

openawards



# Qualification Guide

**Open Awards** Entry Level

**Award** in Construction and  
Building (Entry 3) (QCF)

600/2153/6

**Open Awards** Entry Level

**Certificate** in Construction and  
Building (Entry 3) (QCF)

600/2154/8

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## Open Awards

Set up in 1981 as OCNWWR and now trading as Open Awards, we have been in business for over 30 years. During that time we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into University.

We were the first to design qualifications and courses based on credit accumulation so that learners could achieve in “bite sized” chunks. We designed the units and qualifications that are now the basis of the Qualification and Credit Framework (QCF). As pioneers and champions of credit we are the experts in the field and we use this expertise to design new qualifications.

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward thinking organisations, FE Colleges and LAs, created OCNs to promote education and achievement. We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are “of the sector and for the sector”. Our purpose is to meet the needs of our provider organisations and their learners. We are a not for profit organisation and a registered charity and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (England and Northern Ireland) and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learn or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

## Qualification and Credit Framework

The QCF is a framework that awards credit for qualification and unit achievement and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace.

There are three sizes of qualification in the QCF

Award	Certificate	Diploma
1 to 12 Credits	13 to 36 Credits	37 Credits and above

The terms Award, Certificate and Diploma **do not** describe the qualification levels. It is possible to have an Award at level 4 and a Diploma at level 2.

For the specific credits related to this suite of qualifications please refer to the Rules of Combination within this guide.

Every unit and qualification in the framework is structured in the following way:

- Unit title
- Level
- Credit value
- Learning outcomes
- Assessment criteria

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of a unit is based on:

- One credit for those learning outcomes that a learner can achieve in 10 hours of learning.
- Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit. For example if a unit is worth 3 credits then it will take on average 30 hours for the learner to complete. Guided learning hours are included in the learning time.
- Guided learning hours are the number of tutor-led contact hours required to support learner achievement of a unit or qualification. Guided learning hours include:
  - Induction specific to the programme; one to one or group tutorials; teaching sessions; facilitated workshops; assessment of learner achievements where the learner is present e.g. when assessing an individual in the workplace or assessing a skills activity in a classroom environment.

## QCF Level Descriptors

### Entry Level (Entry 3)

#### Summary

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.

#### Knowledge and Understanding

Use knowledge or understanding to carry out structured tasks and activities in familiar contexts.

Know and understand the steps needed to complete structured tasks and activities in familiar contexts.

#### Application and Action

Carry out structured tasks and activities in familiar contexts.  
Be aware of the consequences of actions for self and others.

#### Autonomy and Accountability

With appropriate guidance take responsibility for the outcomes of structured activities.

Actively participate in activities in familiar contexts.

### Level 1

#### Summary

Achievement at Level 1 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.

#### Knowledge and Understanding

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.

#### Application and Action

Complete well-defined routine tasks.

Use relevant skills and procedures.

Select and use relevant information.

Identify whether actions have been effective.

**Autonomy and Accountability**

Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

Further information on the QCF can be found at [www.openawards.org.uk](http://www.openawards.org.uk)



## **Title(s) of the Qualification(s) within this Guide**

The Qualifications in this guide include:

- Open Awards Entry Level Award in Construction and Building (Entry 3) (QCF)
- Open Awards Entry Level Certificate in Construction and Building (Entry 3) (QCF)

## **Qualification(s) Rationale and Regulatory Purpose**

### **Rationale**

The qualification suite encourages new entrants to the sector and contributes to filling gaps in provision as identified by the sector. The qualification suite will enable increased learner recruitment and will support new entrants to make informed career choices.

In addition to developing skills, knowledge and understanding in construction there is a strong emphasis on practical learning with embedded numeracy and literacy skills. The qualification offers an introduction to the sector and progression to level 1 in the same suite of qualifications.

### **Purpose and Sub-purpose**

The Open Awards Entry Level Award and Certificate in Construction and Building (Entry 3) (QCF) have the following Purpose:

A. Recognise personal growth and engagement in learning

And the following Sub-Purpose:

A4. Recognise development of employability skills and/or knowledge

## Operational Details

### Operational Dates

The Open Awards Entry Level Award in Construction and Building (Entry 3) (QCF) is due for review 31-Dec-2018.

