



WJEC LEVEL 1/2 VOCATIONAL AWARD IN CONSTRUCTION AND THE BUILT ENVIRONMENT

GUIDANCE FOR TEACHING
DELIVERY 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 DELIVERY GUIDE

The principal aim of the Delivery Guide is to give an overview of the qualification. It will offer an introduction to the specification, an assessment overview and other guidance that we hope teachers will find useful. Greater information on each unit can be found in the separate unit guides.



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INTRODUCTION TO THE SPECIFICATION

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, in 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*.

The WJEC 1/2 Vocational Award in Construction and the Built Environment (Technical Award) introduces learners to the built environment, helps them develop sector specific skills and provides them with opportunities to consider the design, technology, techniques, processes, jobs, materials, concepts and issues associated with the sector.

Learners are encouraged to investigate their own built environment and consider the impact it has on the economy, society, culture and the natural environment.

It is envisaged the qualification will be taken by learners who are considering a career in the built environment sector. It provides a potentially suitable foundation for further study, an apprenticeship or employment. It will also provide a coherent, satisfying and worthwhile course of study for learners who do not wish progress to further study in this subject. The broad-based nature of the qualification means that it is appropriate for learners considering careers in trade-based, professional or managerial roles within the industry.

ADDITIONAL WAYS THAT WJEC/EDUQAS CAN OFFER SUPPORT:

- sample assessment materials and mark schemes
- face-to-face CPD events
- examiners' reports on each question paper
- free access to past question papers and mark schemes via the secure website
- direct access to the Subject Officer
- free online resources
- Exam Results Analysis
- Online Examination Review
- Regional Support Team (see page 22 for more information).

QUALIFICATION STRUCTURE

WJEC Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award) consists of 3 units. There are two routes through this qualification; learners must follow one route and study two units.

Unit 1 is mandatory, and Unit 2 and Unit 3 are optional units from which centres will choose one:

	Unit title	Type of Assessment	Weighting
Unit 1	Introduction to the Built Environment	External	40%
Unit 2	Designing the Built Environment	Internal	60%
Unit 3	Constructing the Built Environment	Internal	60%

The table below shows the possible routes to a WJEC 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)	✓		✓

UNIT 1

Introduction to the built environment

(40% of the qualification)

Overview of the unit

As the title suggests, this unit provides an introduction to the built environment with particular focus on:

- identifying and describing ideas and concepts in the built environment
- explaining concepts in the built environment
- evaluating evidence, ideas and concepts in the built environment
- comparing and contrasting ideas, concepts in, and evidence related to, the built environment.



UNIT 2

Designing the built environment (60% of the qualification)

Overview of the unit

In studying for this unit, learners will develop knowledge and understanding of and skills in 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, and 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.

Learners should be given the opportunity to develop their knowledge, skills and understanding of the eight areas of content set out in the specification for designing the built environment.

UNIT 3

Constructing the built environment (60% of the qualification)

Overview of the unit

In studying for this unit, learners will develop knowledge and understanding of, and skills in, constructing the built environment. Learners are required to present their written and any drawing work in an A4 or A3 sized document (or a document made up of a combination of both sizes). Additionally, learners are required to present evidence of their construction work using coloured photographic images.

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, and 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.

Learners should be given the opportunity to develop their knowledge, skills and understanding of the ten areas of content set out in the specification for constructing the built environment.

WHAT'S NEW?

UNIT 1

Specification content:	Area of content:	If/where it featured in legacy specification:
1.1	The sector	New
1.2	The built environment life cycle	New
1.3	Types of buildings and structures	Designing the Built Environment – Unit 3
1.4	Technologies and materials	New
1.5	Building structures and forms	Designing the Built Environment – Unit 3
1.6	Sustainable construction methods	Planning the Built Environment – Unit 3
1.7	Trades, employment and careers	Constructing the Built Environment – Unit 3
1.8	Health and safety	Constructing the Built Environment – Unit 1

UNIT 2

Specification content:	Area of content:	If/where it featured in legacy specification:
2.1	Identifying and calculating information	Designing the Built Environment – Unit 2 *New with no specific coverage overlap
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 plans	
2.7	Creating three-dimensional virtual models and plans	
2.8	Evaluating design tasks	

UNIT 3

Specification content:	Area of content:	If/where it featured in legacy specification:
3.1	Interpreting technical sources of information	Constructing the Built Environment – Unit 2 *New with no specific coverage overlap
3.2	Planning and organising work	
3.3	Identifying resource requirements	
3.4	Calculating the materials required	
3.5	Writing and setting success criteria	
3.6	Prepare for construction tasks	
3.7	Carrying out techniques	
3.8	Removing and disposing of materials*	
3.9	Working practices that promote health and safety	
3.10	Evaluating construction tasks.	

