

# **City & Guilds Entry 3 Certificate for Skills for Working in the Construction Industry (5546-60)**

March 2022 Version 1.1

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Employability with Construction
<b>City &amp; Guilds number</b>	5546
<b>Age group approved</b>	Pre 16, 16-18, 19+
<b>Entry requirements</b>	None
<b>Assessment</b>	Learner portfolio/Assignment
<b>Approvals</b>	Fast Track Available
<b>Support materials</b>	Assessment packs
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Ofqual number	GLH	TQT
City & Guilds Entry Level Certificate for Skills for Working in the Construction Industry (Entry 3)	5546-60	601/7374/9	128	160

Version and date	Change detail	Section
v1.1 March 2022	City & Guilds added to qualification titles GLH/TQT clarified	Throughout Qualification at a glance, Structure

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# 1 Introduction

This document tells you everything you need to know to deliver the qualification:

Area	Description
Who is the qualification for?	<p>This qualification supports learners in their first experience of work in the Construction industry - as part of a work placement, work experience or a Traineeship or in supporting the unemployed in their return to work.</p> <p>This qualification is for learners wishing to gain an understanding and practical experience of a variety of trades in the Construction industry alongside gaining essential Employability knowledge and skills.</p> <p>On completion learners will be able to understand and demonstrate suitable work, personal skills, attitudes, thinking and behaviour and will be more confident at interview, when completing an application or on their first day on site.</p>
What does the qualification cover?	<p>Employability Skills make up the majority of this qualification and are fundamental to learners' first experience of work.</p> <p>The qualification also offers learners an opportunity to learn, develop and practise the basic construction skills and knowledge that are required for employment and/or entry into the construction industry.</p> <p>The qualification incorporates an introduction to health and safety in construction and alongside construction and employability knowledge and skills.</p>
What opportunities for progression are there?	<p>This qualification will allow learners to progress into employment or to the following City &amp; Guilds qualifications:</p> <p>6219 – Construction Skills</p> <p>5546 – Level 1 Certificate for Skills for Working in the Construction Industry</p> <p>Learners may also wish to progress to full VRQ Diplomas in a particular trade area.</p>
Who did we develop the qualification with?	<p>We developed this qualification with over 250 employers, training providers and FE Colleges</p>
Is it part of an apprenticeship framework or initiative?	<p>Skills for Work qualifications address the values, principles, skills and attitudes for working in different vocational sectors and are designed as pre-apprenticeship programmes to meet Traineeship and Work Programme requirements and get learners working from day one.</p>

## Structure

To achieve the **City & Guilds Entry Level Certificate for Skills for Working in the Construction Industry (Entry 3)** learners must achieve:

A minimum of 16 credits. 2 credits from the Mandatory Group plus a maximum of 3 credits from Optional Group A and a minimum of 11 credits from Optional Group B.

### City & Guilds Entry Level Certificate for Skills for Working in the Construction Industry (Entry 3)

UAN	City & Guilds unit number	Unit title	Group (if applicable)	Credit Value	GLH
<b>Mandatory</b>					
T/507/5233	5546-350	Entry 3 Introduction to health and safety in construction		2	19
<b>Optional Group A</b>					
R/507/5241	5546-351	Constructing a half brick wall		1	10
T/507/5247	5546-352	Constructing a tee halving joint		1	10
J/507/5253	5546-353	Constructing a tongued housing joint		1	10
H/507/5261	5546-354	Laying a gravel path		1	10
T/507/5264	5546-355	Removing and refitting water-filled radiators		1	10
A/507/5265	5546-356	Tiling a wall		1	10
J/507/5267	5546-357	Wiring a 13amp fused plug		1	9
M/507/5277	5546-358	Working with plastic pipework and fittings		1	9
D/507/5288	5546-359	Laying paving using block paving or slabs		1	10
H/507/5292	5546-360	Painting a flat surface		1	10
F/507/5302	5546-361	Patch plastering		1	10
<b>Optional Group B</b>					
Y/501/6921	5546-301	Planning for progression		3	21
H/506/2784	5546-302	Personal finance		1	10
J/505/4645	5546-303	Conduct at work		1	10
Y/505/4648	5546-304	Effective communication		2	11
Y/506/3107	5546-307	Interview skills		3	27
M/502/4278	5546-309	Prepare for and attend an interview		2	20
A/506/2726	5546-311	Working as part of a team		3	24
T/505/4656	5546-313	Personal presentation and hygiene		2	15
F/506/2727	5546-316	Undertaking work placement		3	30
T/506/2725	5546-318	Investigating rights and responsibilities at work		1	10
T/505/4642	5546-323	Attitudes and values for personal development		1	10

## Total Qualification Time

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 Entry Level Certificate for Skills for Working in the Construction Industry (Entry 3)	128	160

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## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification 6219 qualifications in Construction Skills you can apply for approval for the new Entry Level Certificate for Skills for Working in the Construction Industry (Entry 3) using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *City & Guilds Centre Manual* for further information.

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

### Resource requirements

#### ***Physical resources and site agreements***

Centres must ensure that learners have access to the equipment, resources and space required to successfully complete the tasks detailed in the practical Assessment Pack.

Centres must ensure that learners are familiar, with and act according to, health and safety requirements.

#### ***Centre staffing***

Staff delivering these qualifications 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.



All staff who quality assure these qualifications must have:

- a good working knowledge and experience within the construction industry;
- an established strategy and documentary audit trail of internal quality assurance;
- a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

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

### **Learner entry requirements**

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

### **Age restrictions**

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.

## 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
- any 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
Fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Learner Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessor Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

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](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

Learners must:

- successfully complete one assignment for the mandatory unit (350)
- successfully complete one assignment for each optional unit chosen from (351-361)
- successfully complete a learner portfolio for each optional unit chosen from (301-307, 309, 311, 313, 316, 318, 323).

City & Guilds has written the following assessments to use with this qualification:

- assignments for units (350-361)

The assignments cover the skills and knowledge in each unit. They are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.

The assessments can be found in the **Assessment packs** on the City & Guilds website ([www.cityandguilds.com](http://www.cityandguilds.com)).

#### ***Time constraints***

The following must be applied to the assessment of this qualification:

- Assignments have been given suggested time allowances and learners should take anywhere up to, but not over, the suggested time for each one.

## 5 Units

### **Availability of units**

All of the units which make up this qualification are contained within this section. Assignments for units 350-361 can be found within the 5546-60 Assessment packs ([www.cityandguilds.com](http://www.cityandguilds.com)).

## Unit 350

## Introduction to health and safety in construction

<b>UAN:</b>	T/507/5233
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Aim:</b>	The aim of this unit is to give the learner an introduction to health and safety in a construction environment.
<b>Assessment type:</b>	Assignment
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 101 Level 1 Introduction to health and safety in construction (D/505/1346) in 6219 Construction Skills.

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### Learning outcome:

The learner will:

1. Know the importance of health and safety in the construction industry.

### Assessment criteria

The learner can:

- 1.1 state the **importance** of health and safety in the construction industry
- 1.2 identify **elements** of the Health and Safety at Work act 1974
- 1.3 identify **employee responsibilities** within the construction industry.

---

### Range

#### Importance

Reduce accidents and loss of life, minimise insurance costs, minimise lost output.

#### Elements

The Control of Substances Hazardous to Health (COSHH), Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR), The Personal Protective Equipment (PPE) at Work regulations, The Provision and Use of Work Equipment Regulations (PUWER).

#### Employee Responsibilities

Not to put themselves or others at risk, co-operate with employers on health and safety matters, use safety equipment provided by the employer and not to misuse or interfere with anything provided for health and safety purposes.

