WJEC Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award)

GUIDANCE FOR TEACHING

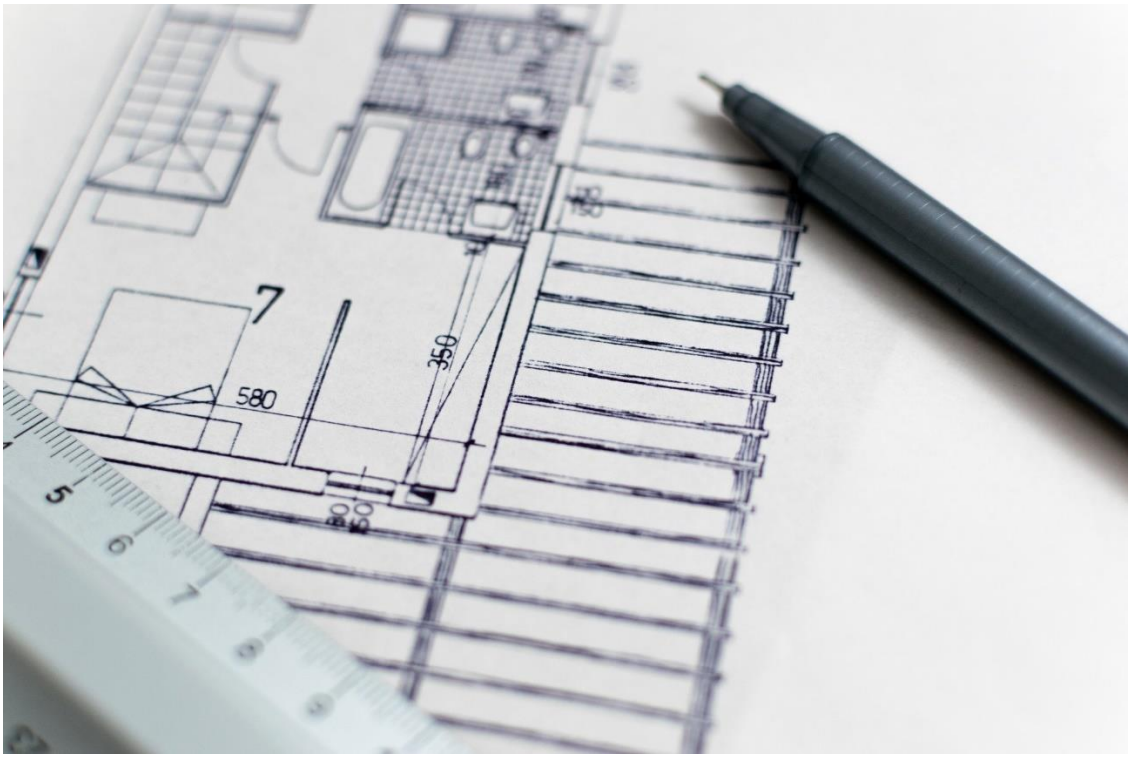
UNIT 2 GUIDE

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 1/2 Vocational Qualification in Construction and the Built Environment (Technical Award) and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

Aims of the Unit Guide

The principal aim of the Unit Guide is to support teaching and learning and act as a companion to the Specification. Each Unit Guide will offer detailed explanation of key points in the Specification and aim to explain complex areas of subject content. An overview of the whole course can be found in the Delivery Guide.



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Introduction

The WJEC Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award), approved by Ofqual and DfE for performance qualification tables in 2024 (first teaching from September 2022), is available to:

- all schools and colleges in England
- subject to local agreement, it is also available to centres outside England, for example in Northern Ireland, the crown dependencies of the Isle of Man and the Channel Islands, and in British overseas territories, and to British forces schools overseas. It is not available to other overseas centres or in Wales.

It will be awarded for the first time in January 2024, using grades Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Additional ways that WJEC/Eduqas can offer support:

- sample assessment materials and mark schemes
- exemplar materials
- face-to-face CPD events
- examiners' reports on each question paper
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review
- Regional Support team.

Pathways

The table below shows the possible routes to a Level 1/2 Construction and the Built Environment qualification.