SUMMARY OF ASSESSMENT

Summary of Assessment	
Unit 1: Introduction to the Built Environment On-screen examination: 1 hour 30 minutes 40% of qualification	80 marks
Questions requiring objective responses, short and extended answers, based around applied situations. Learners may be required to use stimulus material to respond to questions.	
Unit 2: Designing the Built Environment Controlled assessment: 30 hours 60% of qualification	120 marks
An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.	
Unit 3: Constructing the Built Environment Controlled assessment: 30 hours 60% of qualification	120 marks
An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.	

ASSESSMENT OBJECTIVES

- AO1** Demonstrate knowledge and understanding from across the specification.
- AO2** Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- AO3** Analyse and evaluate information, making reasoned judgements and presenting conclusions.

UNIT 1

This unit is externally assessed through a written examination available in January/February and May/June each year.

Duration: 1 hour 30 minutes

Number of marks: 80

Format: objective responses, short and extended answer questions based around applied situations. Learners may be required to use stimulus material to respond to questions.

This assessment contributes 40% to the overall qualification grade.

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
24%	11%	5%	40%

UNIT 2

This unit is assessed through internally assessed controlled assessment. An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

This assessment contributes 60% to the overall qualification grade.

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
3%	39%	18%	60%

UNIT 3

This unit is assessed through internally assessed controlled assessment. An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

This assessment contributes 60% to the overall qualification grade.

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
3%	39%	18%	60%

COURSE OUTLINE

Planning for delivery and assessment

There is flexibility in the way the qualification can be delivered. There is a terminal external assessment requirement of 40% which needs to be taken into account when making planning considerations. The following suggestion is one way of approaching the timing of unit delivery and assessment. Centre specific factors may impact on other approaches.

Year 10 delivery	
Winter term	Unit 1 – Introduction to the construction sector Unit 1 – The Built Environment life cycle AND Unit 2 – Skills development relevant to identifying and calculating information Unit 2 – Skills development relevant to setting success criteria Unit 2 – Skills development relevant to the evaluation of design tasks OR Unit 3 – Skills development relevant to all areas of content for trade-based task 1
Spring term	Unit 1 – Types of building and structure Unit 1 – Technologies and materials AND Unit 2 – Skills development relevant to the drawing of plans and elevations using drawing instruments or CAD OR Unit 3 – Skills development relevant to all areas of content for trade-based task 2
Summer term	Unit 1 – Building structures and forms Unit 1 – Sustainable construction methods AND Unit 2 – Skills development relevant to 2D and 3D modelling (CAD) OR Unit 3 – Skills development relevant to all areas of content for trade-based task 3



Year 11 delivery	
Winter term	<p>Unit 1 – Trade, employment and careers Unit 1 – Health and safety</p> <p>AND</p> <p>Unit 2/3 - Introduction to the Controlled Assessment Brief Unit 2/3 - Controlled Assessment</p>
Spring term	<p>Unit 1 – Revision for Examination</p> <p>And</p> <p>Unit 2/3 - Controlled Assessment</p>
Summer term	<p>Unit 1 - final revision for Examination</p> <p>AND</p> <p>Unit 2/3 - final completion and submission of Controlled Assessment</p>



SUGGESTED COURSE OUTLINE PLAN

The recommendations detailed below are suggestions only – they are not at all prescriptive and centres are free to structure the course in the way that best suits their individual circumstances.

Year 1		
	GLH	Content focus
September	1 hr	Introduction to the qualification – structure and assessment
	1 hr	Unit 1 (1.1)– Introduction to the construction sector - Introducing: Buildings and Structures Infrastructure and civil engineering products
	4 hrs	Unit 2 (2.1) – Identifying and calculating the information required for construction designs
	2 hrs	Unit 3 – Review sample assessment material and note the scope of areas of content appropriate for the selected trade-based task - trade based task 1
	2 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 1
	2 hrs	Unit 1 (1.1)- Introduction to the construction sector - Introducing: <ul style="list-style-type: none"> • Building services engineering • Professional and managerial roles
	4 hrs	Unit 2 (2.1 continued) - Identifying and calculating the information required for construction designs
October	4 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 1
	2 hrs	Unit 1 (1.1)- The Built Environment life cycle: <ul style="list-style-type: none"> • Raw material extraction • Manufacturing • Construction
	4 hrs	Unit 2 (2.2) – Writing and setting success criteria: <ul style="list-style-type: none"> • Interpreting the client brief • Accuracy of the design work • Quality of presentation
	4 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 1
November	4 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 1

