and safety</b> requirements to completion of repair tasks	Applies health and safety requirements under direction	Applies health and safety requirements in completion of repair tasks. Some guidance and intervention may be required		
<b>LO4</b> Be able to report on maintenance activities	<b>AC4.1</b> <b>Document</b> maintenance activities	Documents a limited range of maintenance activities, some of which are accurate	Documents most maintenance activities, most of which are accurate		
	<b>AC4.2</b> <b>Communicate</b> maintenance activities	Communication shows some use of appropriate language, style and content for at least one audience. Communication has some evidence of structure.	Communication has effective use of language, style and content to at least one audience. There is limited evidence of adapting content to different audiences. There is some evidence of structure.	Communicates effectively adapting language, style and content to different audiences. Communication has some evidence of structure	Communicates effectively adapting language, style and content to different audiences. Communication is well structured with information logically sequenced, with a clear layout and appropriate use of headings



## Assessment

### Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

### Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

### Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment. Timing may be suggested for some individual tasks within the overall assessment time.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment.
- Information on where direct supervision is required is provided in the model assignment.
- Guidance on collaboration, and where it is permitted, will be given with the model assignment. The purpose is to give consortia additional guidance to help to manage the assessment task.

### Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criterion. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

### Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Providing work experience within a workplace. This would allow learners to observe how maintenance activities are planned and carried out
- Use of industry standard documentation to report on maintenance activities undertaken
- Arranging talks by visiting speakers, such as construction design specialists on measures incorporated into design to protect the built environment.
- Carrying out activities based around a work-based scenario.

The following are examples of approaches to delivery which could be used to enhance the learners understanding.

### **Example 1**

Learners visit a newly opened sports and leisure facility. Working in groups, they each investigate a section of the facility, identifying areas that would benefit from routine maintenance. They investigate and provide a cost rating for each suggestion. They use the results of their investigation to develop a routine maintenance plan for their area. They present their plans to one or more representatives of the facilities management team who provide them with feedback, including some details of their routine maintenance plan. This will include some details of the legal, financial and social implications of failing to maintain the facility.

### **Example 2**

A group of retailers allow learners to visit their shops to carry out an audit on the properties in which they are based. Learners examine one or more parts of the property, identifying where repairs and other forms of maintenance are needed. Learners investigate the costs of providing the materials to carry out the maintenance activities identified through the research. Learners compile a report, presented to their retailer summarising the recommended activities, costs and likely impact of failing to carry out recommendations. Learners discuss with the retailer a list of actions that are prioritised according to their criteria e.g. cost, time, minimise loss of sales, long term benefit etc.

### **Example 3**

A local builders' merchant provides learners with a range of materials. These may include items from obsolete product ranges, defective products etc. such as discarded plasterboard and half bricks. Learners can use these to enable learners to carry out tests on resources and realise the implications of poor maintenance e.g. how weak the board becomes when paper cut through or effects of weather on unprotected wood. The provided materials could also be used as the basis of a series of repair tasks, enabling learners to develop practical skills using a range of tools as well as underpinning understanding of materials.

### **Making Contacts**

Examples of organisations that may be approached to provide help include:

- Local facilities including community centres, sports centres, offices, retailers
- Builders merchants
- Facilities management organisations
- Housing associations
- Construction companies
- Local authorities
- Utility companies.

## Unit 3                      Sustainable built environments

**WJEC unit entry code**      9833

**Guided learning hours**      30

### **Aim and purpose**

Through this synoptic unit learners will be able to use their knowledge and understanding of the value of built environments and how they are maintained to research community views regarding options for sustainable development.

### **Unit introduction**

What is sustainability? Why does it matter? Why is it suddenly so important? Who benefits from sustainability? Do solar panels work? Can you use wood from local trees in a new house? Should we buy local materials? Can you recycle a house? How are sustainable design and construction techniques used to address environmental issues? Can sustainable construction increase the value of my property? Can sustainable construction benefit society and communities? How can sustainability be integrated into a community construction project?