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## Learning outcome

The learner will:

2. Know how to minimise the risk of accidents caused by hazards.

## Assessment criteria

The learner can:

- 2.1 list **common causes** of accidents in construction
  - 2.2 state what is meant by the term **risk**
  - 2.3 state what is meant by the term **hazard**.
- 

## Range

### Common causes

Trips, falls from heights, slips, trips and falls, lack of risk assessments, poor housekeeping, lack of training, horseplay, poor or no maintenance of equipment, incorrect manual handling techniques, blunt tools.

### Risk

The likelihood that a person may be harmed or suffers adverse health effects if exposed to a hazard.

### Hazard

Something with the potential to cause danger, harm or death.

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## Learning outcome

The learner will:

3. Know safety signs and their categories.

## Assessment criteria

The learner can:

- 3.1 identify safety sign **categories**
  - 3.2 identify safety **signs**.
- 

## Range

### Categories

Mandatory, prohibition, information and warning.

### Signs

Mandatory: wear head, foot, ear and eye protection.

Prohibition: do not smoke, do not enter, not drinking water.

Information: fire exit, emergency stop, fire assembly point and first aid.

Warning: electric shock, flammable, toxic.

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## Learning outcome

The learner will:

4. know the types and purposes of Personal Protective Equipment (PPE).

## Assessment criteria

The learner can:

- 4.1 identify the **types** and **purposes** of Personal Protective Equipment (PPE).

---

## Range

### Types

Goggles, mask, safety boots, ear defenders, gloves, high visibility clothing (high visibility jacket), helmets, barrier cream.

### Purposes

To protect body and clothing from chemicals, dust and debris.

## Unit 351

## Constructing a half brick wall

<b>UAN:</b>	R/507/5241
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to construct a half brick wall.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 005 Entry 3 Constructing half brick walling (M/505/1514) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to set out and build a half brick wall.

### Assessment criteria

The learner can:

- 1.1 identify the **Personal Protective Equipment (PPE)** appropriate to building a half brick wall
- 1.2 identify the **materials** required to build a half brick wall
- 1.3 identify the **tools and equipment** required to build a half brick wall.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

Common or facing bricks, mortar.

#### Tools and equipment

Brick trowel, line and pins, jointing iron, spirit level, tape measure, mortar board, corner blocks, profiles x 2.



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### Learning outcome:

The learner will:

2. Be able to prepare, set out and build a half brick wall.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to building a half brick wall
- 2.2 select the **tools, equipment** and **materials** required to build a half brick wall
- 2.3 set up profiles
- 2.4 dry bond brickwork within set profiles
- 2.5 set up and load a mortar board
- 2.6 stack the required number of bricks
- 2.7 build a half brick wall
- 2.8 joint up a half brick wall.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

Common or facing bricks, mortar.

#### Tools and equipment

Brick trowel, line and pins, jointing iron, spirit level, tape measure, mortar board, corner blocks, profiles x 2.

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### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the jobs
- 3.3 clean all tools and equipment ready for re-use
- 3.4 store all tools and equipment ready for re-use.

## Unit 352

## Constructing a tee halving joint

<b>UAN:</b>	T/507/5247
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to construct a tee halving joint.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 001 Entry 3 Constructing halving joints (M/505/0735) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to construct a tee halving joint.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to constructing a tee halving joint
- 1.2 identify **materials** required to construct a tee halving joint
- 1.3 identify the process required to mark out a tee halving joint
- 1.4 identify **tools and equipment** required to construct a tee halving joint.

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

European Redwood, PVA adhesive, screws.

#### Tools and equipment

Try square, marking gauge, rule, Tenon saw, bevel-edged chisel, drill, screwdriver, bench hook, G-cramp, pencil, mallet.

---

### Learning outcome:

The learner will:

2. Be able to construct a tee halving joint.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to constructing a tee halving joint
- 2.2 select **materials** required to construct a tee halving joint
- 2.3 select **tools and equipment** required to construct a tee halving joint
- 2.4 construct a tee halving joint to given specifications.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

European redwood, PVA adhesive, screws.

#### Tools and equipment

Try square, marking gauge, rule, Tenon saw, bevel-edged chisel, drill, screwdriver, bench hook, G-cramp, pencil, mallet.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the jobs
- 3.3 store all tools and equipment ready for re-use.

## Unit 353

## Constructing a tongued housing joint

<b>UAN:</b>	J/507/5253
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to construct a tongued housing joint.
<b>Assessment type:</b>	Assignment
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 002 Entry 3 Constructing housing joints (T/505/0736) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to construct a tongued housing joint.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to constructing a tongued housing joint
- 1.2 identify **materials** required to construct a tongued housing joint
- 1.3 identify the process required to mark out a tongued housing joint
- 1.4 identify **tools and equipment** required to construct a tongued housing joint.

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### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

European redwood, PVA adhesive, screws.

#### Tools and equipment

Try square, marking gauge, rule, Tenon saw, bevel-edged chisel, drill, screwdriver, bench hook, G-cramp, pencil, mallet, hand router.

### Learning outcome:

The learner will:

2. Be able to construct a tongued housing joint.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to constructing a tongued housing joint
- 2.2 select **materials** required to construct a tongued housing joint
- 2.3 select **tools and equipment** required to construct a tongued housing joint
- 2.4 construct a tongued housing joint to given specifications.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

European redwood, PVA adhesive, screws.

#### Tools and equipment

Try square, marking gauge, rule, Tenon saw, bevel-edged chisel, drill, screwdriver, bench hook, G-cramp, pencil, mallet, hand router.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the jobs
- 3.3 store all tools and equipment ready for re-use.

## Unit 354

## Laying a gravel path

<b>UAN:</b>	H/507/5261
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to lay a short length of gavel path.
<b>Assessment type:</b>	Assignment
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 007 Entry 3 Setting out and laying gravel paths (H/505/1509) in 6219 Construction Skills.

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### Learning outcome:

The learner will:

1. Know how to prepare and lay a gravel path.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to laying a gravel path
- 1.2 identify **materials** required to prepare areas to laying a gravel path
- 1.3 identify **tools and equipment** required to prepare and lay a gravel path
- 1.4 identify methods used to level areas to prepare and lay a gravel path.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

Basic types of gravel and sub bases, membrane.

#### Tools and equipment

Shovel, wheelbarrow, rake, broom, straight edge, tape measure, builders' line.

### Learning outcome:

The learner will:

2. Be able to lay a short length of gravel path.

### Assessment criteria

The learner can:

- 2.1 lay **sub base** to receive a short length of gravel path
  - 2.2 lay **membrane** to receive a short length of gravel path
  - 2.3 lay gravel to form a short length of gravel path to given specifications.
- 

### Range

**Sub base:** Make up sub base to leave min 30 mm thick gravel path.

Lay a gravel path between timber or masonry path edges.

**Membrane:** geotextile, permeable material.

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### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
  - 3.2 clear work area of surplus materials and debris on completion of the jobs
  - 3.3 clean all tools and equipment ready for re-use
  - 3.4 store all tools and equipment ready for re-use.
- 

### Guidance

Learners should have an awareness of kinetic lifting techniques (max 25 kilos).

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## Unit 355

# Removing and refitting a water-filled radiator

<b>UAN:</b>	T/507/5264
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to remove and refit a water-filled radiator.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 009 Entry 3 Removing and refitting water-filled radiators (K/505/1916) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to drain, remove and refit a water-filled radiator.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to draining, removing and refitting a water-filled radiator
- 1.2 identify **materials** required to drain, remove and refit a water-filled radiator
- 1.3 identify **tools and equipment** required to drain, remove and refit a water-filled radiator
- 1.4 identify the reasons for draining, removing and refitting a water-filled radiator
- 1.5 identify the **process** required to prepare for draining, removing and refitting a water-filled radiator.