	Unit 1	Unit2	Unit 3
WJEC Level 1/2 Construction in the Built Environment (Design)	✓	✓	
OR			
WJEC Level 1/2 Construction in the Built Environment (Construction)	✓		✓

Overview of Unit 2

Designing the built environment

(60% of the qualification)

This unit is an optional unit that learners will study in addition to Unit 1 **unless** Unit 3 is studied.

Overview of the unit

In Unit 2, learners will gain knowledge and understanding of the design of the built environment, encompassing what information is required in order to produce a drawing, and the different types of media used in both approval and planning of the built environment.

2.1	Identifying and calculating information
2.2	Writing and setting success criteria
2.3	Drawing plans
2.4	Drawing elevations
2.5	Using the language of drafting
2.6	Drawing two dimensional (2D) plans
2.7	Creating three dimensional (3D) virtual models and plans
2.8	Evaluating design tasks

How to read the Specification

WJEC/Eduqas Vocational Award (Technical Awards) specifications are written to be transparent and easy to understand.

The amplification provided uses the following four stems:

- 'Learners should know' has been used for the recall of facts such as: legislation and definitions.
- 'Learners should know and understand' has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- 'Learners should be aware of' has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- 'Learners should be able to' has been used when learners need to apply their knowledge to a scenario or practical situation.

The amplification provided includes all of the assessable content for the relevant section, unless it states, *'e.g.' 'including'* or '*such as'*. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners' needs and interests. The use of the word '*including*' indicates compulsion (i.e., a question could be specifically set on that aspect). The use of the words *'e.g.,'* or *'such as'* are for guidance only, and an alternative can be chosen.

UNIT 2 TEACHER GUIDANCE

2.1 Identifying and calculating information		
	Content Amplification	**Teacher Guidance**
2.1.1	Learners should be able to calculate areas to: • work out quantities of materials required in estimating costs.	Learners should understand the importance and widespread use of simple floor area calculations, that range from initial building cost estimates, valuations and setting of rental values, to deriving quantities for ordering of materials and assessing project potential, by comparing land cost with possible development size. Learners should know how to calculate areas of standard shapes, including rectangles and triangles.
2.1.2	Learners should be able to calculate volumes to: • work out quantities of materials required in estimating costs.	The calculation of the volume of an enclosed space is important in several areas of building design, including setting of levels of insulation, ventilation rates, requirements for space heating and lighting. Learners should know how to calculate volumes of rectangular and triangular spaces.
2.1.3	Learners should be able to measure distances for design considerations such as: • evacuation routes • boundary clearances • spans to estimate structural depths.	Designs are often based on set distances for requirements such as length of internal evacuation routes, boundary clearances in relation to Building Regulations, distances of separation for privacy considerations relevant to planning control and the initial estimation of structural depths. Calculations of distances also has a bearing on services such as voltage drop in electrical cable and pipe sizing for gas supplies, water and heating. Learners should be familiar with measuring distances on drawings produced to different scales.
2.1.4	Learners should be able to calculate the effect of changing pitches on spans, volume and quantities of materials such as roof tiles.	Calculation of pitch is relevant when determining volumes of rooms with sloping ceilings volumes and when calculating quantities of roofing materials.

2.1.5	Learners should be able to vary out levelling to measure vertical distances, including: • levels in terms of forming level access to homes • falls for drainage • excavation topography • filling materials • establish heights from differences in levels.	Learners should understand the meaning of levelling in construction. The term levelling out refers to: • ground excavation – flattening an area of ground or creating different flat levels for split level buildings • drainage levels – ensuring waste drains away from the building or structure. Surveying levels – levelling is used to determine the height of a level in relation to another height, such as an elevation of a point in relation to a datum.
2.1.6	Learners should be able to carry out calculations related to the following high-level design requirements of construction designs: • area • ceiling height • layout of rooms • outdoor space • energy use.	The specification suggests a range of high-level design considerations. Learners should be aware the high-level considerations, that may relate to lighting design, provision of acoustic and thermal insulation, and compliance with regulations for the conservation of fuel and power, are carried out using approved software applications. Learners should know how to carry out preliminary calculations for estimating certain high-level considerations, including size of glazed openings for natural lighting and size of opening for adequate natural ventilation in dwellings.

