



WJEC Level 1/2 Award in Constructing the Built Environment

STATEMENT OF PURPOSE

There are many places where the construction process takes place. Bricklayers could be building a garden wall or a block work wall at the top of a new tower block. A plumber could be installing a new bathroom or fitting pipes in a petro-chemical plant. Plasterers could be working on walls that previously had asbestos and need to think about how they dispose of waste. A steel fixer could be working on a foundation or at the top of a multi-storey car-park. A roofer could be given construction drawings that contain confidential information that has to be kept secure. Trades people, inspectors, site supervisors, architects and project managers are all examples of those working construction processes take place.

Safety and security are important considerations for those involved in construction projects. This may relate to commercially sensitive information such as tenders or construction designs and working in potentially unsafe environments. Safety and security relates to belongings, environments and people, whether they are colleagues or members of the public. All projects need to be planned. Some projects will last for months or years and need a Project Manager with several staff involved. Smaller scale projects, like refurbishments, might only involve one or two people throughout. All projects involve drawings and/or specifications which use international standard symbols and terminology which must be interpreted. From this technical information, calculations have to be made to identify resources required before the build process takes place.

The WJEC Level 1/2 Award in Constructing the Built Environment is designed to support learners to develop an awareness of these key considerations. It mainly supports learners in schools and colleges who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available. It is mainly suitable as a foundation for further study. This further study could provide learners with the awareness of the work of different types of job roles in the sector such as plumbers, carpenters and bricklayers. As a result, they may wish to start an apprenticeship or continue with their studies in order to pursue those job roles.

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

- Level 3 Extended Project
- Level 3 qualifications in construction, such as Diplomas in Construction and the Built Environment
- Level 2 qualifications in specialist areas such as plumbing, bricklaying and carpentry
- Apprenticeships in construction.

There are no formal entry requirements for this qualification. It is likely to be studied by 14-16 year olds in schools alongside GCSEs.

This is the qualification structure:

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Unit number	Unit title	Assessment	GLH
1	Safety and security in construction	External	30
2	Practical construction skills	Internal	60
3	Planning construction projects	Internal	30

This structure has been designed to allow learners to develop the understanding and skills related to a range of job roles in construction. The units provide an overview of technical roles such as bricklayers, carpenters and electricians as well as professional roles such as site inspectors, project managers and architects and how they work together to completion construction projects. Each unit has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in construction. Each unit has an applied purpose which acts as a focus for the learning in the unit. This approach is called applied learning and enables 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 qualification has 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 construction and also provides for learning in a range of contexts from urban to rural environments in mainly small scale construction projects. As such, the qualification provides learners with a broad appreciation of work involved in the constructing the built environment and wider opportunities for progression into further education, employment or training.