### Range

#### Personal Protective Equipment (PPE)

Safety boots, protective clothing.

#### Materials

Jointing compound, PTFE tape.

#### Tools and equipment

Suitable spanner, water pump pliers, radiator vent key, hose pipe, bowl/bucket, cloth.

#### Process

Isolate radiator, protect work area, remove water from radiator, dispose of waste water, re-fit and connect radiator, re-fill radiator, bleed, checking defects and carrying out any remedial treatments.



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### Learning outcome:

The learner will:

2. Be able to drain, remove and refit a water-filled radiator.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to draining, removing and refitting a water filled radiator
- 2.2 select **materials** required to drain, remove and refit a water-filled radiator
- 2.3 select **tools and equipment** required to drain and remove a water-filled radiator
- 2.4 drain, **remove** and refit a water-filled radiator to given specifications.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, protective clothing.

#### Materials

Jointing compound, PTFE tape.

#### Tools and equipment

Suitable spanner, water pump pliers, radiator vent key, hose pipe, bowl/bucket, cloth.

#### Remove

Learner to safely remove the radiator following the process detailed in outcome 1.5.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the jobs
- 3.3 clean all tools and equipment ready for re-use
- 3.4 store all tools and equipment ready for re-use.

## Unit 356

## Tiling a wall

<b>UAN:</b>	A/507/5265
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to tile a wall.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 004 Entry 3 Tiling a plain wall (F/505/1355) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to prepare and a tile wall surface.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to preparing and tiling a wall surface
- 1.2 identify **materials** required to prepare and tile a wall surface
- 1.3 identify **tools and equipment** required to prepare and tile a wall surface.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, overalls, gloves, high visibility jacket, dust mask and safety glasses.

#### Materials

Tiles, adhesive and grout (ready mix, powdered)

#### Tools and equipment

Spirit level, trowels (gauging notch), grout float, sponge, bucket, tile spacers, joint finishing tool.

### Learning outcome:

The learner will:

2. Be able to prepare a surface for wall tiles.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to preparing a surface for wall tiles
  - 2.2 select **tools and equipment** required to prepare a surface for wall tiles
  - 2.3 prepare a surface for wall tiles to given specifications.
- 

### Range

#### Personal Protective Equipment (PPE)

Safety boots, overalls, gloves, high visibility jacket, dust mask and safety glasses.

#### Tools and equipment

Tool hammer bolster, scraper, abrasive paper and wire brush.

---

### Learning outcome:

The learner will:

3. Be able to set out and fix wall tiles.

### Assessment criteria

The learner can:

- 3.1 use the **Personal Protective Equipment (PPE)** required for the setting out and fixing of wall tiles
  - 3.2 select **tools and equipment** required to set out and fix wall tiles
  - 3.3 set out a level line
  - 3.3 apply adhesive ready to receive wall tiles
  - 3.4 fix wall tiles.
- 

### Range

#### Personal Protective Equipment (PPE)

Safety boots, overalls, gloves, high visibility jacket, dust mask and safety glasses.

#### Tools and equipment

Spirit level, tile spacers, straight edge, pencil, tape measure, notched trowel, gauging or bucket trowel, sponge, hammer, screws, screwdriver, batten, grout float.

---

---

**Learning outcome:**

The learner will:

4. Be able to grout finish wall tiles.

**Assessment criteria**

The learner can:

- 4.1 apply wall grout to tiled areas
- 4.2 clean and polish tiles.

---

**Learning outcome:**

The learner will:

5. Be able to maintain a clean and safe working environment.

**Assessment criteria**

The learner can:

- 5.1 maintain a clean and safe working area following health and safety guidelines
- 5.2 clear work area of surplus materials and debris on completion of the jobs
- 5.3 clean all tools and equipment ready for re-use
- 5.4 store all tools and equipment ready for re-use.

## Unit 357

## Wiring a 13amp fused plug

<b>UAN:</b>	J/507/5267
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to wire a 13amp fused plug.
<b>Assessment type:</b>	Assignment
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 011 Entry 3 Connecting flex to common apparatus (K/505/2077) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to wire a 13amp fused plug correctly.

### Assessment criteria

The learner can:

- 1.1 identify **materials** required to wire a 13amp fused plug correctly
- 1.2 identify **tools and equipment** required to wire a 13amp fused plug correctly
- 1.3 identify the health and safety **hazards** related to wiring a 13amp fused plug correctly
- 1.4 identify the **sequence** required to connect cable to a 13amp fused plug correctly.

---

### Range

#### Materials

13amp fuse, twin and earth cable, plug.

#### Tools and equipment

Electricians knife, terminal screwdrivers, wire stripper, pliers, side cutters.

#### Hazards

Damp/wet working conditions, live power supply/electrical shock/ burns cuts and abrasions, slip, trips and falls.

#### Sequence

Open the plug, prepare the cable, attach the wires correctly, close the plug, check the connection.

---

### Learning outcome:

The learner will:

2. Be able to wire a 13amp fused plug correctly.

### Assessment criteria

The learner can:

- 2.1 select **materials** required to wire a 13amp fused plug correctly
- 2.2 select **tools and equipment** required to wire a 13amp fused plug correctly
- 2.3 connect cable to a 13amp fused plug correctly.

---

### Range

#### Materials

13amp fuse, twin and earth cable, plug.

#### Tools and equipment

Electricians knife, terminal screwdrivers, wire stripper, pliers, side cutters.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the task
- 3.3 store all tools and equipment ready for re-use.

## Unit 358

## Working with plastic pipework and fittings

<b>UAN:</b>	M/507/5277
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to work with plastic pipework and fittings.
<b>Assessment type:</b>	Assignment
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 010 Entry 3 Working with non-manipulative fittings (A/505/1919) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to prepare and join plastic pipes and fittings.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to preparing and joining plastic pipes and fittings
- 1.2 identify **materials** required to prepare and join plastic pipes and fittings
- 1.3 identify **tools and equipment** required to prepare and join plastic pipes and fittings
- 1.4 identify the **process** required to prepare and join plastic pipes and fittings.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, protective clothing.

#### Materials

Plastic pipe and fittings.

#### Tools and equipment

Pipe slice/ junior hacksaw, tape measure, file.

#### Process

Including measuring pipe requirements, cutting pipe to length, preparing pipe ends for joining, joining all pipes, decommissioning frame and recycling components.

---

### Learning outcome:

The learner will:

2. Be able to prepare and join plastic pipes and fittings.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to preparing and joining plastic pipes and fittings
- 2.2 select **materials** required to prepare and join plastic pipes and fittings
- 2.3 select **tools and equipment** required to prepare and join plastic pipes and fittings
- 2.4 prepare and join plastic pipes and fittings to given specifications.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, protective clothing.

#### Materials

Plastic pipes and fittings.

#### Tools and equipment

Pipe slice/junior hacksaw, tape measure, file.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the tasks
- 3.3 clean all tools and equipment ready for re-use.



## Unit 359

# Laying paving using block paving or paving slabs

<b>UAN:</b>	D/507/5288
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to lay a short length of path using block paving or paving slabs.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 006 Entry 3 Laying paving using slabs (K/505/1513) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to prepare a base for a paved area.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to preparing bases for a paved area
- 1.2 identify **materials** required to prepare bases for a paved area
- 1.3 identify **tools and equipment** required to prepare bases for a paved area
- 1.4 identify methods to level areas to receive paving.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, knee pads, high visibility jacket, goggles, gloves.