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2.2 Writing and setting success criteria		
	Content Amplification	**Teacher Guidance**
2.2.1	Learners should be able to produce appropriate success criteria for interpreting a client brief in terms of: • identifying requirements • meeting user needs • the local environment.	Consider what the client wants from the design; what function it will perform; how will it be utilized by the end user; does it fit into its surroundings; and what limitations exist in local planning? How to establish a sustainable outcome: • equity of the project - social progress and how the local community feel • economy of the project - determining the economic growth and long-term viability of the building or structure • ecology of the project - consider the environmental impact of the building or structure.
2.2.2	Learners should know and understand that appropriate success criteria means that learners should consider the following: • takes into consideration the requirements of the brief • scale and dimensions • use of appropriate conventions.	Sufficient investigation should take place of the key aspects of the project to ensure a detailed brief is able to be communicated that matches the client requirements. Conventions in construction should be followed: dimensions; letters and numbering; borders and title block; scales; symbols; drawing types. Throughout, the UK standard conventions are used in construction to the same British Standards BS1192.
2.2.3	Learners should be able to produce appropriate success criteria that considers the quality of their presentation, including how their presentation: • puts the design in the context of the environment • add elements that give a sense of realism • is comprehensive in its detail and scope.	Consider scale and dimensions not only in mathematical terms but in how it fits with the local environment, obtains the best views and if it fits the location parameters while giving a suitable external space that is in harmony with the building or structure. Have the necessary environmental assessments taken place? Ensure client understands building regulatory requirements, be real with the design when there is a need for acceptance from the wider community. Comprehensive detail to ensure complete understanding and communication.

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2.3 Drawing plans		
	Content Amplification	**Teacher Guidance**
2.3.1	Learners should be aware that block plans are drawn to scale and illustrate: • location • local infrastructure • site layout, including pedestrian and vehicular access routes, parking and landscaping • requirements for planning applications. Learners should be able to produce accurate block plans using drawing instruments or a Computer Aided Design (CAD) package.	Plans to scale, as listed in part 2.3.4, that illustrate: • the building in the context of both its site and its location • the layout of the building, including the relationships between rooms, the location of internal fixtures and fittings and the position of any cross sections. Learners should know that all drawings start from a known point called a datum and where that datum originates. It is optional as to whether the drawings produced for assessment are hand drafted or computer generated.
2.3.2	Learners should be aware that floor plans are drawn to scale and illustrate: • room layouts • furniture arrangements • horizontal circulation routes • vertical circulation facilities • internal fittings • windows and doors • fire exits. Learners should be able to produce accurate 2D floor plans using drawing instruments or a CAD package.	

2.3.3	Learners should be aware that cross-sections are drawn to scale and illustrate: • floors and ceilings • external walls • service voids • vertical circulation routes • structural floor depths • roof structures. Learners should be able to produce accurate 2D cross-sections using drawing instruments or a CAD package.	Sections to scale, as listed in part 2.3.4, that illustrate: The vertical arrangement of a building, including internal spaces and structures, and the location of any construction details. It is optional as to whether the drawing(s) produced for assessment are hand drafted or computer generated.
2.3.4	Learners should be aware that drawings produced to recognised (British Standards) scales as specified in BS 1192 are generally: • 1:1, 1:5 and 1:10 for construction details • 1:50, 1:100, 1:200 for layout and site plans • 1:1250 for location plans. Learners should be able to produce accurate scale drawings using drawing instruments or a CAD package.	Learners should be able to use the appropriate drawing conventions and set the standard dimensions on software packages that have the current BS1192 installed. They should have access to BS1192 or appropriate sections if they are producing hand drawings.

