



City & Guilds Level 2 Award in Digital Skills for Construction (7574-20)

C00/4688/1

Version 1.0 December 2022

Qualification Handbook

Qualification at a glance

Subject area	IT/Digital
City & Guilds number	7574
Age group approved	16+
Entry requirements	None
Assessment	Portfolio of evidence
Grading	Pass / Fail
Approvals	Full approval required for new centres Auto approval for centres delivering 7574-02
Support materials	Learning Assistant, Unit Recording Forms
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT	Credit
City & Guilds Level 2 Award in Digital Skills for Construction	7574-20	C00/4688/1	30	40	4

Version and date	Change detail	Section
1.0 December 2022	Initial version	All

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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for ?	The City & Guilds Level 2 Award in Digital Skills for Construction has been designed specifically for use in the Specification of Apprenticeship Standards for Wales (SASW) Construction frameworks and is applicable to a variety of roles in the construction sector. The qualification has been approved as meeting the requirements of CITB Wales and the Welsh Government for inclusion in the Welsh Apprenticeship Framework for Construction. This qualification is for apprentices only.
What does the qualification cover ?	This qualification consists of a single mandatory unit covering the knowledge and skills required to work confidently and effectively with digital technology and complete both straightforward or routine tasks and occasionally tasks that are non-routine or unfamiliar.
What opportunities for progression are there?	<p>This qualification allows learners to learn, develop and demonstrate basic knowledge and skills required in digital technology for employment/and or career progression in the construction industry.</p> <p>Learners can progress to: City & Guilds Level 2 Award/Certificate/Diploma for IT Users (7574-02)</p> <ul style="list-style-type: none">• Level 2 (Award): 500/6706/0• Level 2 (Certificate): 500/6724/2• Level 2 (Diploma): 500/6760/6• Level 2 (Diploma) IT User Skills Apprenticeship: 600/0993/7

Area	Description
Who did we develop the qualification(s) with?	This qualification has been reviewed and approved by CITB Wales and the Welsh Government for inclusion in the Welsh Apprenticeship Framework for Construction.

Is it part of an apprenticeship framework or initiative?

This qualification will be used in the Welsh Apprenticeship Framework for Construction. This qualification is for apprentices only.

Structure

To achieve the City & Guilds Level 2 Award in Digital Skills for Construction learners must achieve:

City & Guilds unit number	Unit title	Credit value	GLH
Mandatory			
Learners must achieve one mandatory unit.			
7574-200	Improving productivity using Digital Technology	4	30

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- 1) The number of hours that an awarding organisation has assigned to a qualification for Guided Learning, and
- 2) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Award in Digital Skills for Construction (7574-20)	30	40

2 Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Quality Assurance Standards: Centre Approval Process** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Automatic approval

If your centre is approved to offer the **City & Guilds Level 2 Award/Certificate/Diploma for IT Users (7574-02)** you will be automatically approved to offer the new **City & Guilds Level 2 Award in Digital Skills for Construction (7574-20)**.

Please refer to the document **Quality Assurance Standards: Centre Approval Process** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Resources

Much of the assessment for this qualification will take place in the workplace under real work conditions.

Centre staffing

Staff/assessor delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

To ensure the quality of assessment decisions, it is expected that centres will have in place methods to:

- ensure that assessors and internal verifiers have the necessary IT skills and experience to assess the units and qualifications they are making judgements on, such as demonstrated by holding an ITQ at level 3 or equivalent
- maintain a current register of curriculum vitae (CVs), including reference to continuing professional development
- access training and certify assessors and internal verifiers to hold assessor qualifications that may be required by City & Guilds or regulatory body should these become necessary
- Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements.

While the Assessor/Verifier (A/V) qualifications are valued as for centre staff, there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. For more detail on this visit the [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for this qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

It is the responsibility of the centre to liaise with the employer to ensure the learner has met any requirements such as enhanced disclosure and barring checks prior to commencing the qualification. The centre should record this as part of initial assessment.

Where learners are undertaking an apprenticeship standard, they must undertake an enhanced disclosure and barring service check prior to starting the apprenticeship.

Age restrictions

This qualification is approved for learners aged 16 or above.

Access to assessment and special consideration

For information on how to apply for access arrangements please refer to ***How and when to apply for access arrangements and special consideration (cityandguilds.com)***

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification.

Description	How to access
7574-20 Unit Recording Forms	www.cityandguilds.com
Learning Assistant	www.cityandguilds.com

4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence covering all of the assessment criteria for the mandatory unit 7574-200 Improving productivity using Digital Technology

Assessment strategy

The City & Guilds Level 2 Award in Digital Skills for Construction is internally assessed by the centre/training provider and externally quality assured by City and Guilds. The single mandatory unit is assessed via the method of a Portfolio of Evidence. All evidence must be generated either in the workplace/virtual learning environments or via projects set by the centre/training provider or employer replicating realistic working environment tasks.