	GLH	Content focus
December	2 hrs	Unit 1 (1.2)- The Built Environment life cycle: <ul style="list-style-type: none"> • Operation and Maintenance • Demolition • Disposal, re-use or recycling
	2 hrs	Unit 1 – mock examination of unit 1 content covered to date
	2 hrs	Unit 2 (2.8) – Evaluating design tasks: <ul style="list-style-type: none"> • Requirements of the brief • Personally set success criteria • Needs of end users, including their safety
	2 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 1
	2 hrs	Unit 1 (1.3) – Types of building and structure: <ul style="list-style-type: none"> • Different forms of infrastructure construction
	4 hrs	Unit 2 (2.3, 2.5 and 2.6) – Drawing plans to scale using the language of drafting: <ul style="list-style-type: none"> • Block plans • Floor plans • Cross-sections
January	2 hrs	Unit 3 – Review sample assessment material and note the scope of areas of content appropriate for the selected trade-based task - trade based task 2
	2 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 2
	2 hrs	Unit 1 (1.3 continued) – Types of building and structure: <ul style="list-style-type: none"> • Different forms of low-rise buildings
	4 hrs	Unit 2 (2.3, 2.5 and 2.6 continued) – Drawing plans to scale using the language of drafting: <ul style="list-style-type: none"> • Block plans • Floor plans • Cross-sections
February	4 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 2



	GLH	Content focus
March	2 hrs	Unit 1 (1.4) – Technologies and materials: <ul style="list-style-type: none"> • Main elements and components of low-rise buildings • Main materials involved in constructing walls and installing building services
	4 hrs	Unit 2 (2.4, 2.5 and 2.6)– Drawing elevations to scale using the language of drafting: <ul style="list-style-type: none"> • Internal elevations • External elevations
	4 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 2
	2 hrs	Unit 1 (1.4 continued) – Technologies and materials: <ul style="list-style-type: none"> • Main materials involved in fitting roofs and finishing interiors • Renewable technologies and materials
April	4 hrs	Unit 2 (2.4, 2.5 and 2.6 continued)– Drawing elevations to scale using the language of drafting: <ul style="list-style-type: none"> • Internal elevations • External elevations
	4 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 2
	2 hrs	Unit 1 (1.5) Building structures and forms: <ul style="list-style-type: none"> • Cellular constructions, rectangular and portal frames • Heritage and traditional methods
May	4 hrs	Unit 2 (2.7) – Creating 3D virtual models from 2D building design drawings
	2 hrs	Unit 3 – Review sample assessment material and note the scope of areas of content appropriate for the selected trade-based task - trade based task 3
	2 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 3
	2 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 3
	2 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 3



	GLH	Content focus
June		
	2 hrs	Unit 1 (1.6) – Sustainable construction methods: <ul style="list-style-type: none"> • The benefits of sustainable construction • Pollution and the preservation of the natural environment • Sustainable materials used to create building frames, walls and roofs
	4 hrs	Unit 2 (2.7) – Creating 3D virtual models from 2D building design drawings
	4 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 3
July		
	2 hrs	Unit 1 (1.6 continued) – Sustainable construction methods: <ul style="list-style-type: none"> • Waste disposal, re-use and recycling
	4 hrs	Unit 2 (2.7) – Creating 3D virtual models from 2D building design drawings
	4 hrs	Unit 3 – learning activities to cover areas of content for trade-based task 3



Year 2		
	GLH	Content focus
September		
	3	Unit 1 (1.7) – Trade employment and careers: <ul style="list-style-type: none"> • Bricklaying, stonemasonry, plastering, carpentry and joinery
	2	Unit 2/3 - Introduction to the Controlled Assessment brief
	1.75	Unit 2/3 – Controlled Assessment
October		
	3	Unit 1 (1.7 continued) – Trades, employment and careers: <ul style="list-style-type: none"> • Electrical installation, plumbing installation, pointing and decorating, flooring and tiling
	3.75	Unit 2/3 – Controlled Assessment
November		
	3	Unit 1 (1.8) – Health and safety: <ul style="list-style-type: none"> • Risks during construction of built environment projects • Procedures and risk assessments • Relevant legislation
	3.75	Unit 2/3 – Controlled Assessment
December		
	3	Unit 1 (1.8 continued) – Health and safety: <ul style="list-style-type: none"> • Personal protective equipment • Working safely with gas, water and electricity • Working at height and in enclosed spaces
	3.75	Unit 2/3 – Controlled Assessment

January	3	Unit 1 - Revision
	3.75	Unit 2/3 – Controlled Assessment
February	3	Unit 1 - Revision
	3.75	Unit 2/3 – Controlled Assessment
March	3	Unit 1 - Revision
	3.75	Unit 2/3 – Controlled Assessment
April	3	Unit 1 - Revision
	3.75	Unit 2/3 – Controlled Assessment
May	5.75	Unit 1 - Revision
	1	Unit 2/3 - Final completion and submission of Controlled Assessment



TERMINAL RULE

Key Principles:

Candidates must take the external assessment, worth 40% of the qualification, in the series in which they certificate. This is the examined unit, which is Unit 1 of the Construction and the Built Environment qualification.