UNIT 2 TEACHER GUIDANCE

2.4 Drawing elements		
	Content Amplification	**Teacher Guidance**
2.4.1	Learners should be able to produce accurate 2D representations of wall surfaces to illustrate arrangements such as kitchen units and appliances, and position fixtures, including: • doors • fireplaces • windows • wall lights • kitchen layouts • electrical outlets and switches using drawing instruments or a CAD package.	Internal and external elevations to scale to illustrate: The position and vertical relationships between the various features, fixtures and fittings listed in the amplification. Learners may wish to consider framing the internal elevation within a sectional drawing of the surrounding building structure. Smaller scale external building elevations to illustrate the design from each aspect to illustrate: Building materials and relationships between the main building elements, as listed in the amplification, and including site features, such as adjacent structures, trees, landscaping, vehicles, and pedestrians, all as required to provide context. Learners may consider producing the elevations at a fixed time so that shadows can be used to add apparent depth and further differentiate orientation. It is optional as to whether the drawings produced for assessment are hand drafted or computer generated.
2.4.2	Learners should be able to produce accurate 2D representations of external wall and roof surfaces including: • windows • doors • finishes • the roof layout • roof trims and rainwater goods. using drawing instruments or a CAD package. Learners should be able to produce an external elevation rear (north), front (south), left (east) and right (west) facing, including details as outlined above.	

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2.5 Using the language of drafting		
	Content Amplification	**Teacher Guidance**
2.5.1	Learners should be aware that BS 1992:2007 as updated to BS EN ISO 19650, 2018 is a code of practice for the production, formats and standards of architectural, engineering and construction information. Learners should be able to produce a formal layout of a drawing with a border, title block and other considerations as a template. Learners should be aware of Building Information Modelling in terms of: • that Building Information Modelling (BIM) is a framework for a collaborative working environment in BIM teams, often with a coordinator • the production and sharing digital information using standardised processes and agreed standards and methods in a model • the process of clash detection used across structural, architectural and building services designs and how this enables efficient designs to be produced that are error free.	British Standards (BS) are the standards produced by the British Standards Institute (BSI), which is the national standards body of the UK. They include the code of practice for the production of building/construction information identified in the amplification. Building Information Modelling (BIM), as described in the amplification, is intended to ensure information is reliable and can be used and reused without unauthorised change or need for individual interpretation. It is a management and communication tool where every member of the construction and design team input information that will exist for the whole life of the building or structure. Clash detection is part of the quality control process and helps maintain the efficient flow of the project. It determines clashes and enables the design to be changed before the work begins. There are 3 types of clash detection: • hard clashes • soft clashes • logistic/temporary clashes.
2.5.2	Learners should be able to: • produce a viewport with a templated drawing presentation containing a border and completed title block • produce a range of scaled views, such as 1:50, 1:100 within a viewport.	Learners should understand that a viewpoint is a means of focus on a particular aspect of the design, presenting a view usually from above in 2D format.

2.5.3	Learners should be aware that: • rules about annotation, lines, hatching and use of symbols are standardised throughout the industry • use of rules (or conventions) reduce drawing time and space needed to convey information.	Rules and conventions applicable to drafting standardised throughout the industry used to improve drafting efficiency. Learners should be aware of common conventions for annotation, line types and thicknesses, hatching and symbols. Learners will also benefit from an awareness of the benefits of using stencils, for symbols and text, and of adopting a drawing layout, with standardised title block, font styles and sizes. The development of a consistent printed handwriting style for annotations will also improve the quality of hand drafted work.
	Learners should be aware of printing and common abbreviations, such as: • GL (ground level) • FFL (finished floor level) • DPC (damp proof course) • DPM (damp proof membrane).	
	Learners should be aware of the following uses of lines: • use of different line weights in CAD • thick lines for outline of close objects • thin lines for dimensions, hatching and outline of distant objects • dotted or dashed lines for centre lines or outline of obscured or hidden objects.	
	Learners should be aware of the use of hatching to show the following in section: • brickwork • blockwork • timber • concrete • damp proof course • hardcore.	