#### Materials

Basic types of block paving or paving slabs, sub-base, sand, cement.

#### Tools and Equipment

Shovel, wheelbarrow, trowel, straight edge, rubber mallet, level, box rule, tape measure, building line, broom.

---

### Learning outcome:

The learner will:

2. Know how to lay and finish block paving or paving slabs on a prepared base.

### Assessment criteria

The learner can:

- 2.1 identify methods used to lay and finish block paving or paving slabs.

---

### Learning outcome:

The learner will:

3. Be able to prepare an area to receive block paving or paving slabs.

### Assessment criteria

The learner can:

- 3.1 use **Personal Protective Equipment (PPE)** appropriate to preparing bases for a paved area
- 3.2 select **materials** required to prepare bases for a paved area
- 3.3 select **tools and equipment** required to prepare bases for a paved area
- 3.4 prepare areas to receive paving.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, knee pads, high visibility jacket, goggles, gloves.

#### Materials

Basic types of block paving or paving slabs, sub-base, sand, cement.

#### Tools and Equipment

Shovel, wheelbarrow, trowel, straight edge, rubber mallet, level, box rule or tape measure, building line, broom.

---

### Learning outcome:

The learner will:

4. Be able to lay and finish a paved area using block paving or paving slabs.

### Assessment criteria

The learner can:

- 4.1 identify the **materials** required to lay and finish a paved area using block paving or paving slabs
- 4.2 select the **tools and equipment** required to lay a paved area using block paving or paving slabs
- 4.3 lay a paved area using block paving or paving slabs to given specifications.

---

### Range

#### Materials

Basic types of block paving or paving slabs, sub-base, sand, cement.

#### Tools and Equipment

Shovel, wheelbarrow, trowel, straight edge, rubber mallet, level, box rule, tape measure, building line, screed, broom.

---

### Learning outcome:

The learner will:

5. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 5.1 maintain a clean and safe working area following health and safety guidelines
- 5.2 clear work area of surplus materials and debris on completion of the tasks
- 5.3 clean all tools and equipment ready for re-use
- 5.4 store all tools and equipment ready for re-use.

---

### Guidance

Learners should have an awareness of kinetic lifting techniques (max 25kilos).

## Unit 360

## Painting a flat surface

<b>UAN:</b>	H/507/5292
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to prepare and paint a flat surface.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 003 Entry 3 Painting techniques (M/505/0816) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to prepare and paint a flat surface.

### Assessment criteria

The learner can:

- 1.1 identify the **Personal Protective Equipment (PPE)** appropriate to preparing and painting a flat surface
- 1.2 identify the **materials** required to prepare and paint a flat surface
- 1.3 identify the **tools and equipment** required to prepare and paint a flat surface.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, protective gloves, goggles or safety glasses, dust masks and overalls.

#### Materials

Abrasive papers, fillers, tack cloth, masking tape, primer, suitable emulsion.

#### Tools and equipment

Flexible filling knives/blades, filling board, scrapers, dust brush, paint kettles, brushes, rollers, roller tray.

---

## Learning outcome:

The learner will:

2. Be able to prepare and apply paint to a flat surface.

## Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to preparing and applying paint to a flat surface
- 2.2 select the **materials** required to prepare and apply paint to a flat surface
- 2.3 select the **tools and equipment** required to prepare and apply paint to a flat surface
- 2.4 **prepare background surfaces** to given specifications
- 2.5 **prepare the paint** to manufacturers' instructions
- 2.6 **apply a base and finishing coat** to a flat surface to given specifications.

---

## Range

### Personal Protective Equipment (PPE)

Safety boots, protective gloves, goggles or safety glasses, dust masks, overalls.

### Materials

Abrasive papers, fillers, tack cloth, masking tape, primer, suitable emulsion.

### Tools and equipment

Flexible filling knives/blades, filling board, scrapers, dust brush, paint kettles, brushes, rollers, roller tray.

### Prepare background surfaces

Bare surfaces to be primed and filled if required. De nib between coats.

### Prepare the paint

Stir paint thoroughly and decant.

### Apply

Using Brush, roller.

### Base and finishing coat

Primer, suitable emulsion.

---

**Learning outcome:**

The learner will:

3. Be able to maintain a clean and safe working environment.

**Assessment criteria**

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the tasks
- 3.3 clean all tools and equipment ready for re-use
- 3.4 store all tools and equipment ready for re-use.

## Unit 361

## Patch plastering

<b>UAN:</b>	F/507/5302
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills needed to prepare and finish surfaces for patch plastering.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in unit 008 Preparing background surfaces and applying render coats (L/505/1908) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to prepare and finish surfaces for patch plastering.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** for preparing and finishing surfaces for patch plastering
- 1.2 identify **tools and equipment** required to prepare and finish surfaces for patch plastering
- 1.3 identify **materials** required to prepare and finish surfaces for patch plastering
- 1.4 identify **types** of surfaces
- 1.5 identify **methods** for preparing and finishing surfaces for patch plastering.

### Range

#### Personal Protective Equipment (PPE)

Dust mask, gloves, goggles, boots, barrier cream.

#### Tools and equipment

Spot board and stand, plasterer's hawk (hand board), plasterer's trowel, gauging trowel, brush, plasterer's mixing wheel, buckets, mixing stick.

#### Materials

Light weight plasters, water.

#### Types

Solid background (brick or block).

#### Methods

Proprietary adhesive, dampening down, cleaning the surface.

---

### Learning outcome:

The learner will:

2. Be able to prepare and finish surfaces for patch plastering.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** for preparing and finishing background surfaces for patch plastering
- 2.2 select **materials** required for preparing and finishing surfaces for patch plastering
- 2.3 select **tools and equipment** required for preparing and finishing surfaces for patch plastering
- 2.4 prepare background surfaces for applying and finishing patch plastering to given specifications
- 2.5 apply two coat plaster to patch.

---

### Range

#### Personal Protective Equipment (PPE)

Dust mask, gloves, goggles, boots, barrier cream.

#### Tools and equipment

Spot board and stand, plasterer's hawk (hand board), plasterer's trowel, gauging trowel, brush, plasterer's mixing wheel, bucket (x 2), mixing stick.

#### Materials

Light weight plasters, water.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the tasks
- 3.3 clean all tools and equipment ready for re-use
- 3.4 store all tools and equipment ready for re-use.



## Unit 301

## Planning for progression

<b>UAN:</b>	Y/501/6921
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Aim:</b>	The aim of this unit is to help the learner to plan for progression by understanding his/her programme and the facilities and support available and by being able to recognise and build on personal strengths.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>201</b> Entry 2 Planning for progression</li><li>• <b>401</b> Level 1 Planning for progression</li></ul>

---

### Learning outcome:

The learner will:

1. Understand own study or training programme.

### Assessment criteria

The learner can:

- 1.1 identify what he/she aims to achieve by the end of the study or training programme
- 1.2 describe what he/she needs to do in order to follow the programme
- 1.3 identify the centre rules and regulations that affect him/her as a learner.

---

### Learning outcome:

The learner will:

2. Know the facilities and support available in the place of study or training.

### Assessment criteria

The learner can:

- 2.1 list the facilities provided in the place of study or training
- 2.2 identify the support available for learners.

---

**Learning outcome:**

The learner will:

3. Recognise personal strengths (skills, qualities and attitudes) needed for learning and work.

**Assessment criteria**

The learner can:

- 3.1 identify positive qualities and attitudes needed for learning and work
- 3.2 list his/her own personal strengths
- 3.3 give an example of something related to learning and work that he/she feels good about and something he/she feels confident doing.