The candidate is measured against the learning outcomes and assessment criteria as described in the unit for this qualification. The candidate must meet all the learning outcomes to be awarded the qualification.

The portfolio of evidence required to demonstrate underpinning knowledge and skills for this qualification can be completed as part of the apprentices construction apprenticeship.

Centres/training providers/employers must conduct a robust initial assessment to ensure that the candidate has the opportunity to provide evidence against all the requirements of the qualification.

Portfolio of evidence

The portfolio of evidence is a repository of the evidence generated by the candidate to show competence against all the specified criteria set for this qualification.

The portfolio should:

- Ensure sufficient evidence to determine competence against each of the specified assessed criteria.

Types of evidence is explained in the **Types of evidence** section below.

- Ensure evidence is specifically referenced against the criteria. Ensure collection of evidence can start from the outset of study and can be supported by evidence generated as part of the overarching apprenticeship.
- Ensure the portfolio is authentic, valid, current and reliable – which means that it is the candidate's own unaided work. The recording forms or e-portfolio recording systems are mechanisms that enable the centre/training provider/employer candidate to demonstrate they have met these requirements.

- Ensure all evidence and recordings and any files is clearly and appropriately labelled. If you have supporting audio/visual files, make sure they are referred to clearly and evidenced to show where they are located.
- Include an index of evidence.
- Enable candidates to can complete the work within their portfolio at any time during their course of study.

Types of evidence

To help build a well-rounded portfolio, assessors should identify an appropriate mix of assessment methods from the list below, to ensure that the evidence demonstrates the knowledge and skills required for the unit contained within this qualification.

- **Observation by Expert witness** observing candidate practice and provide testimony for competency requirements across the qualification. If an assessor is unable to observe their candidate they will identify an expert witness in the workplace, who will provide testimony of the candidates work-based performance. To include supporting artifacts.

Note: The assessor role can be as part of a wider role within an organisation's training department. Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation. The use of expert witnesses should be determined and agreed by the assessor.

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
 - be occupationally competent in the area for which they are providing expert testimony
 - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff.
- **Work products/written reports/presentations** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice with the assessed requirements of the unit .
 - **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visua including narrated video clips (max 5 mins duration) / annotated photographs or via written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
 - **Candidate/reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates can evaluate their knowledge and practice across the activities embedded in this qualification. This can be written, audio/visual and include vlogs/blogs.
 - **Questions asked by assessors** and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be

asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

- **Projects/Assignments:** candidates may have already completed a relevant project or assignment which can be utilised if sufficient evidence is available to support the relevant criteria for this qualification.
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

The evidence provided must be valid and attributable to the candidate the Portfolio of Evidence must contain a statement from the centre/training provider/employer and candidate confirming this.

Evidence **must not** include:

- any methods of self-assessment
- any employer contributions that focus on opinions rather than direct observation of evidence of competence (for example witness statements).

All evidence generated as part of the portfolio of evidence will be subject to internal quality assurance by the centre/training provider. City & Guilds has documented Centre quality assurance requirements which can be obtained on the website www.cityandguilds.com

Evidence recording

To ensure the portfolio is Valid, Authentic, Current, Sufficient and Reliable (VACSR). it is expected centres also record candidate outcomes and how the evidence was captured by using either:

- City & Guilds specifically designed Recording forms. or
- An e-portfolio system, endorsed by City & Guilds including our own, City & Guilds Learning Assistant with matching features in the recording forms.

Portfolio recording forms

City & Guilds has developed a set of recording forms that can be used to record candidate outcomes for the portfolio of evidence.

They record candidate, witnesses and assessor names, signatures, and dates. The recording forms also enable training providers/centres/employers to provide detailed notes to say how the evidence has been produced and how the evidence meets the requirements of each assessed component to confirm candidate competence

The forms are located in the ***City & Guilds Level 2 Award in Digital Skills for Construction (7574-20) Recording Forms*** document which is located on the City & Guilds website.

E-portfolio recording

Candidates and centres/training providers/employers may decide to use an electronic method of recording evidence for the portfolio rather than using the specifically designed recording forms.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios.

Evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and any codes of practice for the sector.

Confidential records must not be included in candidates' portfolios but must be referred to in the assessment records. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or group.

City and Guilds Recording forms include:

- **Candidate and centre details (Form 1)**
Form used to record candidate and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).
This should be the first page of the candidate portfolio.
- **Expert/witness status list (Form 2)***
Form used to record the details of all those who have witnessed candidate evidence.
- **Performance evidence record (Form 3)***
Form used to record details of activities observed, witnessed or for which a reflective or self-account has been produced. For some, a customised alternative record may be provided in the qualification handbook.
- **Professional discussion record (Form 4)**
Form used to record the scope and outcome of professional discussion if it is used
- **Evidence location sheet (Form 5)***
Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).
- **Unit assessment and verification declaration (Form 6)***
Form used on completion of the unit as a statement on authenticity. If this form is **not** used, there must be a written declaration, at unit level, signed by the assessor and the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context.

