

Schools ITQ - Unit 22 Understanding the social and environmental impact of architecture and construction (Gold Unit 22)

[BACK TO SCHOOLS ITQ](#) [1]

[Handbook home page](#) [2]

- [General guidance for interpreting OCF qualification levels](#) [3]
- [Link to assessor's guide to interpreting the criteria for this unit](#) [4]
- Click on the links in the table below for specific guidance on the assessment criteria.
- National Strategies [APP criteria](#) [5] are relevant from Entry 3 upwards.
- References to [personal learning and thinking skills \(PLTS\)](#) [6]

Level 2, Unit 22 -Understanding the social and environmental impact of architecture and construction (4 credits)

1. 1. Behave responsibly in relation to environmental issues.

[1.1 I can present sustainability issues to a relevant audience](#) [7]

[1.2 I can assess the local environment for sustainable practice](#) [9]

[1.3 I can use evidence as the basis of sustainable recommendations](#) [11]

[1.4 I can explain the the effect of local and global procurement on local and global communities](#) [13]

[1.5 I can explain why some construction materials are more sustainable than others based on their properties](#) [15]

[1.6 I can describe ways of making](#)

2. 2. Collaborate effectively when working in a sustainable engineering construction project.

[2.1 I can respond to identified community needs with specific solutions](#) [8]

[2.2 I can present a case for a specified construction project](#) [10]

[2.3 I can describe the contributions of professional roles in a construction project](#) [12]

[2.4 I can take a lead in debating a contentious issue](#) [14]

[2.5 I can agree appropriate actions to conclude a successful planning application](#) [16]

[2.6 I can describe the skills needed in](#)

[buildings more energy efficient](#) [17]

[a construction team to support sustainability](#) [18]

Links to ITQ units

Entry Level	Level 1	Level 2	Level 3
Entry Level 1, Unit 1 - Improving Productivity Using IT (1 credit) [20]	Level 1, Unit 1 - Improving Productivity Using IT (3 credits) [21]	Level 2, Unit 1 - Improving Productivity Using IT (4 credits) [22]	Level 3, Unit 1 - Improving Productivity Using IT (5 credits) [23]
Entry Level 2, Unit 1 - Improving Productivity Using IT (2 credits) [24]	Level 1, Unit 2 - Website Software (3 credits) [25]	Level 2, Unit 2 - Website Software (4 credits) [26]	Level 3, Unit 2 - Website Software (5 credits) [27]
Entry Level 2, Unit 2 - Using ICT to Select and Exchange Information (2 credits) [28]	Level 1, Unit 3 - Using Collaborative Technologies (3 credits) [29]	Level 2, Unit 3 - Using Collaborative Technologies (4 credits) [30]	Level 3, Unit 3 - Using Collaborative Technologies (6 credits) [31]
Entry Level 2, Unit 3 - Online Basics (2 credits) [32]	Level 1, Unit 4 - IT Security for Users (1 credit) [33]	Level 2, Unit 4 - IT Security for Users (2 credits) [34]	Level 3, Unit 4 - IT Security for Users (3 credits) [35]
Entry Level 2, Unit 4 - Desktop Publishing Software (2 credits) [36]	Level 1, Unit 5 - Spreadsheet Software (3 credits) [37]	Level 2, Unit 5 - Spreadsheet Software (4 credits) [38]	Level 3, Unit 5 - Spreadsheet Software (6 credits) [39]
Entry Level 2, Unit 5 - Using ICT: Safe Working Practices (1 credit) [40]	Level 1, Unit 6 - Specialist Software (2 credits) [41]	Level 2, Unit 6 - Specialist software (3 credits) [42]	Level 3, Unit 6 - Specialist Software (4 credits) [43]
Entry Level 2, Unit 6 - Using ICT in the Workplace (3 credits) [44]	Level 1, Unit 7 - Word Processing (3 credits) [45]	Level 2, Unit 7 - Word processing (4 credits) [46]	Level 3, Unit 7 - Word Processing Software (6 credits) [47]
Entry Level 2, Unit 7 - Imaging software (2 credits) [48]	Level 1, Unit 8 - Using the Internet (3 credits) [49]	Level 2, Unit 8 - Using the internet (4 credits) [50]	Level 3, Unit 8 - Using the Internet (5 credits) [51]
Entry Level 2, Unit 9 -	Level 1, Unit 9 -	Level 2, Unit 9 -	Level 3, Unit 9 -