---

**Learning outcome:**

The learner will:

4. Agree an action plan for self improvement.

**Assessment criteria**

The learner can:

- 4.1 identify areas for improvement with an appropriate person
- 4.2 contribute towards an action plan or contract.

### **Guidance and Evidence**

For 1.1 the learner needs to **identify** what he/she needs to achieve in terms of qualifications, experience and/or job role within the construction industry. Evidence may include a learner statement or records from initial assessment and induction, a construction progression plan/route and target setting.

For 1.2 the learner needs to **describe** what he/she needs to do to follow the programme e.g. attend timetabled sessions, complete set tasks. Evidence may include a learner statement or annotated documents e.g. individual learning plan (ILP), training agreement, timetable, action plan, agreed attendance targets. The learner may produce their personal course contract for learning.

For 1.3 the learner needs to **identify** the rules and regulations that affect him/her as a learner. Evidence may include creating their own workshop rules/class rules. An annotated student handbook and induction pack. However, a handbook or induction pack without annotation or further evidence will not be sufficient.

For 2.1 the learner needs to **list** some of the facilities and access arrangements provided (e.g. library, IT, canteen, crèche). Evidence may include highlighted information (e.g. student handbook and/or induction pack) and could also include tools, equipment, material store, student amenities etc.

For 2.2 the learner needs to **identify** the support available e.g. internal support could be tutor guidance, student support services and external support could be Connexions/Information Advice and Guidance (IAG) services. Evidence may include annotated information (e.g. student handbook and/or induction pack) or learner statement.

For 3.1 the learner needs to **identify** a range of positive qualities and attitudes (e.g. being honest, punctual, conscientious, attentive to detail, polite, hard working, motivated). The learner does not need to distinguish between qualities and attitudes.

For 3.2 the learner needs to **list** his/her own particular strengths (skills, qualities and attitudes). The learner does not need to distinguish between skills, qualities and attitudes. This could include attention to detail around keeping a clean and tidy work area, keeping tools clean, being work ready with the correct PPE, listening to instructions, working well within a team.

For 3.3 the learner needs to **give an example** of something relating to learning or work that he/she feels good about (e.g. successfully completing a construction task or an activity) and something he/she feels confident doing (e.g. building a wall, using hand tools, cutting materials or mixing materials).

Evidence for 3.1 to 3.3 may include a learner statement/list or audio/video recordings of individual or group discussions.

<b>UAN:</b>	H/506/2784
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of personal finance.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>202</b> Entry 2 Personal finance</li><li>• <b>402</b> Level 1 Managing personal finance</li><li>• <b>518</b> Level 2 Managing personal finance</li></ul>

---

**Learning outcome:**

The learner will:

1. Understand the advantages and disadvantages of borrowing money.

**Assessment criteria**

The learner can:

- 1.1 identify from where money can be borrowed
- 1.2 outline the advantages of **borrowing money**
- 1.3 outline the disadvantages of **borrowing money**.

---

**Range****Borrowing Money**

Includes informal borrowing from friends and relatives and more formal arrangements such as credit cards, overdrafts, loans and pay day loans.

### Learning outcome:

The learner will:

2. Understand the advantages of saving money.

### Assessment criteria

The learner can:

- 2.1 identify different ways of **saving money**
  - 2.2 list the benefits of **saving money**.
- 

### Range

#### Saving money

Includes ways of accumulating money (e.g. informal saving at home and more formal arrangements such as saving stamps, savings accounts, premium bonds) and ways of saving money by reducing expenditure (e.g. buying in bulk, in sales, cheaper items).

---

### Learning outcome:

The learner will:

3. Understand why it is important to keep personal financial information secure.

### Assessment criteria

The learner can:

- 3.1 outline ways of keeping **personal financial information** secure
  - 3.2 state the importance of keeping **personal financial information** secure.
- 

### Range

#### Personal Financial Information

Details about an individual's money and accounts such as pay slips, bank details, PIN numbers.

---

#### **Guidance and Evidence**

For 1.1 the learner must **identify** from where money can be borrowed e.g. formal – overdrafts, loans, pay day loans, builders merchant trade account and credit cards, informal – friends and/or family to start up their own construction business. The learner could use a scenario of starting their own construction business, choose a trade area and identify where they could source the money from. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must **outline** the advantages of borrowing money e.g. to be able to buy something such as tools, equipment or even a works vehicle for starting their construction business. The learner should be able to understand how to save money over time e.g. by buying a monthly bus/train pass. Evidence may be a written or verbal learner statement, an assessor record.

For 1.3 the learner must **outline** the disadvantages of borrowing money e.g. money has to be paid back, high interest rates, getting into debt, family arguments, bailiffs, poor company publicity and stress. Evidence may be a written or verbal learner statement, an assessor record.

For 2.1 the learner must **identify** different ways of saving money e.g. not buying on impulse, using buy one get one free offers (BOGOF), bulk buying construction materials, recycling building materials, shopping in end of line sales and online sites e.g. e-bay. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.2 the learner must **list** the benefits of saving money e.g. it can be kept for future use for a specific purpose or in case of emergencies, money saved in certain bank accounts earns interest, it gives you financial security, financial flexibility (more choice of how and when to spend – bulk buys and special offers). Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.1 the learner must **outline** ways of keeping personal financial information such as payslips and customer invoices secure e.g. regularly change pass words, pay for purchases only on secure websites, maintain computer security, do not give out personal information to people you do not know, shred all paperwork that contains names, addresses, dates of birth, email, account numbers etc. Erase all data from unwanted devices and do not write down PIN/security number details. Evidence may be a written or verbal learner statement, or an assessor record.

For 3.2 the learner must **state** the importance of keeping personal financial information secure e.g. to keep money safe, keep information private and confidential, to prevent fraud, to prevent theft. Evidence may be a written or verbal learner statement or an assessor record.

## Unit 303

## Conduct at work

<b>UAN:</b>	J/505/4645
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand, demonstrate and reflect on some appropriate behaviours in the workplace.
<b>Assessment type:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following unit within 5546 : <ul style="list-style-type: none"><li>• <b>203</b> Entry 2 Behaviour at work</li></ul>

---

### Learning outcome:

The learner will:

1. Know about appropriate conduct for the workplace.

### Assessment criteria

The learner can:

- 1.1 identify different kinds of **appropriate** conduct in the workplace
- 1.2 identify **inappropriate** conduct in the workplace.

---

### Range

#### Appropriate

Polite, respectful, reliable, demonstration of compliance with organisational policies.

#### Inappropriate

Impolite, disrespectful, unreliable, non-compliance with organisational policies.

---

**Learning outcome:**

The learner will:

2. Be able to demonstrate good conduct.

**Assessment criteria**

The learner can:

- 2.1 interact appropriately with colleagues
  - 2.2 dress appropriately for work
  - 2.3 demonstrate conduct suitable for job role
  - 2.4 demonstrate good timekeeping and attendance.
- 

**Learning outcome:**

The learner will:

3. Be able to carry out a review of own conduct.

**Assessment criteria**

The learner can:

- 3.1 identify an aspect of own conduct that went well
- 3.2 identify an aspect of own conduct that did not go so well
- 3.3 suggest an action point for improvement in own conduct.



#### **Guidance and Evidence**

For 1.1 the learner needs to identify at least two different kinds of **appropriate** conduct in the workplace when working with clients or colleagues. Evidence can be given orally or in writing.

For 1.2 the learner needs to identify at least two different kinds of **inappropriate** conduct in the workplace that could lead to possible disciplinary action. Evidence can be given orally or in writing.