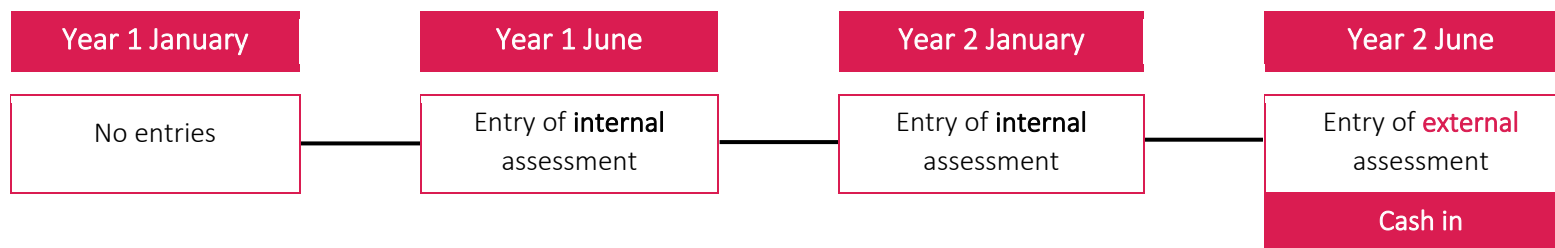
Only the result for the external assessment that is achieved in the final series, the series in which candidates 'cash-in', can contribute to their final grade. If a candidate takes the external assessment prior to the series in which they 'cash-in', this result cannot contribute to the overall grade, even if it is the better result.

In relation to school performance table points – as opposed to individual candidate results – it is always the first qualification result which counts, irrespective of whether a candidate re-certificates again at a later date.

- Candidates can enter for internally assessed units in January and June
- Candidates may resit each **internally** assessed unit but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

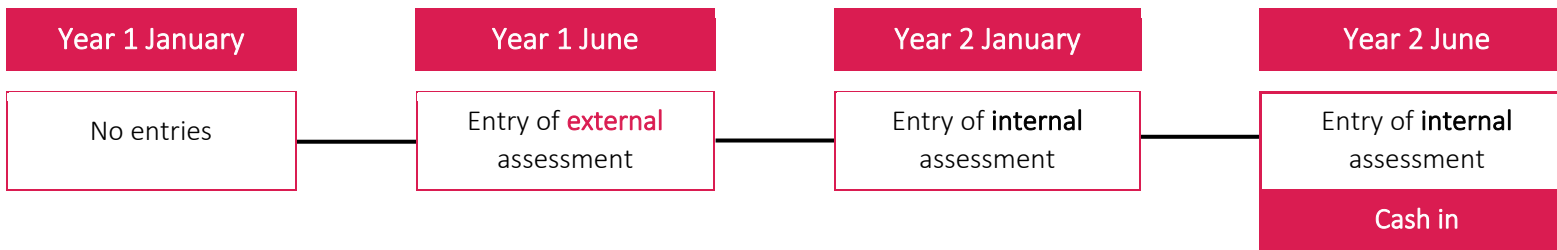
Example scenarios (assuming that the delivery of the qualification takes place over two years):

Scenario 1:



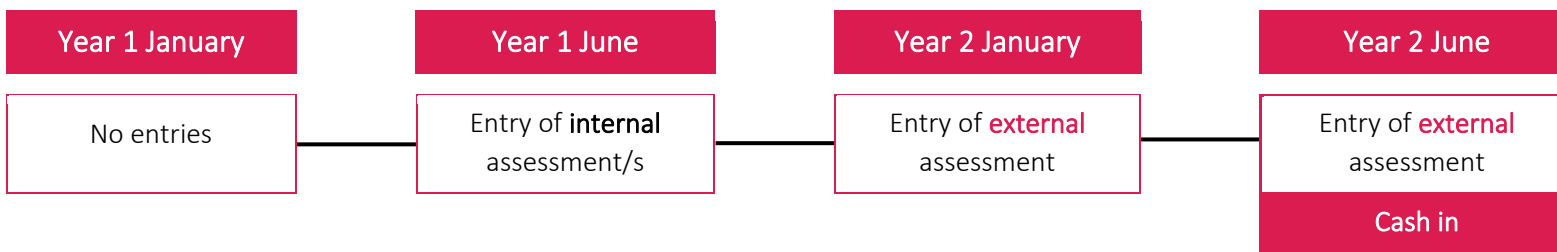
Entry for external assessment takes place in the same series as cash-in and certification.