The Open Awards Entry Level Certificate in Construction and Building (Entry 3) (QCF) is due for review 28-Feb-2018.

Open Awards will notify centres prior to the review to enable a smooth progression from the current version to the new version.

### Nationally Recognised Accreditation Number(s)

The suite of Qualifications is regulated by Ofqual and all Qualifications are on the QCF (Qualifications and Credit Framework). The table below outlines the full and official name\* of the Qualification with the regulative QAC code.

Regulated Qualification Title	QAC Code
Open Awards Entry Level Award in Construction and Building (Entry 3) (QCF)	600/2153/6
Open Awards Entry Level Certificate in Construction and Building (Entry 3) (QCF)	600/2154/8

\*Qualification titles may differ slightly in this guidance to those above, however, when searching the QCF Register please use the regulated title of the qualification or the qualification codes to ensure you obtain the correct information.

## Qualification Overview

### Who is the Qualification for?

The Open Awards Entry Level 3 qualifications in Construction and Building have been developed for learners who have limited or no prior knowledge of the sector:

- School pupils and college students who are preparing for work or work experience
- Adults entering employment for the first time
- Adults who may be returning to work or wanting a change of career.

Learners will develop confidence and an insight into working in all aspects of the construction industry including health and safety.

### The Qualifications serve to:

The Qualifications serve to:

- Engage learners and help to identify individual and personal strengths for progression to further learning and/or employment.
- Provide opportunities in learning which enable learners to realise their potential to progress into further and higher education.
- Enable learners to develop their literacy and/or numeracy skills.
- Allow learners to gain knowledge in vocational subject areas which will aid further learning and career progression decisions.
- Enable learners with essential career, social and personal development skills.
- Provide learning opportunities which are stimulating and engaging.

### Benefits to Learners

- A choice of Award or Certificate allows increased flexibility for learners.
- Learners achieve a nationally recognised Qualification.
- Learners develop career, social and personal development skills and also have the opportunity to explore vocational optional units to aid career or further vocational learning.
- Units are transferable and may be achieved over a period time.
- The Qualifications offer a breadth of progression routes to other Qualifications. See our [website](http://www.openawards.org.uk).
- A wide range of assessment methods to suit learner needs.

## Benefits to Centres

- The Qualifications which are nationally recognised and regulated by Ofqual and are on the QCF (Qualifications & Credit Framework) may be eligible for funding in England, Wales and Northern Ireland. See Funding, Fees and Charges in this guide for more information.
- Clear progression routes for learners.
- A varied range of assessment methods enabling innovative delivery to suit learner needs.

## Progression Opportunities

These qualifications will provide learners with an overall understanding of the Construction and Building sector and the opportunity to progress to qualifications at Level 1 in Construction and Building Crafts (QCF), including specialist pathways in the Construction and Building sector and other vocationally related sectors.

## Qualification Structure

### Learning Time

The Minimum GLH (Guided Learning Hours) and Recommended Learning Hours for each Qualification is outlined in the table below.

Qualification Title	Minimum GLH	Maximum GLH	Learning Hours
<b>Open Awards Entry Level Award in Construction and Building (Entry 3) (QCF)</b>	60	60	60
<b>Open Awards Entry Level Certificate in Construction and Building (Entry 3) (QCF)</b>	150	150	150

### Rules of Combination

To achieve any Open Awards qualification each learner must fulfil a particular set of Rules of Combination relevant to the specific qualification. It is the centre's responsibility to ensure that the choice of units address the Rules of Combination for the specific qualification.

The Rules of Combination for:

- Open Awards Entry Level Award in Construction and Building (Entry 3) (QCF)
- Open Awards Entry Level Certificate in Construction and Building (Entry 3) (QCF)

are noted below.

