

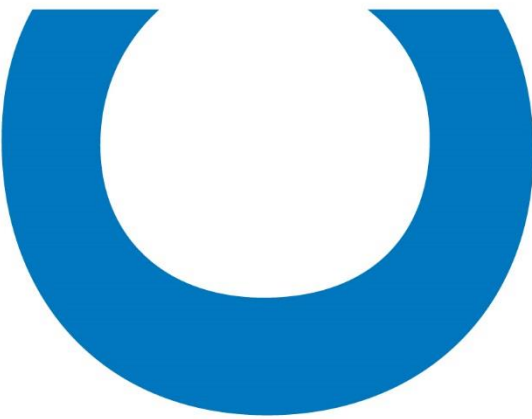
Qualification and Assessment Specification

NOCN Entry Level Award in Introduction to Construction (Entry 3)

Qualification No: 600/6572/2

Operational Start Date: 1st September 2012

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CONTENTS

1. Introduction.....	3
1.1. About NOCN	3
1.2. Approval to offer NOCN Qualifications	3
2. NOCN Entry Level Award in Introduction to Construction (Entry 3)	4
2.1. Entry Requirements.....	4
2.2. Qualification Structure	4
2.3. Total Qualification Time (TQT)	4
3. Assessment and Evidence	6
3.1. Fair and Equitable Assessment.....	6
3.2. Learners with Particular Requirements	7
3.3. Recognised Prior Learning	7
4. Quality Assurance Requirements	8
4.1. Tutor/Assessor	8
4.2. Internal Verifier	8
4.3. External Verification	9
4.4. Continuing Professional Development (CPD).....	9
5. Guidance on delivering the qualification	10
5.1. Unit 1 - Health and Safety in Construction	11
5.2. Unit 2 - Building and Construction Skills.....	14
6. Appendix 1 - Resource Suggestions	17
7. Appendix 2 - Assessment Documentation	18
7.1. Learner Evidence Record Unit 1	18
7.2. Learner Evidence Record Unit 2	20
8. Feedback Sheet	22

1. Introduction

This handbook is a resource for NOCN centres who wish to offer the NOCN Entry Level Award in Introduction to Construction (Entry 3).

The qualification is relevant to organisations within the sector, and organisations that employ staff for the sector.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

1.1. About NOCN

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked well together with our centres for the benefit of learners across the country; adapting and benefitting from a mutual interest to provide a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence, and expertise within communities.

1.2. Approval to offer NOCN Qualifications

If you are interested in offering NOCN Entry Level Award in Introduction to Construction (Entry 3), but do not currently offer any other NOCN qualifications, you will need to be recognised as an NOCN approved centre. This process includes:

- Confirmation that the organisation has an adequate infrastructure in place to support the effective delivery of NOCN qualifications.
- An agreement signed by the principal authority in the organisation confirming adherence to the specified terms and conditions which safeguard the quality assurance standards, in relation to the delivery and assessment process.

If you would like more information about becoming a NOCN centre and offering this qualification please see Learning Providers section on our website www.nocn.org.uk or contact compliance@nocn.org.uk

Existing Centres

If you would like more information about offering this qualification, please contact centreupdates@nocn.org.uk

2. NOCN Entry Level Award in Introduction to Construction (Entry 3)

The NOCN Entry Level Award in Introduction to Construction (Entry 3) is designed to provide an introduction to the construction industry. Learners will gain knowledge on how to prepare for a career in construction.

This qualification is suitable for learners aged 14 years or over. The qualification will provide learners with an opportunity to:

- Gain an understanding about the different career opportunities in the construction industry.
- Gain an awareness of the importance of health and safety in construction.
- Gain an awareness about environmental issues relating to construction.

Learners will gain the knowledge and skills required to prepare for further training in construction.

2.1. Entry Requirements

There are no entry requirements for this qualification.

2.2. Qualification Structure

The NOCN Entry Level Award in Introduction to Construction (Entry 3) is a 6 credit qualification with a Total Qualification Time (TQT) of 60, including 60 Guided Learning Hours (GLH).

Learners must achieve all of the 6 credits from the two mandatory units listed below:

Mandatory Group

Unit Title	Level	Credit Value	Ofqual Unit Reference Number
Health and Safety in Construction	Entry 3	3	L/507/6081
Building and Construction Skills	Entry 3	3	R/507/6079

2.3. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

3. Assessment and Evidence

The NOCN Entry Level Award in Introduction to Construction (Entry 3) is an internally assessed qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Entry Level Award in Introduction to Construction (Entry 3) is a vocationally/ knowledge based qualification and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a construction job role.

