Gold - Unit 3 - Delivering 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 2 qualifications

- Achievement at QCF Level 2 (EQF Level 3) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of

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information that are relevant to the area of study or work.
- Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

Requirements

- Standards must be confirmed by a trained Gold Level Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the on-line 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 on-line 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.
- This unit should take an average level 2 learner 40 hours of work to complete.

Assessment Method

Assessors can score each of the criteria N, L, S or H. N indicates no evidence. L indicates some capability but some help still required. S indicates that the candidate can match the criterion to its required specification. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least a S on all the criteria to achieve the full 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 be able to carry out a project.

1.1 I can coordinate a design proposal to ensure mistakes are avoided

Candidates will coordinate contributions to the design proposal and identify any potential issues that could result in mistakes.
Evidence: Documentation in portfolios.

Additional information and guidance
Assessors should look for evidence that the candidates are actively looking for potential problems and communicating with a range of people to ensure that nothing slips through that would have a major adverse effect on the project delivery.

1.2 I can identify potential problems at an early stage and take appropriate action

Candidates will demonstrate that they have identified potential issues at an early stage and taken appropriate action.
Evidence: Assessor observation, documentation in portfolios.

Additional information and guidance

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Candidates should be focussed on any issues that could have a significant effect and which, if implemented badly or missed will be difficult to put right. This is a form of risk assessment prioritising things early on that will be difficult to put right subsequently.

1.3 I can identify needs that require specialists from outside the team

Candidates will use plans to identify tasks that are beyond the knowledge and skills of the established team.
Evidence: Documents in portfolios.

Additional information and guidance
This task will need some guidance since the candidate will not be sure of what they don't know before going through the entire project. Work on professional roles at level 1 should be re-visited to help trigger memories.

1.4 I can monitor progress in consultation with peers

Candidates will keep a diary of their progress making references to consultations with peers.
Evidence: Documentation in portfolios.

Additional information and guidance
Diary entries should show decisions made as a result of consultations and the degree to which information from peers and any other peer input was used.

1.5 I can ensure the project is developed on time and to budget

Candidates should demonstrate that they have taken actions that ensure the project meets its targets.
Evidence: Assessor observation, overall project outcomes.

Additional information and guidance
The main evidence for this criterion will come from the project outcomes and the assessor observations of the attitude and behaviour of the candidate.

2. The candidate will respond to technical issues.

2.1 I can use a 3D model to test my design

Candidates will use a 3D computer based modelling to test their designs.
Evidence: Model files and documentation in portfolios.

Additional information and guidance
Candidates should use the model to experiment with variations to improve their model and document successful and unsuccessful changes.

2.2 I can validate the design against the brief using a technical investigation

Candidates should check the key aspects of their design against the brief criteria and document their results.
Evidence: Report in portfolio.

Additional information and guidance

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Candidates should adopt a systematic approach to validation using a technical investigative approach.

2.3 I can ensure that the project complies with building regulations as it progresses

Candidates will check their project against the building regulations at specific points and document their findings.
Evidence: portfolio evidence.

Additional information and guidance
Candidates should make any necessary adjustments to their project as a result of building regulations checks. If none are required they should document the procedure they have adopted and report their decision that the project is compliant with the regulations.

2.4 I can explain how the building works in practice using quantitative monitoring

Candidates will provide explanations of the functional fitness for purpose of their building and include quantitative data to support their views.
Evidence: portfolio evidence.

Additional information and guidance
Assessors should provide guidance to candidates on the level of quantitative data required.

2.5 I can review progress and reflect on technical decisions

Candidates will review their progress at regular intervals and record their findings including any decisions that they would with hindsight have taken differently and any actions taken.
Evidence: Documents in portfolios.

Additional information and guidance
Candidates should focus on technical issues and their solutions.

2.6 I can consult and respond appropriately to peer review

Candidates will consult with peers throughout the process and receive criticism graciously.
Evidence: Documentation in portfolios.

Additional information and guidance
Taking criticism and giving it constructively are the main purpose of this criterion. It might take some time for some candidates to be able to deal with this and assessors will need to set the ground rules so that review is focused on objectivity and improvement.

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 2 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.

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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/decl2u3x

Links
[1] https://theingots.org/community/BIM_qualification_info_units

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