Unit 8 - Using ICT Equipment in a Work Place (2 credits) [52]	Drawing and planning (2 credits) [53]	Drawing and planning (3 credits) [54]	Drawing and Planning Software (4 credits) [55]
Entry Level 2, Unit 9 - Using Word Processing Software (2 credits) [56]	Level 1, Unit 10 - Presentation Software (3 credits) [57]	Level 2, Unit 10 - Presentation software (4 credits) [58]	Level 3, Unit 10 - Presentation Software (6 credits) [59]
Entry Level 2, Unit 10 - ICT for Employment (1 credit) [60]	Level 1, Unit 11 - Database Software (3 credits) [61]	Level 2, Unit 11 - Database software (4 credits) [62]	Level 3, Unit 11 - Database Software (6 credits) [63]
Entry Level 2, Unit 11 - Audio and Video Software (2 credits) [64]	Level 1, Unit 12 - Desktop Publishing Software (3 credits) [65]	Level 2, Unit 12 - Desktop Publishing Software (4 credits) [66]	Level 3, Unit 12 - Desktop Publishing Software (5 credits) [67]
Entry Level 2, Unit 12 - Presentation Software (2 credits) [68]	Level 1, Unit 13 - Using Email (2 credits) [69]	Level 2, Unit 13 - Using Email (3 credits) [70]	Level 3, Unit 13 - Using Email (3 credits) [71]
Entry Level 3, Unit 1 - Improving Productivity Using IT (3 credits) [72]	Level 1, Unit 14 - Audio Software (2 credits) [73]	Level 2, Unit 14 - Audio Software (3 credits) [74]	Level 3, Unit 14 - Audio Software (4 credits) [75]
Entry Level 3, Unit 2 - Online Basics (1 credit) [76]	Level 1, Unit 15 - Imaging Software (3 credits) [77]	Level 2, Unit 15 - Imaging Software (4 credits) [78]	Level 3, Unit 15 - Imaging Software (5 credits) [79]
Entry Level 3, Unit 3 - Desktop Publishing Software (2 credits) [80]	Level 1, Unit 16 - IT Communication Fundamentals (2 credits) [81]	Level 2, Unit 16 - IT Communication Fundamentals (2 credits) [82]	Level 3, Unit 17 - Video Software (4 credits) [83]
Entry Level 3, Unit 4 - Displaying Information Using ICT (3 credits) [84]	Level 1, Unit 17 - Video Software (2 credits) [85]	Level 2, Unit 17 - Video Software (3 credits) [86]	Level 3, Unit 23 - Multimedia Software (6 credits) [87]
Entry Level 3, Unit 5 - Using ICT to Find Information (3 credits) [88]	Level 1, Unit 18 - IT Software Fundamentals (3 credits) [89]	Level 2, Unit 18 - IT Software Fundamentals (3 credits) [90]	Level 3, Unit 24 - Additive Manufacture (6 credits) [91]
Entry Level 3, Unit 6 -	Level 1, Unit 19 - IT User	Level 2, Unit 19 - IT User	Level 3, Unit 27 - Design Software