Increasingly, society is becoming concerned with the environment and sustainability issues, such as minimisation of waste, pollution control, use of resources, preservation of heritage and culture, flora and fauna and protection of biodiversity. Consequently the construction industry has to show it is responding with how it develops and maintains the built environment. Meeting legal and regulatory requirements for sustainability is an added pressure for any construction and built environment development. Whether an architect is designing a new or renovated building, a supplier is making available materials for building contractors or a contractor is planning the process used in constructing the built environment, they will be exploring the concept of sustainable construction and how it affects the built and natural environment and their users.

Through this unit, you will learn about sustainable design and construction techniques and processes used to address sustainability issues. You will also be able to draw upon your knowledge and understanding of how the value of a built environment can be improved and how protection and maintenance of the built environment affects communities. You will also develop research skills that enable you to interact with local communities and investigate their views about sustainable development plans for their environment.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> Understand construction practice used to contribute to sustainability in the built environment	<b>AC1.1</b> Identify <b>sustainable materials</b> used in construction and built environment	<b>Sustainable materials</b> <ul style="list-style-type: none"> <li>• Sources</li> <li>• Properties</li> <li>• Applications</li> </ul>
	<b>AC1.2</b> Explain how <b>sustainable processes</b> are used in construction and the built environment	<b>Sustainable processes</b> <ul style="list-style-type: none"> <li>• Sourcing of materials</li> <li>• Recycling/re-use</li> <li>• Disposal of waste materials</li> <li>• Assessment of economic viability</li> </ul>
	<b>AC1.3</b> Evaluate sustainability of <b>construction methods</b>	<b>Construction methods</b> <ul style="list-style-type: none"> <li>• Traditional new build</li> <li>• Modern new build</li> <li>• Eco-build</li> <li>• Renovation</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO2</b> Understand issues related to sustainable development	<b>AC2.1</b> Describe <b>measures</b> used by the construction sector to minimise impacts of energy use	<b>Measures</b> <ul style="list-style-type: none"> <li>• Insulation</li> <li>• Construction methods</li> <li>• Building design</li> <li>• Energy sources</li> <li>• Energy use</li> </ul>
	<b>AC2.2</b> Explain how <b>construction practices</b> reduce environmental impacts on the built environment	<b>Construction practices</b> <ul style="list-style-type: none"> <li>• Deliveries</li> <li>• Hours of operation</li> <li>• Construction methods</li> <li>• Sourcing of materials</li> <li>• Selection of contractors</li> <li>• Disposal of waste materials</li> <li>• Recycling/re-use of materials</li> <li>• Use of tools and equipment</li> </ul>
	<b>AC2.3</b> Assess benefits of sustainable construction practices to <b>key stakeholders</b>	<b>Benefits</b> <ul style="list-style-type: none"> <li>• Economic e.g. employment, financial</li> <li>• Social e.g. aesthetics, community cohesion, disruption</li> </ul> <b>Key stakeholders</b> <ul style="list-style-type: none"> <li>• Local residents</li> <li>• Local businesses</li> <li>• Local and national authorities e.g. local authorities, government departments</li> <li>• Construction businesses</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO3</b> Be able to research community perceptions of sustainable options for the built environment	<b>AC3.1</b> <b>Design</b> research tools	<b>Design</b> <ul style="list-style-type: none"> <li>• Methodology e.g. questionnaires, focus groups, interviews</li> <li>• Phrase questions</li> <li>• Sequencing of questions</li> <li>• Data capture tools</li> </ul>
	<b>AC3.2</b> <b>Analyse findings</b>	<b>Analyse findings</b> <ul style="list-style-type: none"> <li>• Use of ICT software and tools</li> <li>• Collate information</li> <li>• Scrutinise information for bias and influences</li> <li>• Connect ideas</li> <li>• Identify trends, patterns and relationships</li> <li>• Interpret findings</li> </ul>
	<b>AC3.3</b> <b>Present</b> conclusions	<b>Present</b> <ul style="list-style-type: none"> <li>• Use of ICT software and tools</li> <li>• Use of diagrams and images</li> <li>• Clarity of language, tone and style</li> <li>• Pace of delivery</li> <li>• Consideration of audiences</li> <li>• Organisation of information</li> </ul>