	Learners should be aware of the use of symbols in construction drawings to reduce drawing time and to show the position and type of specific equipment, including: • sanitary fittings • kitchen fittings • doors • windows • external walls • fire detection and fittings such as fire extinguishers and detectors • extraction fans to bathrooms and kitchens • electrical outlets and switches.	
2.5.4	Learners should be able to produce a 2D draft drawing using manual techniques containing: • scales • a standard templated drawing sheet, title block and border • conventions • annotated details • lines • graphical construction materials – hatching • symbols.	Learners should have access to all appropriate equipment and reference material. The annotations used on drawings take different identities such as Tags; symbols; keynotes; dimensions; text notes.

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2.6 Drawing two dimensional (2D) plans		
	Content Amplification	**Teacher Guidance**
2.6.1	Learners should be able to use a CAD package to: • develop plans and other design drawings to illustrate building design proposals • refine concepts and initial design ideas in response to feedback and to illustrate refined building design proposals • produce technical drawings for use in the construction of building design proposals.	It is a requirement for learners to use CAD software to produce 2D drawings, that illustrate finished building design proposals and technical details for construction purposes. This should comprise CAD versions of the final drawings produced for sections 2.3 and 2.4 and illustrate the rules and conventions described in sections 2.5.
2.6.2	Learners should be able to plot developed draft and developed designs into a transferrable medium to an appropriate scale for: • planning submission at a scale of 1:1250 • for drawn details at a scale of 1:50 or 1:5 • for client approval, annotation and revisions. Learners should be able to print to pdf from a software package and place designs into a supplied formal drawing template suitably completed for client approval.	Ensure drawings are incisive of all relevant settings in the drawing software at the start. To create a drawing template address certain area's first: • title block layout • default layers • default font type • default dimensions • default table style. **NB. There may be more areas to set first dependant on the software package used.** Other information can be added to meet the client's requirements and approval once these have been set. They should then match the software's functions to print and get the complete set of drawings for presentation.

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2.7 Creating three dimensional (3D) virtual models and plans		
	Content Amplification	**Teacher Guidance**
2.7.1	Learners should be able to use a CAD package to develop 3D models from 2D building design drawings: • applying scenes, backgrounds and surroundings to a 3D building model • rendering the external finishes (colour and texture) of a 3D building model using standard conventions • adding features such as images of people, vehicles and landscaping to enhance a 3D building model • creating 360° views of a 3D building model, including rotation • adding building components, other details and colour to a 3D building model • importing fixture models from a library and scaling to fit their 3D model.	The requirement for the use of CAD software includes the development of the 2D work carried out for section 2.2.6(a) to produce 3D models of proposed designs. The 3D models should be realistic representations of proposed buildings, that have been rendered to illustrate materials, colours and textures and include the features listed in the amplification to provide context. It should be possible to rotate and angle the 3D models so that the design can be viewed from various positions and differing heights. Learners should be shown the use of annotations in CAD including the use of Multi-Rebar annotations. NB: If possible, the use of virtual and/or augmented reality (VR and AR) software at this point can enhance to presentation and give the ability to highlight otherwise hidden areas of the drawing.

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2.8 Evaluating design tasks		
	Content Amplification	**Teacher Guidance**
2.8.1	Learners should be able to evaluate a finished design task against the project requirements, considering: • obtaining a brief from a client • recording the requirements from a client in a formal briefing document • producing simple sketches for approval • working up drawings • possible further design improvements • possible further enhancements in presentation • obtaining client approval.	Learners should benefit from developing a standardised approach to evaluating their work, using the three parts of this section of the specification. They should avoid lengthy descriptions of work done and concentrate on a review of quality, successes, and potential improvements.
2.8.2	Learners should be able to evaluate a finished design task against personally-set success criteria considering: • interpreting the client brief • accuracy of the design work • quality of presentation.	
2.8.3	Learners should be able to evaluate a finished design task against the needs of end users, considering: • their health and safety • the intended purpose and functionality of the outcome of the design task • feedback on a design highlighting any areas of commendation or improvement.	

CONTROLLED ASSESSMENT

CONTROLS

Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is 30 hours. Candidates cannot exceed this time. Unit 2 tasks feature recommended timings that are for guidance only. Centres should discourage candidates from exceeding the recommended times or devoting insufficient time to this work.