Communicating Information Using ICT (3 credits) [92]	Fundamentals (3 credits) [93]	Fundamentals (3 credits) [94]	(5 credits) [95]
Entry Level 3, Unit 7 - Producing Charts Using ICT (3 credits) [96]	Level 1, Unit 20 - Using Mobile IT Devices (2 credits) [97]	Level 2, Unit 20 - Using Mobile IT Devices (2 credits) [98]	Level 3, Unit 28 - Optimise IT System Performance (5 credits) [99]
Entry Level 3, Unit 8 - IT Security for users (1 credit) [100]	Level 1, Unit 21 - Data Management Software (2 credits) [101]	Level 2, Unit 21 - Data Management Software (3 credits) [102]	Level 3, Unit 29 - Set Up an IT System (5 credits) [103]
Entry Level 3, Unit 10 - Presentation software (2 credits) [104]	Level 1, Unit 22 - Understanding the social and environmental impact of architecture and construction (3 credits) [105]	Level 2, Unit 22 - Understanding the social and environmental impact of architecture and construction (4 credits) [106]	Level 3, Unit 32 - Computerised Accounting Software (5 credits) [107]
Entry Level 3, Unit 15 - Imaging Software (2 credits) [108]	Level 1, Unit 23 - Multimedia Software (3 credits) [109]	Level 2, Unit 23 - Multimedia Software (4 credits) [110]	Level 3, Unit 33 - Application Development Using Project Management Methods (6 credits) [111]
Entry Level 3, Unit 20 - Introduction to Using mobile IT devices (2 credits) [112]	Level 1, Unit 24 - Additive Manufacture (3 credits) [113]	Level 2, Unit 24 - Additive Manufacture (3 credits) [114]	Level 3, Unit 37 - Internet of Things (6 credits) [115]
Entry Level 3, Unit 25 - Developing Computer Games and Puzzles (3 credits) [116]	Level 1, Unit 25 - Developing Computer Games and Puzzles (4 credits) [117]	Level 2, Unit 25 - Developing Computer Games and Puzzles (4 credits) [118]	Level 3, Unit 40 - Cloud Based Services and Applications (5 credits) [119]
Entry Level 3, Unit 26 - Computer Games Development (3 credits) [120]	Level 1, Unit 26 - Computer Games Development (3 credits) [121]	Level 2, Unit 26 - Computer Games Development (4 credits) [122]	Level 3, Unit 41 - Cloud Based Systems and Security (5 credits) [123]
Entry Level 3, Unit 28 - Personal information management software (1 credit)	Level 1, Unit 27 - Design Software (3 credits) [125]	Level 2, Unit 27 - Design Software (4 credits) [126]	Level 3, Unit 42 - Undertaking a RealWorld Project (5 credits) [127]

[124]

[Level 1, Unit 28 - Optimise IT System Performance \(2 credits\) \[128\]](#)

[Level 2, Unit 28 - Optimise IT System Performance \(4 credits\) \[129\]](#)

[Level 3, Unit 44 - Bespoke Software \(4 credits\) \[130\]](#)

[Level 1, Unit 29 - Set Up an IT System \(3 credits\) \[131\]](#)

[Level 2, Unit 29 - Set Up an IT System \(4 credits\) \[132\]](#)

[Level 3, Unit 57 - Networking Fundamentals \(5 credits\) \[133\]](#)

[Level 1, Unit 30 - CAD \(3 credits\) \[134\]](#)

[Level 2, Unit 30 - CAD \(3 credits\) \[135\]](#)

[Level 3, Unit 60 - Cisco CCNA 1 - Introduction to Networks \(6 credits\) \[136\]](#)

[Level 1, Unit 31 - Internet Safety for IT users \(3 credits\) \[137\]](#)

[Level 2, Unit 32 - Computerised Accounting Software \(3 credits\) \[138\]](#)

[Level 3, Unit 61 - Cisco CCNA 2 - Routing and Switching \(6 credits\) \[139\]](#)

[Level 1, Unit 32 - Computerised Accounting Software \(2 credits\) \[140\]](#)

[Level 2, Unit 33 - Application Development Using Project Management Methods \(4 credits\) \[141\]](#)

[Level 3, Unit 62 - Cisco CCNA 3 - Scaling Networks \(6 credits\) \[142\]](#)

[Level 1, Unit 36 - Financial Modelling \(3 credits\) \[143\]](#)

[Level 2, Unit 34 - Developing skills for project management \(4 credits\) \[144\]](#)