When designing courses, centres are encouraged to offer a variety of assessment methods including; case studies, role play, assignments, projects, reports, video and oral recordings, discussion notes, written and oral question and answers, simulations, etc.

The centre must ensure that the assessment activities are:

- | | |
|------------------|---|
| Valid | The assessment activity must be fit for purpose and afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria. |
| Reliable | Assessment activities and resulting decisions must be consistent across all assessors.

Although the activity is applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard. |
| Authentic | Evidence presented must be the learners own work. |

3.1. Fair and Equitable Assessment

Assessment within NOCN Entry Level Award in Introduction to Construction (Entry 3) is designed to be accessible and inclusive. The unit based approach allows flexibility throughout; enabling learners to achieve the qualification in stages.

The assessment methodology is appropriate for individual assessment or for groups of learners.

3.2. Learners with Particular Requirements

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found in the NOCN Centre Handbook on the NOCN website.

This section gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires policy statements on equal opportunities, diversity; and disability discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment process.

3.3. Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the Certificate of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

4. Quality Assurance Requirements

NOCN quality assurance processes and procedures are designed to ensure that NOCN's quality of assessment and the verification process are being adhered to. The procedures support our centres to provide high quality training.

4.1. Tutor/Assessor

Tutors delivering this qualification must be able to demonstrate that they meet the following occupational competence requirements. They should:

- Be technically competent in construction and/or have experience of providing training within the subject area. This experience must be, as a minimum, at the same level as the training being delivered.
- Be occupationally knowledgeable in the area of construction for which they are delivering training; this knowledge must be, as a minimum, at the same level as the training being delivered.
- Hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training minimum Level 3 within 12 months of taking up the tutor role.

Centre staff may undertake more than one role, for example, tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

4.2. Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair, and transparent and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the Certificate, ensuring validity, reliability, and consistency.

The internal verifier must be able to demonstrate that they meet the following occupational competence requirements. They should:

- Be technically competent in construction and/or have experience of providing training; this experience must be, as a minimum, to the same level as the training being delivered.

- Be occupationally knowledgeable in the area of construction for which they are verifying; this knowledge must, as a minimum, be to the same level as the training being delivered.

NOCN supports and recognises centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

4.3. External Verification

Once recognised as a Centre, NOCN will allocate an External Verifier. The External Verifier will have ongoing responsibility for monitoring the centre's compliance with the requirements of centre recognised status.

External Verifiers will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal moderators, learners and administrative staff.
- Sign off the Recommendation for the Award of Credit (RAC).

4.4. Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their staff are up to date with regards to best practice in delivery, assessment and verification.

5. Guidance on delivering the qualification

This qualification is made up of two mandatory units; when completed, it provides the learner with an awareness of the construction industry.

Unit 1 Health and Safety in Construction

Unit 2 Building and Construction Skills

5.1. Unit 1 - Health and Safety in Construction

Unit Title	Health and Safety in Construction
Ofqual unit reference number (code)	L/507/6081
Unit Level	Entry Level 3
GLH	30
Unit Credit Value	3
Assessment Guidance	Follow instructions and requirements in line with current Health and Safety regulations.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about hazards in construction.	1.1. State hazardous construction materials. 1.2. Identify hazardous working situations in construction.
2. Know about Personal Protective Equipment (PPE).	2.1. Identify Personal Protective Equipment. 2.2. State why PPE is needed in construction for a given task.
3. Be able to apply health and safety processes to building and construction tasks.	3.1. Identify the hazards of a given task. 3.2. Outline health and safety rules for carrying out a given task. 3.3. Follow health and safety rules for a given task.
4. Be able to interact with others when performing tasks.	4.1. Follow instructions given by tutor or supervisor. 4.2. Communicate with others to perform a given task.
5. Be able to review own performance.	5.1. Give an example of: (a) what went well (b) what went not so well. 5.2. State what could have been done differently.

The unit specification maps the assessment criteria against each learning outcome.

There are five learning outcomes:

1. Know about hazards in construction.
2. Know about Personal Protective Equipment (PPE).
3. Be able to apply health and safety processes to building and construction tasks.
4. Be able to interact with others when performing tasks.
5. Be able to review own performance.

All the criteria must be met if the outcome is to be achieved.

Delivering Unit 1 - Health and Safety in Construction

The aim of this unit is to introduce the learner to health and safety within the construction sector. It looks at the dangers of hazardous materials and situations in construction and the personal protective equipment that learners will use. Through practical tasks learners will demonstrate their ability to identify hazards, outline and follow health and safety rules and follow instructions to interact with others and evaluate their learning.