Scenario 2:



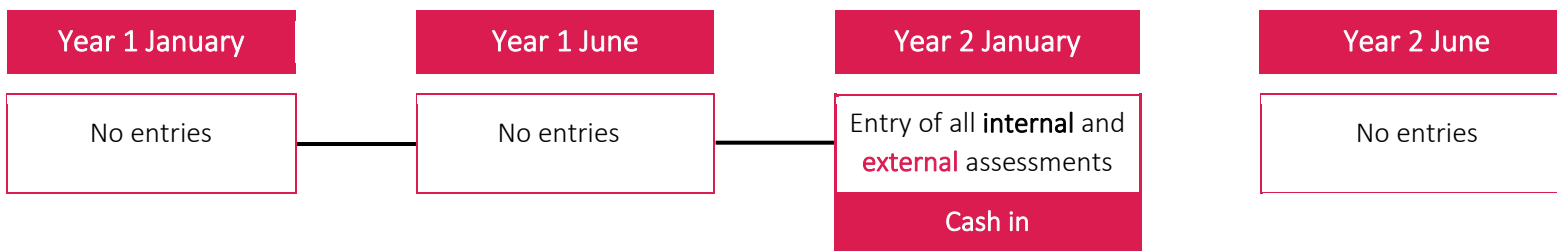
Entry for external assessment **does not** take place in the same series as cash-in and certification.

Scenario 3:



It is the **second** attempt of the external assessment that will count towards the final grade, even if it is lower than the previous

Scenario 4:



This is a linear approach and would be permissible if the qualification was completed in either January or in June.

IMPORTANT DATES

First Teaching of the WJEC Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award)	September 2022
First assessment for Unit 1 (external assessment)	January 2024
First release of Controlled Assessment assignment briefs (internal)	May 2022
First submission of controlled assessments (internal)	May 2023
First Certification	January 2024

KEY CONTACTS

Contact our specialist Subject Officer and administrative support team for construction with any queries:

Subject Officer: Allan Perry
Subject Support Officer: Andrew O'Regan
Email: construction@eduqas.co.uk
Telephone: 029 2240 4259

REGIONAL SUPPORT TEAM

The team is on hand to support you in the delivery of WJEC and Eduqas qualifications. They provide guidance to teachers, senior management and exams officers on our range of qualifications, online resources and tools, CPD and curriculum developments. They also give another link with our subject experts in Cardiff.

To book a visit or an online meeting, or simply to find out more, please contact the relevant member of the team.

Catherine Oldham



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Catherine has extensive experience in the secondary education sector. Formerly she was Head of English at a large sixth form college in Lancashire and an exam board officer.

Regions: E Yorkshire, W Yorkshire, Lancashire, Greater Manchester, S Yorkshire, Lincolnshire, Scotland, Isle of Man.

Dave Evans



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Before joining the team Dave had a long career teaching geology and geography in a sixth-form college. He has also had a number of assessment roles at WJEC, including most recently that of principal examiner.

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David Jones



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As a former Humanities teacher and further education lecturer, David has experience of teaching a range of subjects. He is also a higher education reviewer for the QAA.

Regions: Berkshire, Dorset, Cornwall, Devon, Somerset, Wiltshire, Gloucestershire, Oxfordshire, Worcestershire, Warwickshire, West Midlands, Buckinghamshire, Hampshire, Surrey, Isle of Wight, W Sussex, Herefordshire, Northamptonshire, Rutland.

Ant Fleming



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Ant has had a long career teaching geography and leading departments in a variety of schools, and, since 2002, has also held a number of assessment positions at WJEC.

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Hayley Sheard



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Prior to joining the regional team, Hayley worked as a subject associate at WJEC. She also has extensive experience as an examiner and, most recently, as a principal moderator. Hayley has delivered CPD in a range of face to face and online contexts, and has written several resources for teachers and learners. Previously, she taught in the sixth form sector for over 15 years and was also an HOD for Media Studies.

Regions: Merseyside, Cheshire, Shropshire, Staffordshire, Derbyshire, Nottinghamshire, Leicestershire, Northern Ireland.