[Level 3, Unit 63 - Cisco CCNA 4 - Connecting Networks \(6 credits\) \[145\]](#)

[Level 1, Unit 50 - Developing skills for remote working \(3 credits\) \[146\]](#)

[Level 2, Unit 35 - Using Project Management Software \(4 credits\) \[147\]](#)

[Level 3, Unit 64 - Cisco - CCNA Security \(6 credits\) \[148\]](#)

[Level 1, Unit 51 - Effectiveness communication using remote systems \(4 credits\) \[149\]](#)

[Level 2, Unit 50 - Developing skills for remote working \(3 credits\) \[150\]](#)

[Level 3, Unit 65 - Cisco - CyberSecurity Essentials \(6 credits\) \[151\]](#)

[Level 1, Unit 102 - Digital Editing and Publishing \(4 credits\) \[152\]](#)

[Level 2, Unit 51 - Effectiveness communication using remote systems \(4](#)

[Level 3, Unit 66 - Cisco - IT Essentials \(6 credits\) \[154\]](#)

[credits](#) [153]

[Level 1, Unit 103 - Digital Modelling \(4 credits\)](#) [155]

[DELLevel 2, Unit 70 - Understanding of Cyber Security and Online Threats \(3 credits\)](#) [156]

[Level 3, Unit 67 - Cisco - Networking Essentials \(6 credits\)](#) [157]

[Level 1, Unit 105 - Digital Design and Graphics \(4 credits\)](#) [158]

[DELLevel 2, Unit 71 - Analysing and Evaluating Cyber Threats \(3 credits\)](#) [159]

[DELLevel 2, Unit 72 - Applying and Deploying Security Tools and Best Practice \(3 credits\)](#) [160]

[DELLevel 2, Unit 73 - Extended Project: Securing and Defending Online Systems \(6 credits\)](#) [161]

[Level 2, Unit 80 - Digital Tools and Best Practice for Project Management \(5 credits\)](#) [162]

[Level 2, Unit 81 - Digital Safety and Security Policies and Procedures \(4 credits\)](#) [163]

[Level 2, Unit 82 - Digital Editing and Publishing \(3 credits\)](#) [164]

[Level 2, Unit 83 - Digital Design and Graphics \(3 credits\)](#) [165]

[Level 2, Unit 84 - Digital Modelling and Data Management \(3](#)

[credits](#) [166]

[Level 2, Unit 85 -
Virtual Reality and
the Development
Life Cycle \(4
credits\)](#) [167]

Source URL: <https://theingots.org/community/sil2u22>

Links

- [1] https://theingots.org/community/ITQ_unit_development
- [2] <https://theingots.org/community/handbook2>
- [3] https://theingots.org/community/QCF_levels
- [4] <https://theingots.org/community/SIL2U22X>
- [5] <http://nationalstrategies.standards.dcsf.gov.uk/focuses/959/861/110166>
- [6] <http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/planning-for-plts/index.aspx>
- [7] <https://theingots.org/community/sil2u22x#1.1>
- [8] <https://theingots.org/community/sil2u22x#2.1>
- [9] <https://theingots.org/community/sil2u22x#1.2>
- [10] <https://theingots.org/community/sil2u22x#2.2>
- [11] <https://theingots.org/community/sil2u22x#1.3>
- [12] <https://theingots.org/community/sil2u22x#2.3>
- [13] <https://theingots.org/community/sil2u22x#1.4>
- [14] <https://theingots.org/community/sil2u22x#2.4>
- [15] <https://theingots.org/community/sil2u22x#1.5>
- [16] <https://theingots.org/community/sil2u22x#2.5>
- [17] <https://theingots.org/community/sil2u22x#1.6>
- [18] <https://theingots.org/community/sil2u22x#2.6>
- [19] <https://theingots.org/community/sil2u22i>
- [20] <https://theingots.org/community/siel1u1>
- [21] <https://theingots.org/community/sil1u1>
- [22] <https://theingots.org/community/sil2u1>
- [23] <https://theingots.org/community/sil3u1>
- [24] <https://theingots.org/community/siel2u1>
- [25] <https://theingots.org/community/sil1u2>
- [26] <https://theingots.org/community/sil2u2>
- [27] <https://theingots.org/community/sil3u2>
- [28] <https://theingots.org/community/siel2u2>
- [29] <https://theingots.org/community/sil1u3>
- [30] <https://theingots.org/community/sil2u3>
- [31] <https://theingots.org/community/sil3u3>
- [32] <https://theingots.org/community/siel2u3>
- [33] <https://theingots.org/community/sil1u4>
- [34] <https://theingots.org/community/sil2u4>
- [35] <https://theingots.org/community/sil3u4>
- [36] <https://theingots.org/community/siel2u4>
- [37] <https://theingots.org/community/sil1u5>