Working within a supervised training environment consisting of classroom and workshop based teaching, the learners will be introduced to hazardous situations and materials that they may come across within construction. This should include occurrences that could cause harm to themselves or others through misuse of tools and unsafe working environments. They will also be introduced to personal protective equipment including hardhat, hi-vis jacket, safety boots, goggles, gloves and ear defenders. They should be able to identify a range of pieces and be able to state which items are required for a given task.

Learners should be given basic tasks and asked to identify the possible dangers and hazards that could be associated with it and from this outline and follow basic health and safety rules such as using the correct personal protective equipment and checking tools are safe to use. Through practical tasks learners must demonstrate their ability to follow all instructions given by the tutor and that they can communicate with other, asking for or offering support and advice to complete tasks.

Finally learners should evaluate their learning through this unit through simple questionnaires or discussion and each learner should be able to identify what went well and not so well and discuss with the tutor what they could have done differently.

Unit 1 content

- Learners must know about hazards in construction and be able to state hazardous construction materials and situations.
- Learners must know about Personal Protective equipment (PPE), be able to identify items and state why they are required for given tasks.
- Learners must be able to apply health and safety processes to building and construction tasks, identifying hazards and outlining and following safety rules.
- Learners must be able to interact with others when performing tasks, following tutor or supervisor instructions and communicating with others when performing a task.
- Learners must be able to review their own performance, giving examples of things that went well and not so well and what could have been done differently.

5.2. Unit 2 - Building and Construction Skills

Unit Title	Building and Construction Skills
Ofqual unit reference number (code)	R/507/6079
Unit Level	Entry Level 3
GLH	30
Unit Credit Value	3
Assessment Guidance	Follow instructions and requirements in line with current Health and Safety regulations.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the tools, equipment and materials used in building and construction.	1.1. Name tools used in building and construction. 1.2. Name equipment used in building and construction. 1.3. Name materials used in building and construction.
2. Be able to carry out building and construction tasks.	2.1. Select tools for a given task. 2.2. Select equipment for a given task. 2.3. Select materials for a given task. 2.4. Use tools to perform a given task. 2.5. Use equipment to perform a given task. 2.6. Use materials to perform a given task. 2.7. Maintain a clean working environment and minimise waste. 2.8. Follow safe working practices throughout the given tasks.
3. Be able to interact with others when performing building and construction tasks.	3.1. Follow instructions given by tutor or supervisor. 3.2. Communicate with others to perform building and construction tasks.
4. Be able to review own performance.	4.1. Give an example of: (a) what went well (b) what went not so well. 4.2. State what could have been done differently.

The unit specification maps the assessment criteria against each learning outcome.

There are four learning outcomes:

1. Know about tools, equipment and materials used in building and construction.
2. Be able to carry out building and construction tasks.
3. Be able to interact with others when performing building and construction tasks.
4. Be able to review own performance.

All the criteria must be met if the outcome is to be achieved.

Delivering Unit 2 – Building and Construction Skills

The aim of this unit is to allow the learner to begin to develop an understanding of the construction sector, the skills required to work within it and some of the tools and materials that they will encounter as they progress. They will have the opportunity to complete building and construction tasks selecting and using tools, equipment and materials through which they will be able to demonstrate their ability to follow instruction and communicate with others. The unit will support the learners in developing interaction and communication skills and encourage them to evaluate their learning.

Working within a supervised training environment consisting of classroom and workshop based teaching, the learners will be introduced to a range of tools and equipment that will be used in this unit. By the end of the unit they will be able to name a range of common hand tools used in carpentry, painting, tiling, electrical and plumbing and state what each would be used for both from pictures and actual examples. They will also be introduced to the materials that they will be using during the practical tasks of the unit and be able to name these materials. Throughout the practical elements of the unit, learners should be encouraged to support each other in tasks and ask the tutor for guidance and clarification. Learners will also be able to follow simple instructions given by the tutor to achieve a range of basic tasks such as; cutting and painting timber, bending pipe and using compression joints and correctly wiring up a plug top.

Learners will use various tools to carry out practical tasks under supervision and should use these correctly, they should also be able to identify and wear the correct personal protective equipment at all times and should be advised of safe working practices associated with the tasks and the possible hazards in the working environment. Learners should be able to select and use basic hand tools, equipment and materials for each task from verbal and written instruction, and they will be expected to prepare materials without creating excessive waste or mess, ensuring the work area is kept clean and safe working practices are followed throughout.