		<b>Performance bands</b>			
<b>Learning Outcome</b>	<b>Assessment criteria</b>	<b>Level 1 Pass</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
<b>LO1</b> Understand construction practice used to contribute to sustainability in the built environment	<b>AC1.1</b> Identify sustainable materials used in construction and built environment	Identifies materials used in construction and built environment	Identifies suitable materials used in construction and built environment		
	<b>AC1.2</b> Explain how sustainable processes are used in construction and the built environment	Information on sustainable processes used in construction and the built environment are provided. Evidence is mainly descriptive	Explains how sustainable processes are used in construction and the built environment. There is some reasoning of how processes support sustainability	Explains with clear reasoning sustainable processes used in construction and the built environment.	
	<b>AC1.3</b> Evaluate sustainability of construction methods	Information on sustainability of construction methods is provided. Evidence is mainly descriptive. Some construction methods included may have limited relevance	Evaluates with some reasoning a range of construction methods. Some construction methods may have limited relevance	Evaluates with clear reasoning a range of construction methods. Some construction methods may have limited relevance	Evaluates with clear and detailed reasoning a range of relevant construction methods

		<b>Performance bands</b>			
<b>Learning Outcome</b>	<b>Assessment criteria</b>	<b>Level 1 Pass</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
<b>LO2</b> Understand issues related to sustainable development	<b>AC2.1</b> Describe measures used to minimise impacts of energy use	Outlines a range of measures used to minimise impacts of energy use	Describes measures used to minimise impacts of energy use		
	<b>AC2.2</b> Explain how construction practices reduce environmental impacts on the built environment	Information on how construction practices reduce impacts on the built environment is provided. Evidence is mainly descriptive	Explains with some reasoning how construction practices reduce environmental impacts on the built environment.	Explains with clear reasoning how construction practices reduce environmental impacts on the built environment	
	<b>AC2.3</b> Assess benefits of sustainable construction practices to key stakeholders	Information on benefits of sustainable construction practices to key stakeholders is provided. Evidence is mainly descriptive. Some construction practices and stakeholders have limited relevance	Assesses with some reasoning benefits of a range of sustainable construction practices to key stakeholders. Some construction practices and stakeholders may have limited relevance	Assesses with clear reasoning benefits of a range of relevant sustainable construction practices to stakeholders. Some stakeholders may have limited relevance	Assesses with clear and detailed reasoning benefits of relevant construction practices to a range of relevant stakeholders



		<b>Performance bands</b>			
<b>Learning Outcome</b>	<b>Assessment criteria</b>	<b>Level 1 Pass</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
<b>LO3</b> Be able to research community perceptions of sustainable options for the built environment	<b>AC3.1</b> Design research tools	Designs research tools that are mainly appropriate and fit for purpose	Designs appropriate research tools that are mainly fit for purpose,		
	<b>AC3.2</b> Analyse findings	There is an attempt to collate findings but with limited organisation. Analysis and interpretation are limited although some key findings are highlighted. Evidence is likely to be weighted towards written or diagrammatic forms	Collates findings showing some awareness of organisation. Analysis is limited and interpretation is mainly descriptive but key findings are highlighted in both written and diagrammatic forms	Collates and organises findings. Analysis highlights key patterns and relationships drawing mainly appropriate conclusions. Evidence is presented using a range of formats using mainly appropriate conventions	Collates and organises findings. Analyses in detail from a wide range of findings highlighting relationships and patterns to draw appropriate and substantiated conclusions. Evidence is presented using a range of formats using appropriate conventions
	<b>AC3.3</b> Present conclusions	Presentation shows some evidence of a structure although this may lack consistency. Consideration of use of communication skills is evident	Produces a structured presentation with evidence of appropriate communication skills	Presents conclusions with a clear logical structure and appropriate use of communication skills	

## **Assessment**

### **Requirements for centres**

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

### **Task setting**

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

### **Task taking**

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment.
- Information on where direct supervision is required is provided in the model assignment.
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give consortia additional guidance to help to manage the assessment task.

### **Task marking**

The centre must mark learners' assessment evidence against the performance bands for each of the assessment criteria. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

## Guidance for Delivery

### Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Master classes from experts working with sustainable construction techniques would allow learners to develop an understanding of processes through a practical activity
- Providers of sustainable products use learners as a focus group to review the suitability of their products
- Industry partners set projects for learners where they carry out primary research in a local community to determine views of local people on development proposals.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to research community views regarding options for sustainable development of the built environment.