- [38] <https://theingots.org/community/sil2u5>
- [39] <https://theingots.org/community/sil3u5>
- [40] <https://theingots.org/community/siel2u5>
- [41] <https://theingots.org/community/sil1u6>
- [42] <https://theingots.org/community/sil2u6>
- [43] <https://theingots.org/community/sil3u6>
- [44] <https://theingots.org/community/siel2u6>
- [45] <https://theingots.org/community/sil1u7>
- [46] <https://theingots.org/community/sil2u7>
- [47] <https://theingots.org/community/sil3u7>
- [48] <https://theingots.org/community/siel2u7>
- [49] <https://theingots.org/community/sil1u8>
- [50] <https://theingots.org/community/sil2u8>
- [51] <https://theingots.org/community/sil3u8>
- [52] <https://theingots.org/community/siel2u8>
- [53] <https://theingots.org/community/sil1u9>
- [54] <https://theingots.org/community/sil2u9>
- [55] <https://theingots.org/community/sil3u9>
- [56] <https://theingots.org/community/siel2u9>
- [57] <https://theingots.org/community/sil1u10>
- [58] <https://theingots.org/community/sil2u10>
- [59] <https://theingots.org/community/sil3u10>
- [60] <https://theingots.org/community/siel2u10>
- [61] <https://theingots.org/community/sil1u11>
- [62] <https://theingots.org/community/sil2u11>
- [63] <https://theingots.org/community/sil3u11>
- [64] <https://theingots.org/community/siel2u11>
- [65] <https://theingots.org/community/sil1u12>
- [66] <https://theingots.org/community/sil2u12>
- [67] <https://theingots.org/community/sil3u12>
- [68] <https://theingots.org/community/siel2u12>
- [69] <https://theingots.org/community/sil1u13>
- [70] <https://theingots.org/community/sil2u13>
- [71] <https://theingots.org/community/sil3u13>
- [72] <https://theingots.org/community/siel3u1>
- [73] <https://theingots.org/community/sil1U14>
- [74] <https://theingots.org/community/sil2u14>
- [75] <https://theingots.org/community/sil3u14>
- [76] <https://theingots.org/community/siel3u2>
- [77] <https://theingots.org/community/sil1u15>
- [78] <https://theingots.org/community/sil2u15>
- [79] <https://theingots.org/community/sil3u15>
- [80] <https://theingots.org/community/siel3u3>
- [81] <https://theingots.org/community/sil1u16>
- [82] <https://theingots.org/community/sil2u16>
- [83] <https://theingots.org/community/sil3u17>
- [84] https://theingots.org/community/siel3u_noprogression_1169
- [85] <https://theingots.org/community/sil1u17>
- [86] <https://theingots.org/community/sil2u17>
- [87] <https://theingots.org/community/sil3u23>
- [88] <https://theingots.org/community/siel3u5>
- [89] <https://theingots.org/community/sil1u18>
- [90] <https://theingots.org/community/sil2u18>
- [91] <https://theingots.org/community/sil3u24>
- [92] <https://theingots.org/community/siel3u6>
- [93] <https://theingots.org/community/sil1u19>
- [94] <https://theingots.org/community/sil2u19>
- [95] <https://theingots.org/community/sil3u27>
- [96] <https://theingots.org/community/siel3u7>