Evidence for 2.1 to 2.4 is likely to be a witness or assessor statement.

For 2.1 the learner needs to interact appropriately with colleagues when carrying out construction related activities.

For 2.2 the learner needs to dress appropriately for a particular work situation for e.g. wearing the correct PPE for the tasks in hand.

For 2.3 the learner needs to demonstrate conduct suitable for the selected construction related activity.

For 2.4 the learner needs to demonstrate good timekeeping and attendance. This is likely to be over at least one month but may be over a shorter period of time depending on the placement.

For 3.1 the learner must identify an aspect of own conduct that went well during a construction related activity e.g. correctly measuring and setting out a task, correctly selecting the appropriate tools and materials etc.

For 3.2 the learner must identify an aspect of own conduct that did not go so well during a construction related activity e.g. poor attendance and punctuality, not listening to instructions, working unsafely etc.

For 3.3 the learner needs to suggest an action point for improvement in own conduct.

## Unit 304

## Effective communication

<b>UAN:</b>	Y/505/4648
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Aim:</b>	The aim of this unit is to help the learner understand what effective communication is and why it is important. The learner will consider a range of behaviours and different types of feedback.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>204</b> Entry 2 Effective communication</li><li>• <b>315</b> Entry 3 Effective written communication for the workplace</li><li>• <b>322</b> Entry 3 Effective speaking for the workplace</li><li>• <b>404</b> Level 1 Effective communication</li></ul>

---

### Learning outcome:

The learner will:

1. Understand why effective communication is important.

### Assessment criteria

The learner can:

- 1.1 state why effective communication is important
- 1.2 give examples of positive communication and body language
- 1.3 give examples of **appropriate** and **inappropriate verbal communication**
- 1.4 give examples of **appropriate** and **inappropriate non-verbal communication**.

---

### Range

#### Appropriate verbal communication

Speaking calmly and clearly appropriate and positive language, active listening.

#### Inappropriate verbal communication

Shouting, swearing, negative language, abusive, derogatory.

#### Appropriate non-verbal communication

Positive facial expressions, shaking hands, open body language.

#### Inappropriate non-verbal communication

Negative facial expressions, not shaking hands, closed body language.

---

**Learning outcome:**

The learner will:

2. Understand the difference between confident, aggressive, passive and assertive behaviour.

**Assessment criteria**

The learner can:

- 2.1 list examples of confident behaviour
- 2.2 list examples of aggressive behaviour
- 2.3 list examples of passive behaviour
- 2.4 list examples of assertive behaviour
- 2.5 state the difference between confident, aggressive, passive and assertive behaviour.

---

**Learning outcome:**

The learner will:

3. Know the difference between positive and negative feedback.

**Assessment criteria**

The learner can:

- 3.1 give an example of positive feedback
- 3.2 give an example of negative feedback.

#### **Guidance and Evidence**

For 1.1 evidence may be a learner statement or assessor record of why the learner feels communication is important when working with clients and colleagues in the construction industry.

For 1.2 Evidence may be a learner statement, pictures chosen from a range of activities carried out i.e. visit a workshop and watch the interaction between learners and staff. The learner needs to give at least two examples of positive communication and body language.

For 1.3 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate verbal communication**. Evidence may be a learner statement or assessor record.

For 1.4 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate non-verbal communication**. Evidence may be a learner statement, pictures chosen from a range (e.g. newspapers, magazines, internet) or assessor record.

For 2.1 the learner needs to list at least three examples of confident behaviour that would receive praise in a construction environment. This can be their own behaviour or the behaviour of others e.g. a video clip showing different behaviours could be used to identify confident behaviour e.g. making eye contact, giving presentations or dealing reasonable requests/instructions etc.

For 2.2 the learner needs to list at least three examples of aggressive behaviour that could cause conflict in a construction workplace. This can be a reflection of their own behaviour or the behaviour of others e.g. a spider diagram identifying different behaviours could be used.

For 2.3 the learner needs to list at least three examples of passive behaviour. This can be their own behaviour or the behaviour of others e.g. a spider diagram identifying different behaviours could be used.

For 2.4 the learner needs to list at three examples of assertive behaviour. This can be their own behaviour or the behaviour of others e.g. tidying up work areas, asking which activity will be next, cleaning tools and equipment without instruction.

Evidence for 2.5 the learner will state the difference between confident, aggressive, passive and assertive behaviour. This could be completed in the form of a table identifying key behaviour traits.

For 3.1 the learner needs to give an example of positive feedback. This can be their own behaviour or the behaviour of others e.g. a video clip showing different feedback could be used.

For 3.2 the learner needs to give an example of negative feedback. This can be their own behaviour or the behaviour of others e.g. a video clip showing different feedback could be used.

Evidence for 3.1 and 3.2 could be a learner statement.

## Unit 307

## Interview skills

<b>UAN:</b>	Y/506/3107
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	The aim of this unit is to help the learner with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>407</b> Level 1 Interview skills</li></ul>

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### Learning outcome:

The learner will:

1. Know how to prepare for an interview.

### Assessment criteria

The learner can:

- 1.1 research the company and the job role
- 1.2 prepare brief answers to a given set of questions that are likely to be asked at the interview
- 1.3 prepare questions to ask in an interview
- 1.4 identify how to seek clarity from the interviewer about questions asked
- 1.5 identify any documents that may be asked for at interview
- 1.6 identify the route and means of transport to take to attend the interview on time.

---

### Learning outcome:

The learner will:

2. Be able to present and perform well at an interview.

### Assessment criteria

The learner can:

- 2.1 dress appropriately and display good personal hygiene for the interview
- 2.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview
- 2.3 give clear, straightforward answers to the questions asked.

---

**Learning outcome:**

The learner will:

3. Be able to review own performance at an interview.

**Assessment criteria**

The learner can:

- 3.1 identify one aspect of the interview that went well
- 3.2 identify one aspect of the interview that did not go well
- 3.3 identify actions to improve performance at future interviews.

## Unit 307

## Interview skills

### Supporting information

#### ***Guidance and Evidence***

For criteria 1.1 to 1.5 the learner needs to prepare for a real or simulated job interview, which should ideally be construction related.

For 1.6 the learner needs to identify the route and means of transport which they plan to take to arrive for the interview on time. If the learner does not need to travel for the interview they could plan a route/timings to another location. Use locally advertised construction positions and get the learners to plan the journey to their locations.

For outcome 3 the learner needs to review their performance during a real or simulated interview.

## Unit 309

## Prepare for and attend an interview

<b>UAN:</b>	M/502/4278
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The learner will understand how to prepare for an interview.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>503</b> Level 2 Preparing for an interview</li></ul>

---

### Learning outcome:

The learner will:

1. Be able to prepare for and attend an interview.

### Assessment criteria

The learner can:

- 1.1 check the details of an interview
- 1.2 confirm attendance and request time off work
- 1.3 carry out preparations for an interview
- 1.4 state why it is important to prepare for an interview
- 1.5 present themselves appropriately at the place of interview
- 1.6 ask and respond to questions appropriately
- 1.7 state why it is important to present oneself and respond to questions appropriately.



## Unit 309

## Prepare for and attend an interview

### Supporting information

#### **Guidance and Evidence**

For this unit, the interview should be realistic and could be for a job, but it could also be for a volunteer role, a college place or any other suitable situation. Try and use a construction based scenario which should ideally be linked to the learner's chosen employment pathway i.e. carpentry or painting and decorating.

For 1.1 the learner must check all of the details of interview:

- time of interview
- place of interview
- date of interview.