#### Example 1

Learners meet with one or more industry representatives that were involved in a sustainable renovation project. Learners are provided with details of the processes, products and techniques used during the construction. Learners take the information and use this to conduct different types of primary research with those using the development. Learners obtain views on the approaches used during the development and those in place for current use. They collate findings from different sources, enabling them to both evaluate the methodology and the outcomes. Learners analyse and interpret findings, presenting conclusions to industry representatives.

#### Example 2

Representatives of a local authority planning department provide learners with extracts of plans for new developments in a local area. They work with the learners to develop criteria against which proposals will be assessed, focussing on sustainability requirements. Learners judge plans against criteria and present their judgements to the representatives. This not only develops learners' knowledge and understanding of sustainability practices but also the higher level skills of evaluation.

#### Example 3

The Head Teacher/Principal of their school/college presents outline proposals for the development of a new building for a specific purpose. Learners submit proposals for how the development could use sustainable practices.

### Making Contacts

Examples of organisations that may be approached to provide help include:

- Builders merchants
- Building contractors
- Local authorities
- Community groups
- Environmental lobby groups.

## 7 ENTRY PROCEDURES

WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment will be available for certification from June 2015.

Thereafter, each qualification will be available for certification each June.

Entries for the June series must be submitted no later than 21 February.

Candidates may resit internally assessed and externally assessed units **once only**, the best grade will be used for aggregation. Should candidates wish to enter any unit for a third time, **no results** from units taken previously may be used in aggregating the new grade, and all units in the qualification must be taken again.

### **Unit entry**

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

### **Qualification entry**

Learners 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.

## 8 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

For each series where learners are entered, centres will submit a sample, according to the formula below.

<b>Total number of candidates</b>	<b>Work to be submitted</b>
1-10	All
11-99	10 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates
100-199	15 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates
200+	25 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates

*\* The score is based upon the total points the learners obtain for their units before converting to a qualification grade.*

Centres should ensure they keep all learner work not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all work for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity
- A controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- Completed mark record sheets outlining which performance bands are met by the evidence
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor.

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support assessor's judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication- is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

### **Timetable**

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

### **Feedback**

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above.

A Principal Moderator's report will be provided for each series.

## 9 AWARDING AND REPORTING

Awarding and reporting of results in WJEC Level 1/2 Vocational Award in Planning and Maintaining the Built Environment will take place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the:

- Title
- Level
- Grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*)
- Unit titles contributing to the qualification.

# 10 ACCESS AND SPECIAL CONSIDERATION

Qualifications at this level often require assessment of a broad range of competencies. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It has been reviewed to identify whether any of the competences required by the subject pose a potential barrier to any of the nine protected characteristics covered by the Equality Act 2010. None were identified.

It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available, and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language or Irish Sign Language. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).



# 11 POST RESULTS SERVICES

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

## 12 CLASSIFICATION CODES

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is EE31. Centres should be aware that candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two qualifications. The same view may be taken if candidates take two specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

# 13 THE WIDER CURRICULUM

## **Opportunities for use of technology**

Learners are expected to make effective use of ICT in ways that are appropriate to these qualifications. Opportunities will arise during normal classroom activities as follows:

- Using power tools to carry out maintenance tasks
- Use the Internet as sources of secondary evidence
- Using spreadsheets to analyse results of primary research
- Using multi-media software to present information.

## **Spiritual, Moral, Ethical, Social and Cultural Issues**

Developing outcomes that have applications to individuals, societies and businesses require learners to consider the points of view of others, including employers, employees, communities and customer, in both written and spoken forms, presented in a variety of ways.

Learners will have opportunities to develop critical and analytical skills in their study of communities' views of sustainable built environments and ways that communities have developed their built environments to add financial and social benefits. They will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form. In classroom discussion and writing, they will be required to reflect on a range of spiritual, moral, ethical, social, and cultural issues when discussing planning considerations of built environment projects.

## **Citizenship**

The applications and implications of planning and maintaining built environments in society, which are inherent in this specification, encourage the development of a responsible attitude to citizenship. An understanding that individuals have a collective responsibility is fostered in relation to various ethical issues included in the specification.

