Silver - Unit 1 - Defining a Sustainable Construction Project

Relevant LINKS

BACK TO BIM UNITS **[1]**

Overview

This is the ability to understand and define a construction project with particular emphasis on what is required to make it sustainable over a reasonable period of time. Some understanding and appreciation of the impact on the wider community will also need to be in evidence. The main issues will need to be presented clearly to all stake-holders, and where appropriate, solutions to issues will need to be found before progressing.
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the software tools and functions will be predetermined or commonly used; and
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Main areas covered will include, but not be limited by:

- the ability to research materials and functions
- the understanding and application of local and national guidelines
- ability to present information and attend relevant meetings to support the process

Example of context: Proposing a local construction project, such as an eco friendly classroom for a primary school.

Activities supporting the assessment of this award

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 1 qualifications

- Achievement at QCF level 1 (EQF Level 2) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work
- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use

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relevant information. Identify whether actions have been effective.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed

Requirements

- Standards must be confirmed by a trained Level 1 Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the online mark book on the INGOTs.org certification site.
- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and online work. Assessors should ensure that relevant web pages are available to their Account Manager on request by supply of the URL.
- When the candidate provides evidence of matching all the criteria to the specification, subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.
- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.
- Each unit at Level 1 has recommended guided learning hours based on time required to complete by an average learner.

Assessment Method

Assessors can score each of the criteria N, L, S or H. N indicates no evidence and it is the default setting. L indicates some capability but some help still required to meet the standard. S indicates that the candidate can match the criterion to its required specification in keeping with the overall level descriptor. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the full unit award. Once the candidate has satisfied all the criteria by demonstrating practical competence in realistic contexts they achieve the unit certificate.

Expansion of the assessment criteria

1. The candidate will understand issues related to sustainability in construction projects

1.1 I can define sustainability

Candidates should be able to define sustainability in keeping with personal interpretation of accepted definitions.
Evidence: portfolios of evidence, internal testing.

Additional information and guidance
Candidates should familiarise themselves with the range of definitions of sustainability and sustainable development, including those most used in the global context (e.g. the Brundtland Report [2]), and those used nationally and locally. They should be able to define sustainability in the sense of what it means to them personally.

1.2 I can identify ways in which sustainability affects the local community

Candidates should be able to identify several ways in which sustainability issues affect their local community.
Evidence: portfolios of evidence, internal testing.

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Additional information and guidance
Candidates should explore ways in which their local community is affected by issues of sustainability. They can investigate how local systems operate and research the environmental, economic and social health benefits of creating a more sustainable future. They can investigate the ways electricity, water, sewage treatment, refuse collection and other council services are provided, and how sustainable these services are. They can analyse human behaviour in their school and community with regard to recycling, litter, wellbeing, tolerance, inclusion and social cohesion.

1.3 I can identify the range and depth of knowledge in my local community related to sustainability

Candidates should be able to identify specific aspects of strengths and weaknesses in community environmental behaviour and attitudes.

Evidence: community surveys, interview transcripts, reports in portfolio.
Additional information and guidance
Candidates should devise a questionnaire and encourage their community to participate in their research to ensure that a wide range of data is collected. They should investigate how people feel about sustainability, whether they are adopting measures to be more sustainable and indeed whether they value a more sustainable lifestyle. Enquiries should be made to official figures, counsellors and community leaders to investigate sustainable leadership. Candidates should evaluate strengths and weaknesses in social, economic and environmental behaviour and conditions in the community, and where possible, compare this data with other communities.

1.4 I can present sustainability issues to a relevant audience

Candidates should be able to demonstrate the capacity to make a practical presentation on the subject of sustainability.

Evidence: reports, video, information boards in portfolios
Additional information and guidance
Candidates should present their findings in an appropriate manner. This can include verbal written and electronic media.

1.5 I can identify and communicate ways of improving sustainability in my local community

Candidates should be able to communicate methods, strategies and actions that could be used to improve sustainability in the local community.

Evidence: reports, video, information boards in portfolios, classroom/assembly/community presentations.
Additional information and guidance
Candidates should devise an appropriate method of communication to educate and encourage their local environment to be more sustainable.

2. The candidate will understand issues related to the local community in construction projects

2.1 I can use a range of methods to discover who lives in my local community and suggest ways to demonstrate results

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Candidates should be supported to find and use appropriate sources of information to discover the nature of their community.
Evidence: Presentation of community surveys, interviews, reports, research, census information in portfolios.

Additional information and guidance
Candidates should devise an appropriate method to research demographic information. They can use web based information such as the Labour Market [3] site or find other local census information from local authority websites and offices.
At level 1 they will need structured guidance.

2.2 I can engage the community in the design and planning processes of a building project in their role as 'client'

Candidates should devise an appropriate method to engage their local community to contribute towards a vision for a community project, such as an eco classroom or youth centre.
Evidence: transcripts/recordings of interviews, role play.

Additional information and guidance
Candidates should devise an appropriate method to engage their local community to contribute towards a vision for a community eco classroom. Parents and other family members may be invited to contribute at this stage. Candidates may devise a social media strategy e.g. using Facebook and Twitter to reach the community. This could be linked to the collaborative technologies unit in the ITQ.

2.3 I can respond to identified community needs with specific solutions

Candidates should consider the issues related to accessibility of the meeting with targeted solutions.
Evidence: reports in portfolios of evidence.

Additional information and guidance
Candidates should consider how they will engage and include those who may not be able to attend meetings or have access to the internet, e.g. those at work during the day, the elderly, parents with small children, disabled and those who do not speak English.

2.4 I can research the impact of a construction project on the local community

With structured support in keeping with the Level 1 descriptor, candidates will devise and carry out a small scale research exercise to find the impact of their project on the community.
Evidence: portfolios of evidence.

Additional information and guidance
Candidates should devise an appropriate method to research impact on the local environment and community. They should investigate how to persuade others by building trust and try to empathise, understanding how different members of the community might react to their project. Will they see it as a useful building, or a white elephant? They should provide reasons and justifications, exploring a range of issues. They might investigate other similar established community projects through local media and internet research. At level 1 they will need structured support.

2.5 I can understand how a formal meeting should be structured, conducted and recorded

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Candidates should demonstrate understanding of formal meetings, their structure and the importance of accurate recording.
Evidence: video/recorded discussion in the context of a client meeting and written evidence in portfolios.

Additional information and guidance
Candidates will set up a mock steering group and assign governing roles and responsibilities. They should take minutes, and understand why keeping an accurate record and advising stakeholders is critical to the success of the project. They should establish the aim of the group and prepare a group plan. At the end of a meeting, they should set an agenda and agree a method of publicising the minutes to the community.

Moderation/verification
The assessor should keep a record of assessment judgements made for each candidate guided by the above guidance. Criteria should be interpreted in the context of the general descriptors of QCF Level 1 qualifications. They should make notes of any significant issues for any candidate and be in a position to advise candidates on suitable routes for progression. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios.
Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound. In the event of missing evidence, the assessor will be requested to gather appropriate information before the award can be made.

Source URL: https://theingots.org/community/decl1u1x

Links
[1] https://theingots.org/community/BIM_qualification_info_units
[2] http://www.thefullwiki.org/Brundtland_Report
[3] https://www.nomisweb.co.uk/reports/lmp/la/contents.aspx

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