At all times in the workshop learners must comply with all health and safety guidelines both relating to the workshop environment and the tasks at hand, and comply with instructions from the tutor at all times. Examples of the health and safety guidelines and their relevance to the construction sector could be highlighted to help the learners appreciate the relevance.

At the end of the unit, learners should be given time to evaluate their learning so far, completing simple questionnaires etc. giving examples of what went well and not so well and state what they could have done differently for future planning.

Unit 2 content

- Learners must be able to name tools, equipment and materials used in building and construction.
- Learners must be able to carry out building and construction tasks, selecting and using tools, equipment and materials while maintaining a clean working environment, minimising waste and following safe working practices throughout.
- Learners must be able to interact with others when performing building and construction tasks, following instructions given by the tutor or supervisor and communicating with others to perform the task.
- Learners must be able to review their own performance, giving examples of things that went well and not so well and what could have been done differently.

6. Appendix 1 - Resource Suggestions

Centres can use a variety of engaging assessment activities to capture evidence of learners' understanding. Activities such as:

- Case studies
- Group discussion recorded on flip chart
- Written and oral questioning
- Presentations
- Multiple choice questionnaires
- Role play
- Simulations

Note: *this is not an exhaustive list*

7. Appendix 2 - Assessment Documentation

7.1. Learner Evidence Record Unit 1

NOCN Entry Level Award in Introduction to Construction (Entry 3)

Unit Title: Health and Safety in Construction

Ofqual Unit Reference Number: L/507/6081

Learning Outcome 1: Know about hazards in construction.

Assessment Criteria	Evidence	Portfolio Ref
1.1. State hazardous construction materials.		
1.2. Identify hazardous working situations in construction.		

Learning Outcome 2: Know about Personal Protective Equipment (PPE)

Assessment Criteria	Evidence	Portfolio Ref
2.1. Identify Personal Protective Equipment.		
2.2. State why PPE is needed in construction for a given task.		

Learning Outcome 3: Be able to apply health and safety processes to building and construction tasks.

Assessment Criteria	Evidence	Portfolio Ref
3.1. Identify the hazards of a given task.		
3.2. Outline health and safety rules for carrying out a given task.		
3.3. Follow health and safety rules for a given task.		

Evidence Record continued

NOCN Entry Level Award in Introduction to Construction (Entry 3)

Unit Title: Introduction to Health and Safety: Construction

Ofqual Unit Reference Number: L/507/6081

Learning Outcome 4: Be able to interact with others when performing tasks.

Assessment Criteria	Evidence	Portfolio Ref
4.1. Follow instructions given by tutor or supervisor.		
4.2. Communicate with others to perform a given task.		

Learning Outcome 5: Be able to review own performance.

Assessment Criteria	Evidence	Portfolio Ref
5.1. Give an example of: (a) what went well (b) what went not so well.		
5.2. State what could have been done differently.		

7.2. Learner Evidence Record Unit 2

NOCN Entry Level Award in Introduction to Construction (Entry 3)

Unit Title: Building and Construction Skills

Ofqual Unit Reference Number: R/507/6079

Learning Outcome 1: Know about the tools, equipment and materials used in building and construction.

Assessment Criteria	Evidence	Portfolio Ref
1.1. Name tools used in building and construction.		
1.2. Name equipment used in building and construction.		
1.3. Name materials used in building and construction.		

Learning Outcome 2: Be able to carry out building and construction tasks.

Assessment Criteria	Evidence	Portfolio Ref
2.1. Select tools for a given task.		
2.2. Select equipment for a given task.		
2.3. Select materials for a given task.		
2.4. Use tools to perform a given task.		
2.5. Use equipment to perform a given task.		
2.6. Use materials to perform a given task.		
2.7. Maintain a clean working environment and minimise waste.		

2.8. Follow safe working practices throughout the given tasks.		
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Learning Outcome 3: Be able to interact with others when performing building and construction tasks.

Assessment Criteria	Evidence	Portfolio Ref
3.1. Follow instructions given by tutor or supervisor.		
3.2. Communicate with others to perform building and construction tasks.		

Learning Outcome 4: Be able to review own performance.

Assessment Criteria	Evidence	Portfolio Ref
4.1. Give an example of: (a) what went well (b) what went not so well.		
4.2. State what could have been done differently.		

8. Feedback Sheet

Tutor/Assessor Comments:

Learner comments:

Tutor/assessor sign:

Date:

Learner sign:

Date:

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