For 1.2 the learner must confirm attendance at interview:

- inform workplace that they are/are not able to attend
- notify them of any specific requirements or confirm there are none.

For 1.3 the learner must prepare all of the following for an interview:

- check job description and person specification
- list questions they may be asked
- list questions to ask the interviewer.

For 1.4 the learner must state a reason for:

- checking details of interview
- confirming attendance
- preparing for interview.

For 1.5 the learner must:

- dress appropriately for interview
- arrive on time for the interview
- state the purpose of their visit on arrival
- greet people appropriately.

For 1.6 the learner should be polite and:

- listen carefully to the questions at the interview
- ask if they do not understand a question
- respond appropriately to the questions at the interview.

For 1.7 the learner must state a reason for:

- dressing appropriately
- being punctual
- greeting people appropriately
- listening carefully and responding appropriately to the questions.

## Unit 311

## Working as part of a team

<b>UAN:</b>	A/506/2726
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Aim:</b>	The aim of this unit is to help the learner to develop team working skills by understanding the roles and procedures of teams and being able to work with others to achieve a shared goal.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>211</b> Entry 2 Working as part of a group</li><li>• <b>411</b> Level 1 Working as part of a team</li><li>• <b>426</b> Level 1 Contributing to a team</li></ul>

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### Learning outcome:

The learner will:

1. Be working as part of a team.

### Assessment criteria

The learner can:

- 1.1 state what is meant by the term team
- 1.2 list different types of team
- 1.3 give an example of a successful team
- 1.4 list **different roles** in a team.

---

### Range

#### Different roles

Leader, manager etc.

**Learning outcome:**

The learner will:

2. Understand the benefits of team working.

**Assessment criteria**

The learner can:

- 2.1 list the factors that make an effective team
  - 2.2 list benefits of effective teamwork.
- 

**Learning outcome:**

The learner will:

3. Understand how to work towards a team task.

**Assessment criteria**

The learner can:

- 3.1 identify the task of the team
  - 3.2 plan the team task
  - 3.3 identify own role in achieving the team task
  - 3.4 identify others' role in achieving the team task
  - 3.5 list the support and resources needed to help work towards the team task.
- 

**Learning outcome:**

The learner will:

4. Be able to follow the plan.

**Assessment criteria**

The learner can:

- 4.1 follow plan
  - 4.2 suggest an improvement to the plan.
-

## Unit 311

## Working as part of a team

### Supporting information

#### **Guidance and Evidence**

For 1.1 the learner needs to state what is meant by the term team.

For 1.2 the learner needs to list different types of team in a construction related environment.

For 1.3 the learner needs to give an example of a successful construction based team.

For 1.4 the learner needs to list different roles in a construction team.

For 2.1 the learner needs to list the factors that make an effective construction team.

For 2.2 the learner needs to list benefits of effective teamwork when carrying out construction operations.

For 3.1 the learner needs to identify the task of a construction team for a given tutor led scenario.

For 3.2 the learner needs to plan the team task for a given construction related activity.

For 3.3 the learner needs to identify own role in achieving the construction related team task.

For 3.4 the learner needs to identify others' role in achieving the construction related team task.

For 3.5 the learner needs to list the support and resources needed to help work towards the construction related team task.

For 4.1 the learner needs to follow the plan to achieve the construction team task.

For 4.2 the learner needs to suggest an improvement to the plan, linking this to previous tasks.

## Unit 313

## Personal presentation and hygiene

<b>UAN:</b>	T/505/4656
<b>Level:</b>	Entry 3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Aim:</b>	The aim of this unit is to help learners understand the importance of good personal hygiene and personal presentation.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	None

---

### Learning outcome:

The learner will:

1. Understand the importance of personal hygiene.

### Assessment criteria

The learner can:

- 1.1 identify what makes up a good **personal hygiene** routine
- 1.2 state why good **personal hygiene** is important
- 1.3 state the negative social effects of poor **personal hygiene**
- 1.4 identify the health risks associated with **personal hygiene**.

---

### Range

#### Personal hygiene

Bathing, using deodorants, brushing teeth, hand washing.

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### Learning outcome:

The learner will:

2. Understand the importance of personal presentation.

### Assessment criteria

The learner can:

- 2.1 identify what is meant by good **personal presentation**
  - 2.2 state why good **personal presentation** is important
  - 2.3 state the negative effects of poor **personal presentation**.
- 

### Range

#### Personal presentation

Clean clothes, clean shoes.

### **Guidance and Evidence**

The learner needs to develop a clear understanding of personal hygiene. They need to take responsibility for their own hygiene and understand the need to carry out a daily hygiene routine and what it entails.

For 1.1 the learner needs to identify what makes up a good personal hygiene routine when working on a construction site i.e. using barrier creams, washing hands regularly.

For 1.2 the learner needs to state why good personal hygiene is important when working in a construction environment.

For 1.3 the learner needs to state the negative social effects of poor personal hygiene.

For 1.4 the learner needs to identify the health risks associated with poor personal hygiene when carrying out construction tasks. For example washing hands thoroughly after using the toilet or handling materials to prevent the spread of diseases such as Weil's disease.

For 2.1 the learner needs to identify what is meant by good personal presentation.

For 2.2 the learner needs to state why good personal presentation is important when applying for, or working in, a construction environment.

For 2.3 the learner needs to state the negative effects of poor personal presentation when applying for, or working in, a construction environment.

## Unit 316

## Undertaking work placement

<b>UAN:</b>	F/506/2727
<b>Level:</b>	Entry 3
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to help the learner identify potential workplace opportunities and what is expected during a work placement.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring</b>	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>420</b> Level 1 Undertaking work placement</li></ul>

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### Learning outcome:

The learner will:

1. Be able to identify potential work placement opportunities.

### Assessment criteria

The learner can:

- 1.1 identify own skills and interests
- 1.2 identify work placement opportunities which match own skills and interests.

---

### Learning outcome:

The learner will:

2. Know what is expected during the work placement.

### Assessment criteria

The learner can:

- 2.1 identify appropriate behaviours and attitudes for the work placement
- 2.2 identify the route and means of transport to take to attend the work placement on time
- 2.3 identify different tasks to be performed during the work placement
- 2.4 identify appropriate sources of support during the work placement
- 2.5 identify a desired outcome of the work placement.



---

**Learning outcome:**

The learner will:

3. Be able to reflect on the experience of the work placement.

**Assessment criteria**

The learner can:

- 3.1 identify what went well during the work placement
- 3.2 identify what did not go well during the work placement
- 3.3 identify what was learned about the job role and their work placement
- 3.4 identify what was learned about personal qualities during the work placement
- 3.5 identify how to build on the work placement experience.

***Guidance and Evidence***

For 1.1 the learner needs to identify own skills and interests when considering a work placement within the construction industry.

For 1.2 the learner needs to identify work placement opportunities which match own skills and interests. Learners should match their particular skills to craft or trade specific areas. Learners could research a craft career and list what particularly interests them in that area i.e. working with people, working in new places or being more hands on.

For 2.1 the learner needs to identify appropriate behaviours and attitudes for the work placement; what would be acceptable on a construction site may differ in a customer's home. Learners could produce a poster to identify this i.e. 'Have you got good manners?' 'bad language has no place' etc.

For 2.2 the learner needs to identify the route and means of transport to take to attend the work placement on time.

For 2.3 the learner needs to identify different tasks to be performed during the work placement, this could be with one or more craft disciplines. Learners could create a mind map of jobs carried out on a construction site, e.g. laying bricks, laying kerbs, excavating holes, concreting, cutting timber, bending pipe etc.

For 2.4 the learner needs to identify appropriate sources of support during the work placement. Learners should think of where, or the people that they could get the support from, on a construction site.