The specification gives learners opportunities to develop the skills of critical and analytical reading and listening. It also allows them to both express and develop their point of view in writing and speaking, whilst encouraging them to consider critically and constructively the views of others. This ability to make informed and considered judgements is a skill vital in the development of individual citizenship. This specification also underpins the development of a range of skills which are of vital importance to individuals in the wider world.

## **Environmental Issues**

This specification affords candidates the opportunity to read about, write about, and discuss environmental issues associated with planning, maintenance and sustainability of built environments and the associated processes and resources. Whether considering local environments, communities or sustainability, there are opportunities to develop an awareness of environmental issues and controversies.

### **Health and Safety Consideration**

At all times both teachers and candidates should be aware of Health and Safety issues arising from work both within and outside the centre. Risk assessments are required for all practical work whether it takes place in a workshop or IT room. The specifications require candidates to develop the relevant skills and awareness of Health and Safety issues, particularly as applied to planning and maintaining the built environment.

### **The European Dimension**

The approach used in constructing the specification lends itself to the establishment of links with other areas of study. It may also be used to illustrate the European dimension and requires consideration of the issues posed by different perspectives.

# Appendix 1 Mapping of Skills

## Personal, Learning and Thinking Skills (PLTS)

<i>PLTS</i>	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Independent enquirers	✓	✓	✓
Creative thinkers	✓	✓	✓
Reflective learners	✓	✓	✓
Team workers	✓	✓	✓
Self managers	✓	✓	✓
Effective Participators	✓	✓	✓

## KEY SKILLS AND ESSENTIAL SKILLS (WALES)

### Application of Number

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Understand numerical data	✓	✓	
Carry out calculations	✓	✓	
Interpret results and present findings	✓	✓	

### Communication

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Speaking and listening	✓	✓	✓
Reading	✓	✓	✓
Writing	✓	✓	✓

**ICT**

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Use ICT systems	✓	✓	✓
Find, select and exchange information, using ICT	✓	✓	✓
Develop and present information, using ICT	✓	✓	✓

**Improving own Learning and Performance**

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Set targets using information from appropriate people and plan how these will be met	✓	✓	✓
Take responsibility for your learning, using your plan to help meet targets and improve your performance	✓	✓	✓
Review progress and establish evidence of your achievements	✓	✓	✓

**Problem Solving**

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Explore a problem and identify ways of tackling it	✓	✓	✓
Plan and implement at least one way of solving the problem	✓	✓	✓
Check if the problem has been solved and review your approach to problem solving	✓	✓	✓

**Working with Others**

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Plan work with others	✓	✓	✓
Seek to develop co-operation and check progress towards your agreed objectives	✓	✓	✓
Review work with others and agree ways of improving collaborative work in the future	✓	✓	✓

# Appendix 2 Mapping to Construction and Built Environment Curriculum Content<sup>1</sup>

	Sustainability for communities	Managing the built environment	Maintaining the built environment
<b>Learning outcomes</b>			
<b>Theme: Value and use the built environment</b>			
2.15 Identify and explore the social, environmental and economic components and benefits of sustainability			
2.16 Identify and describe the contribution that the built environment makes to the physical, spiritual and emotional wellbeing and economic prosperity of individuals and communities			
2.17 Describe the main activities and roles involved in maintenance and service support functions			
2.18 Explain the contribution of facilities management and support services to the maintenance, development and economic benefit of the built environment			
2.19 Identify and explore the contribution of property services and housing to the development of the built environment and the wider community			

<sup>1</sup> Construction and Built Environment Curriculum Content taken from Construction and the Built Environment: How University Technical Colleges can deliver best practice. Published by The Baker Dearing Trust and supported by University Technical Colleges, CITB Construction Skills and the Edge Foundation.

# Appendix 3 Glossary

## A 3.1 Knowledge learning outcomes

Knowledge learning outcomes are effectively assessed through the learner giving the 'facts' of a situation.

### **Differentiators**

Differentiators in performance are often given using the following terms:

#### **Accuracy**

Is what they are claiming as fact actually correct?