Supervision

One level of supervision features throughout the Unit 2 assessment:

Indirect supervision	Candidates do not need to be directly supervised at all times. The centre must ensure that: • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Guidance

One level of guidance features throughout the Unit 2 assessment:

Category of Advice/Feedback:	Indirect
Teachers can:	
Review candidates' work and provide oral and written advice at a **general** level in order to secure a functional outcome.	✓
Evaluate progress to date and propose broad approaches for improvement.	X
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	X
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	X
Intervene personally to improve the presentation or content of work.	X

Resources

One level of resources features throughout the Unit 2 assessment:

Permitted	Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. Centres should refer to specifications for subject-specific guidance.

Where the level of control is 'permitted', candidates' notes are limited to:

Task:	Resources permitted:
1-5	Class notes relating to production of floor plans, block plan, elevations, cross-section and construction details, and 3-D models. Any resources necessary to support the effective use of drawing instruments or CAD software.

Collaboration

One level of collaboration features in the Unit 2 assessment:

Not permitted	Candidates should not collaborate in any way during the task.

PRESENTATION

In Unit 2, designing the built environment, learners are required to present their work in an A4 or A3 sized document (or a document made up of a combination of both sizes, e.g., with drawings and plans on A3 paper and the remainder of the task on A4 paper).

It is important that the images are of sufficient quality and quantity to clearly show relevant features/detail of the construction work. Within the task, learners may include short and extended prose, digital images/photographs, annotated images/diagrams to suit the nature of the task. Whilst the form of presentation is flexible, teachers should ensure that learners' work has the potential to address all of the relevant assessment criteria.

Assessment of Unit 2

Unit 2: Designing the built environment

Controlled Assessment: 30 hours

60% of qualification

120 marks: 180 UMS

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

The assessment objective weightings for Unit 2 are:

AO1	AO2	AO3
3%	39%	18%
6 marks	78 marks	36 marks

FAQS

Can learners resit the Unit 2 assessment?

Candidates may resit the internally assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the internally assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the externally assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

What is the entry code for this unit?

		Entry Code
Unit 2	Internal	E819U2

Is this assessment compulsory?

This assessment is compulsory for learners studying Unit 2. Learners will study Unit 2 in addition to Unit 1 **unless** Unit 3 is studied.

When can candidates submit the Unit 2 assessment?

Assessment opportunities will be available in January and May/June each year, until the end of the life of this specification.

January 2023 will be the first assessment opportunity for Unit 2.

Are candidates assessed on their spelling, punctuation and grammar in this assessment?

No, although learners are reminded of the need for good English and orderly, clear presentation in their answers.

Will candidates be expected to demonstrate knowledge and understanding of content in Unit 1 in this assessment?

Yes. Learners will need to make use of their knowledge and understanding gained from Unit 1 throughout this unit, including:

- 1.1.4 Professional and managerial roles & responsibilities associated with the built environment sector
- 1.2.3 Building life cycle: Construction
- 1.3 Types of building and structure
- 1.4.1 Main elements and components of low-rise buildings
- 1.4.2 Main materials involved in constructing walls, installing building services, fitting roofs and finishing interiors
- 1.4.3 Renewable technologies and materials, including heat pumps, wind turbines and solar panels
- 1.6.1 The environmental, financial, cultural and social benefits of sustainable construction methods
- 1.6.2 Pollution and the preservation of the natural environment and natural habitats
- 1.6.3 Sustainable materials used to create building frames, walls, roofs
- 1.8.1 Risks for employees, employers and the public during construction and the built environment projects

Will the assessment objective weightings remain the same throughout the life of the specification?

Yes.

How is the unit reported?

This unit will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Where can I access the Controlled Assessment assignment briefs?

The Controlled Assessment assignment briefs can be found in the Candidate and Assessor pack on the secure website under WJEC (wjecservices.co.uk).

How will I know which assignment brief to use?

Candidate and Assessor packs will be clearly labelled with the release date and the year of submission for that brief. Centres must ensure that they provide learners with the correct brief for the year during which learners will be submitting their controlled assessment.