For 2.5 the learner needs to identify a desired outcome of the work placement.

For 3.1 the learner needs to identify what went well during the work placement.

For 3.2 the learner needs to identify what did not go well during the work placement.

For 3.3 the learner needs to identify what was learned about the job role and their work placement.

For 3.4 the learner needs to identify what was learned about personal qualities during the work placement.

For 3.5 the learner needs to identify how to build on the work placement experience

The learners could complete an evidence diary and use this to reflect on when meeting the above criteria.

## Unit 318

## Investigating rights and responsibilities at work

<b>UAN:</b>	T/506/2725
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>317</b> Entry 3 Rights, responsibilities and citizenship</li><li>• <b>416</b> Level 1 Rights, responsibilities and citizenship</li><li>• <b>417</b> Level 1 Investigating rights and responsibilities at work</li><li>• <b>441</b> Level 1 Rights and responsibilities in the workplace</li></ul>

---

### Learning outcome:

The learner will:

1. Understand rights and responsibilities in the workplace.

### Assessment criteria

The learner can:

- 1.1 identify employee rights in the workplace
- 1.2 identify employee responsibilities in the workplace
- 1.3 identify employer responsibilities in the workplace
- 1.4 state why the rights of others should be respected
- 1.5 identify sources of help within the workplace.

## Unit 318

# Investigating rights and responsibilities at work

## Supporting information

### **Guidance and Evidence**

For 1.1 the learner needs to give at least two examples of employee rights in the workplace. Learners could create a mind map as a group and discuss construction rights and responsibilities.

For 1.2 the learner needs to give at least two examples of employee responsibilities in the workplace.

For 1.3 the learner needs to give at least two examples of employer responsibilities in the workplace i.e provide a safe environment, provide relevant PPE etc.

For 1.5 the learner needs to identify at least two sources of help within the workplace. The learners could create a team hierarchy to discuss and identify what support could be available.

Evidence for 1.1 to 1.5 can be given orally or in writing.

For 1.4 the learner needs to state why the rights of others should be respected.

The learner needs to outline different ways of making decisions.

For 1.2 and 1.3 the learner could look at a list of key construction duties and identify who has responsibility; the employer or the employee.

## Unit 323

## Attitudes and values for personal development

<b>UAN:</b>	T/505/4642
<b>Level:</b>	Entry 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to help the learner understand the importance of personal attitudes and values. The learner will be assisted to recognise and build on personal strengths.
<b>Assessment type:</b>	Learner portfolio.
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>425</b> Level 1 Effective skills, qualities and attitudes for learning for and work</li><li>• <b>502</b> Level 2 Effective skills, qualities and attitudes for learning and work</li></ul>

### Learning outcome:

The learner will:

1. Understand the importance of personal attitudes and values.

### Assessment criteria

The learner can:

- 1.1 state what an attitude is
- 1.2 state what a value is
- 1.3 state the importance of own and others' values
- 1.4 identify own values and attitudes
- 1.5 state how values and attitudes can influence personal success.

### **Learning outcome:**

The learner will:

2. Understand how to develop personal strengths.

### **Assessment criteria**

The learner can:

- 2.1 state the importance of adaptability and flexibility
  - 2.2 state the importance of motivation
  - 2.3 state the importance of commitment
  - 2.4 state the importance of resilience
  - 2.5 review own personal strengths
  - 2.6 create an action plan to develop **personal strengths**.
- 

### **Range**

#### **Personal strengths**

Adaptability, flexibility, motivation, commitment, resilience.

## Unit 323

# Attitudes and values for personal development

## Supporting information

### **Guidance and Evidence**

Evidence for 1.3 to 1.5 could be a learner statement. This may be given orally or in writing. Learners should be mindful of the importance their attitudes and values will have on themselves and the construction company they may be representing.

For 1.1 the learner needs to state what an attitude is. They can define or explain this orally or in writing. The learner could create a brief description of an attitude that would fit well on a construction site e.g. always positive, good at problem solving, works well with others.

For 1.2 the learner needs to state what a value is. They can define or explain this orally or in writing. Learners could create a mind map to present what it means to value others.

For 1.3 the learner needs to state the importance of own and others' values. The learner should recognise that people may have different values and that values are generally important to people.

For 1.4 the learner needs to identify some of their own values and attitudes. Attitudes can be positive and negative. Learners could create a list of some of the positive and negative attitudes they have and why employers may look at attitudes and values as well as qualifications.

For 1.5 the learner needs to state how values and attitudes can influence personal success. The learner may benefit from considering their own values and attitudes, as identified in 1.4, and how these can influence their own personal success.

For 2.1 the learner needs to state the importance of adaptability and flexibility. They could give an example, e.g. be able to respond appropriately to changing circumstances, and say why this is important for learning or work. This could be done by demonstrating how they can be flexible and adapt to a need e.g. stop their current task to assist another person with theirs.

For 2.2 the learner needs to state the importance of motivation in relation to learning or work. They could give an example and say why this is important for learning or work or they could highlight what motivates them to be involved in the construction industry.

For 2.3 the learner needs to state the importance of commitment for learning or work. They could give an example, this could be in a form of a list to show commitments demonstrated at work i.e. timekeeping, attendance, flexibility, and attitude.

For 2.4 the learner needs to state the importance of resilience. They could give an example and say why this is important for learning or work.

For 2.5 the learner needs to review their own personal strengths with an appropriate person. Although this should be a positive exercise, the learner should identify at least two areas for improvement. This could be a personal review with a tutor to identify personal strengths after some form of training and make a comparison between their original strengths.

For 2.6 the learner needs to create an action plan to develop their personal strengths as identified in 2.5. The plan should be achievable and be agreed with an appropriate person i.e. to be punctual. This could improve personal attitudes towards learning.

## Appendix 1 Relationships to other qualifications

### **Links to other qualifications**

This qualification has connections to the:

- 6219-01 Entry Level Award in Construction Skills (Entry 3)
- 6219-02 Entry Level Certificate in Construction Skills (Entry 3)
- 6219-03 Entry Level Extended Certificate in Construction Skills (Entry 3)
- 5546-01 Entry Level Introductory Award in Employability Skills (Entry 3)
- 5546-02 Entry Level Award in Employability Skills (Entry 3) - Preparing for Employment  
Entry Level Award in Employability Skills (Entry 3) - Preparing for Employment  
Entry Level Award in Employability Skills (Entry 3) - Succeeding at Work  
Entry Level Award in Employability Skills (Entry 3) - Lifestyle  
Entry Level Award in Employability Skills (Entry 3) - Enterprise  
Entry Level Award in Employability Skills (Entry 3) - Planning for Life & Work  
Entry Level Award in Employability Skills (Entry 3) - Work Placement  
Entry Level Award in Employability Skills (Entry 3) - Volunteering  
Entry Level Award in Employability Skills (Entry 3) - Working for yourself  
Entry Level Award in Employability Skills (Entry 3) - Personal Development
- 5546-03 Entry Level Extended Award in Employability Skills (Entry 3)
- 5546-04 Entry Level Certificate in Employability Skills (Entry 3)
- 5546-05 Entry Level Extended Certificate in Employability Skills (Entry 3)
- 5546-06 Entry Level Diploma in Employability Skills (Entry 3)



## Appendix 2 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 **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***The City & Guilds Centre Manual*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

### ***Linking to this document from web pages***

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## Useful contacts

### UK learners

General qualification information

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

### International learners

General qualification information

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

### Publications

Logbooks, Centre documents, Forms, Free literature

F: +44 (0)20 7294 2413

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## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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