#### **Breadth/range**

Is there an expectation of breadth rather than depth i.e. they should have superficial knowledge of a lot of facts rather than in-depth knowledge of a few.

#### **Clarity**

This is often related to communication skills, but you can anticipate that someone who really knows something knows how to organise what they are saying and doesn't mix with information that is incorrect or irrelevant. People who waffle tend to be less certain of their knowledge than those who can be succinct and to the point.

#### **Depth/detail**

Have they given sufficient detail to confirm that they really do know something?

#### **Relevance/application**

Do the facts have to be relevant to the situation? Is it simply pure theory or do you want them to show knowledge through their discarding of what they consider is not relevant.

#### **Command Verbs**

A consideration of the command verbs used in the AC, can help determine which differentiators could be used. Below are definitions of knowledge related command verbs.

**Describe** – paint a picture in words, provide information with detail. Using this analogy, you would expect there to be some detail in what they know. Describe could be extended to merit and/or distinction, but could also be pass only. If it is to be extended to distinction, then there will probably need to be a number of qualifiers.

**Define** – state the meaning of a term. It is unlikely this could be extended to merit or distinction level.

**Identify** – recognise, distinguish and establish what something is. It is unlikely that this could be extended to distinction level. Differentiation is likely to be about relevance and accuracy.

**Illustrate** – exemplify, describe with reference to examples. This could be extended to merit and distinction level.

**Outline** – a general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail, e.g. a list of the main points covered or to be covered in a speech. This is unlikely to be extended to merit and distinction level. A good outline becomes a description!

**State** – make an assertion. This would not extend beyond pass.

**Summarise**- to give a shortened version of something that has been said or written, stating its main points.



## A 3.2 Understand learning outcomes

Understanding learning outcomes are effectively assessed through the learner showing how they have applied their knowledge through effective reasoning.

### Differentiators

#### Clarity

Is the reasoning explicit or implicit. Where reasoning is implicit the level of understanding has to be interpreted. Explicit reasoning shows the understanding clearly exists.

#### Depth

How detailed is the reasoning?

#### Justification

Are you persuaded of their argument and reasoning?

#### Substantiation

Has the learner drawn on evidence to support any conclusions made?

#### Validity

Is the reasoning valid? Is it accurate? Is it based on the context of the situation? Is it based on theory?

### Command Verbs

Below are definitions of understanding related command verbs.

**Analyse** – examine in detail, break into component parts, examine relationships.

**Assess** – make a judgement about the quality or value of something

**Compare** – explain similarities and differences

**Evaluate** – make judgements against criteria, usually based on analysis and data

**Explain** – give reasons

**Justify** – persuade someone of the validity of an argument, to validate a proposal

## A 3.3 Be able to learning outcomes

'Be able to' learning outcomes focus on learner's development of skills. They involve practical, hands on activities. Related AC's are often assessed through the production of ephemeral evidence, such as witness testimonies and observation records.

### Differentiators

#### Accuracy

Were they able to elicit accurate information by using the skills?

#### Adaptation

Can they use the skill in different contexts?

#### Appropriate

Was the skill used appropriately, taking account of the situation/location?

#### Confidence

Very difficult to assess as it is an intrinsic feeling so assessors will find this challenging to determine. It is sometimes used, however. Consider hesitance as a sign of a lack of confidence, so fluidity and consistency can be aspects of confidence.

#### Effectiveness

Did the use of the skill produce the expected outcomes?

#### Independence

Were the learners able to demonstrate the skill without support or guidance from others?

### Command Verbs

Below are definitions of 'be able to' related command verbs.

**Collaborate** – make a contribution to the work of a team, supporting team members as required

**Communicate** – ensure information is received effectively

**Display** – organise and present information diagrammatically

**Handle** – manipulate a tool/equipment to a desired effect

**Monitor** – observe and record activity, could also include ensuring expected progress is maintained

**Maintain** - to keep in an appropriate condition

**Plan** – organise a range of components into a logical sequence. This could also include timings. It could also include how this organisation is presented.

**Present** – organise and communicate in a way that can be clearly followed and understood. Often refers to oral communication skills and may include use of supporting information.

**Process** – use a series of actions to elicit results

**Record** – obtain and store data and information

**Use** – employ something for a purpose