- [97] <https://theingots.org/community/sil1u20>
- [98] <https://theingots.org/community/sil2u20>
- [99] <https://theingots.org/community/sil3U28>
- [100] <https://theingots.org/community/siel3u4>
- [101] <https://theingots.org/community/sil1u21>
- [102] <https://theingots.org/community/sil2u21>
- [103] <https://theingots.org/community/sil3u29>
- [104] <https://theingots.org/community/siel3u10>
- [105] <https://theingots.org/community/sil1u22>
- [106] <https://theingots.org/community/sil2u22>
- [107] <https://theingots.org/community/sil3u32>
- [108] <https://theingots.org/community/siel3u15>
- [109] <https://theingots.org/community/sil1u23>
- [110] <https://theingots.org/community/sil2u23>
- [111] <https://theingots.org/community/sil3u33>
- [112] <https://theingots.org/community/siel3u20>
- [113] <https://theingots.org/community/sil1u24>
- [114] <https://theingots.org/community/sil2u24>
- [115] <https://theingots.org/community/sil3u37>
- [116] <https://theingots.org/community/siel3u25>
- [117] <https://theingots.org/community/sil1u25>
- [118] <https://theingots.org/community/sil2u25>
- [119] <https://theingots.org/community/sil3u40>
- [120] <https://theingots.org/community/siel3u26>
- [121] <https://theingots.org/community/sil1u26>
- [122] <https://theingots.org/community/sil2u26>
- [123] <https://theingots.org/community/sil3u41>
- [124] <https://theingots.org/community/siel3u28>
- [125] <https://theingots.org/community/sil1u27>
- [126] <https://theingots.org/community/sil2u27>
- [127] <https://theingots.org/community/sil3u42>
- [128] <https://theingots.org/community/sil1u28>
- [129] <https://theingots.org/community/sil2u28>
- [130] <https://theingots.org/community/sil3u44>
- [131] <https://theingots.org/community/sil1u29>
- [132] <https://theingots.org/community/sil2u29>
- [133] <https://theingots.org/community/sil3u57>
- [134] <https://theingots.org/community/sil1u30>
- [135] <https://theingots.org/community/sil2u30>
- [136] <https://theingots.org/community/sil3u60>
- [137] <https://theingots.org/community/sil1u31>
- [138] <https://theingots.org/community/sil2u32>
- [139] <https://theingots.org/community/sil3u61>
- [140] <https://theingots.org/community/sil1u32>
- [141] <https://theingots.org/community/sil2u33>
- [142] <https://theingots.org/community/sil3u62>
- [143] <https://theingots.org/community/sil1u36>
- [144] <https://theingots.org/community/sil2u34>
- [145] <https://theingots.org/community/sil3u63>
- [146] <https://theingots.org/community/sil1u50>
- [147] <https://theingots.org/community/sil2u35>
- [148] <https://theingots.org/community/sil3u64>
- [149] <https://theingots.org/community/sil1u51>
- [150] <https://theingots.org/community/sil2u50>
- [151] <https://theingots.org/community/sil3u65>
- [152] <https://theingots.org/community/sil1u102>
- [153] <https://theingots.org/community/sil2u51>
- [154] <https://theingots.org/community/sil3u66>
- [155] <https://theingots.org/community/sil1u103>

- [156] <https://theingots.org/community/sil2u70>
- [157] <https://theingots.org/community/sil3u67>
- [158] <https://theingots.org/community/sil1u105>
- [159] <https://theingots.org/community/sil2u71>
- [160] <https://theingots.org/community/sil2u72>
- [161] <https://theingots.org/community/sil2u73>
- [162] <https://theingots.org/community/sil2u80>
- [163] <https://theingots.org/community/sil2u81>
- [164] <https://theingots.org/community/sil2u82>
- [165] <https://theingots.org/community/sil2u83>
- [166] <https://theingots.org/community/sil2u84>
- [167] <https://theingots.org/community/sil2u85>