What happens if a candidate has done the wrong brief?

Centres should contact the subject team at WJEC as soon as possible. The centre may be required to submit the relevant JCQ form to ensure that the learners is not penalised.

Will the tasks remain the same throughout the life of the specification?

Tasks are intended to remain the same throughout the lifetime of the specification, however centres should refer to the published assignment brief each year in case changes to the tasks do have to be made.

Do learners have to use the published contexts given for the controlled assessment tasks?

Yes. The context will change every year, and learners must complete tasks according to the context that is included as part of the assignment brief for the appropriate year of submission.

When should learners complete the Controlled Assessment?

Controlled Assessment tasks may be completed and assessed at any suitable time during the course. However, centres need to ensure they have delivered the content needed for candidates to be able to access marks allocated to all aspects of the relevant Controlled Assessment.

Can candidates work together on any part of their Controlled Assessment?

No. Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the Controlled Assessment.

How long should learners spend on their Controlled Assessment?

Learners should spend 30 hours on their Controlled Assessment tasks. Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the Controlled Assessment.

Can learners complete their Controlled Assessment outside of the classroom?

All tasks should be carried out within the prescribed Controls, including those pertaining to supervision and time constraints, as detailed in the Assignment Brief. Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the Controlled Assessment.

What software packages might learners use when producing their Controlled Assessment work?

A range of software packages are suitable for use within Unit 2, including Autodesk, Revit and 2D Design. Centres have the flexibility to choose the most appropriate software package for their learners.

Are there any word or page restrictions for the Controlled Assessment?

No. Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the Controlled Assessment.

How should learners present their Controlled Assessment work for submission to WJEC?

Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the Controlled Assessment.

Can the work be a combination of word processed and handwritten?

Yes.

Can learners use the internet during the completion of their NEA?

No. Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the Controlled Assessment.

Can teachers provide guidance about candidates' Controlled Assessment work?

Teachers can provide 'general advice' and must not provide specific advice about what learners should do to improve their work. Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the Controlled Assessment.

Are learners permitted to redraft their work?

Once the task is finished and the final assessment made, no further amendments may be made. Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the Controlled Assessment.

How will work be submitted to WJEC?

Please see the Administration Guide and pages 18 – 20 of this document for more information on how to manage the submission of the Controlled Assessment.

What provisions will be made for learners who might struggle to access the Controlled Assessment activities such as learners with disabilities or learners who have specific learning needs?

WJEC will follow the guidance and rules on reasonable adjustments found in the Joint Council for Qualifications (JCQ) document: Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

We believe that, as a consequence of the provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment in WJEC Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award). We recognise, however, that Controlled Assessment activities can provide challenges for learners with particular disabilities. We will be pleased to respond to queries from centres on an individual basis should they seek advice on delivery or assessment of the qualification for a particular learner or group of learners, and to discuss what reasonable adjustments might be appropriate to remove or minimise the disadvantage experienced by a learner with disabilities studying the WJEC Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award).

GLOSSARY FOR UNIT 2

Term	Definition
3D Modelling	The process of using software to create a mathematical representation of a three-dimensional object, such as a building.
BIM Building Information Modelling	An intelligent 3D model-based process that gives construction professionals the tools to collaborate efficiently in the planning, design, constructions and management of buildings and infrastructures.
Building Regulations	Statutory regulations that seek to ensure that the policies set out in legislation relevant to construction work are carried out. Compliance with the regulations should ensure that new buildings and renovation works are going to be safe to use and high-performing. The regulations cover most aspects of construction and are presented as a series of Approved Documents, which describe required standards and methods.
BS Codes of Practice	Produced by the BSI, Codes of Practice recommend good practice as currently undertaken by competent practitioners. They offer reliable indicative benchmarks and are widely used in the construction industry.
BSI British Standards Institute	The national standards body of the UK that produce documents that describe standards required for quality of materials and standards of workmanship.
CAD Computer Aided Design	The computer-based technology for design and technical documentation that replaces manual drafting with an automated process.
Hatching Styles	Patterns used on technical drawings to act as symbols for the identification of different types of commonly used materials.