The evidence produced and the outcomes recorded will be viewed by the centre's internal quality assurance personnel and City & Guilds External Quality Assurer (EQA) for sampling purposes as part of the quality assurance process.

Time constraints

Qualification registration is valid for five years.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Credit value
- Unit aim
- Assessment type
- Learning outcomes, which are comprised of a number of assessment criteria
- Supporting information
- Relationship to NOS/Mapping to occupational/apprenticeship standards.

Guidance for delivery of the units

This qualification is comprised of/comprise a number of **units**. A unit describes what is expected of a competent person in particular aspects of his/her job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 200

Improving productivity using Digital Technology

Level:	2
Credit value:	4
GLH:	30
Assessment type:	Portfolio of evidence
Aim:	<p>This unit enables the learner to demonstrate the skills and knowledge required to plan, evaluate and improve procedures involving the use of digital technology systems to increase productivity and efficiency in a variety of roles/settings.</p> <p>On completion of this unit the learner will be able to plan and review their use of predefined or commonly used digital technology tools for activities technology and complete both straightforward or routine tasks and occasionally tasks that are non-routine or unfamiliar.</p>

Learning outcome

The learner will:

LO1 plan, select and use appropriate digital technology and software for different purposes

Assessment criteria

The learner can:

AC1.1 describe the purpose for using digital technology

AC1.2 describe the methods, skills and resources required to complete the task successfully

AC1.3 plan how to carry out tasks using digital technology to achieve the required purpose and outcome

AC1.4 describe any factors that may affect the task

AC1.5 select and use digital technology systems and software applications to planned tasks and produce effective outcomes

AC1.6 describe how the purpose and outcomes have been met by the chosen digital technology systems and software applications

AC1.7 describe any legal or local guidelines or constraints that may apply to the task activity

Learning outcome

The learner will:

LO2 review and adapt the ongoing use of digital technology tools and systems to make sure that activities are successful

Assessment criteria

The learner can:

AC2.1 review ongoing use of digital technology tools and techniques and change the approach as needed

AC2.2 describe whether the digital technology tools selected were appropriate for the task and purpose

AC2.3 assess strengths and weaknesses of final work

AC2.4 describe ways to make further improvements to work

AC2.5 review outcomes to make sure they match requirements and are fit for purpose

Learning outcome

The learner will:

LO3 develop and test solutions to improve the ongoing use of digital technology tools and systems

Assessment criteria

The learner can:

AC3.1 review the benefits and drawbacks of digital technology tools and systems used, in terms of productivity and efficiency

AC3.2 describe ways to improve productivity and efficiency

AC3.3 develop solutions to improve own productivity in using digital technology

AC3.4 test solutions to ensure that they work as intended

Unit 200 Improving productivity using Digital Technology

Supporting Information

Evidence requirements

Please refer to the Assessment section of this Handbook for full details.

Learning Outcome 1

AC1.1

Purposes for using digital technology may include but not limited to:

- Time, convenience, cost; benefits
- Effectiveness, quality, accuracy
- Streamline business processes
- Increased productivity

AC1.7

Legal or local guidelines or constraints may include but not limited to:

- Data protection, copyright, software licensing
- Security
- Organisational house-style or brand guidelines
- Local guidelines for working with IT and storage of information

Learning Outcome 2

AC 2.1

Review use of IT tools: may include but not limited to:

- Gather information to help make judgements
- Analyse information about whether the IT tools and techniques are appropriate to the task and intended outcome

AC2.2

Selection of digital technology tools: may include but not limited to:

- Time taken, convenience, cost, quality, accuracy, range of facilities, versatility
- Transferability of information into other formats

- Speed of Internet connection, time constraints of downloading large files

AC2.4

Improvements to work may include but not limited to:

- Correct mistakes
- Avoid affecting other people's work
- More efficient and effective ways of doing things, learning new techniques

AC2.5

Review outcomes may include but not limited to::

- Evaluate the quality of the information used
- Produce drafts
- Review against initial plans
- Check with intended audience
- Effect of own mistakes on others

Learning Outcome 3

AC3.3

Improved productivity and efficiency may include but not limited to::

- Time
- Money
- Streamline work processes
- Increase output
- Improve quality of outputs
- Cost of solution
- Develop solutions:
- Set up short cuts
- Customise interface

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre Document Library** on **www.cityandguilds.com** or click on the links below:

Quality Assurance Standards: Centre Handbook

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on

- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

Quality Assurance Standards: Centre Assessment

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements, or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre-assessments.

Access arrangements - When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre Document Library** also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

Useful contacts

Please visit the Contact Us section of the City & Guilds website, [Contact us](#)

City & Guilds

For over 140 years we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability, because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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