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### Rules of Combination for the Open Awards Entry Level Award in Construction and Building (Entry 3) (QCF)

<b>Credit Value of the Qualification:</b>	6
<b>Minimum Credits to be achieved at or above the Level of the Qualification:</b>	6
<b>Mandatory Units:</b>	All 6 credits to be achieved

## Rules of Combination for the Open Awards Entry Level Certificate in Construction and Building (Entry 3) (QCF)

<b>Credit Value of the Qualification:</b>	15
<b>Minimum Credits to be achieved at or above the Level of the Qualification:</b>	15
<b>Mandatory Units:</b>	6 credits to be achieved
<b>Optional Units</b>	9 credits to be achieved

## Qualification Units

### Units in the Open Awards Entry Level Award in Construction and Building (Entry 3) (QCF)

QAC Code	Unit Name	Level:	Credit Value:
<b>Mandatory Units</b>			
A/505/0561	<a href="#">Building and Construction</a>	Entry Level Three	3
K/506/8943	<a href="#">Introduction to Health and Safety: Construction</a>	Entry Level Three	3

### Units in the Open Awards Entry Level Certificate in Construction and Building (Entry 3) (QCF)

QAC Code	Unit Name	Level:	Credit Value:
<b>Mandatory Units</b>			
A/505/0561	<a href="#">Building and Construction</a>	Entry Level Three	3
H/506/4129	<a href="#">Introduction to Health and Safety in Building and Construction</a>	Entry Level Three	3
<b>Optional Units</b>			
D/504/8284	<a href="#">Career Preparation</a>	Entry Level Three	1
F/506/3120	<a href="#">Introduction to Carpentry and Joinery</a>	Entry Level Three	3
H/504/8528	<a href="#">Preparation for a Recruitment Interview</a>	Entry Level Three	2
J/502/3685	<a href="#">Developing Bricklaying Skills</a>	Level One	4
J/503/0118	<a href="#">Introduction to Environmental Sustainability</a>	Entry Level Three	1
J/505/2233	<a href="#">Introduction to Painting and Decorating</a>	Entry Level Three	3
K/504/8532	<a href="#">Teamwork Skills</a>	Entry Level Three	3
L/505/8597	<a href="#">Introduction to Customer Service Skills</a>	Entry Level Three	3
L/506/0916	<a href="#">Developing and Applying Shape And Space Skills</a>	Entry Level Three	1
R/502/3687	<a href="#">Developing Carpentry Skills</a>	Level One	4
R/502/3690	<a href="#">Developing Construction Painting Skills</a>	Level One	4
R/505/0548	<a href="#">Brickwork</a>	Entry Level Three	3
Y/504/8669	<a href="#">Problem Solving in the Workplace</a>	Level One	3
Y/506/0773	<a href="#">Understanding and Achieving Personal Learning Goals</a>	Entry Level Three	3



# Assessment, Verification and Standardisation

## Assessment

Assessment practices must reflect the Equality and Diversity Policy of Open Awards. Reasonable Adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying for Reasonable Adjustments. For more information see the [Quality Assurance information on our Website](#).

Candidates must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

Types of evidence may include:

- Observation of performance
- Questioning (written or oral)
- Personal statements
- Assignments or projects
- Witness testimonies
- Simulations (where allowed)
- Professional discussion
- Recognition of prior learning

Assessments are designed by centres. Assessments should be:

Valid;

- They should clearly measure the knowledge or skills that they set out to measure.

Reliable;

- They will in general produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive;

- So that no individual learner is excluded from the opportunity to demonstrate their achievement because of their individual circumstances.

Assessors must be satisfied that learners have achieved all assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit.

It is expected that centres will have occupationally competent staff with relevant sector experience and qualifications for their role in the delivery of the units/qualifications being offered. The normal expectation is that tutors will be qualified to a minimum of one level above that which they are teaching.

Although not mandatory, best practice would be for Assessors to hold the relevant D32/D33/A1/AQA unit(s) and PTLLS/CTLLS/DTLLS qualifications. Likewise, best practice would be for Internal Verifiers to hold the relevant D34/V1/IQA unit(s).

## Verification

Verification is the process by which assessment decisions are confirmed. Centres have a responsibility to conduct internal verification led by a trained internal verifier.

External verification is carried out by Open Awards Quality Reviewers/Open Awards External Verifiers who will confirm that the centre is assessing to standard and ensure that the centre's quality assurance systems continue to meet Open Awards centre recognition criteria.

Further guidance on [Internal Verification](#) and [Training Support](#) for centres can be found [on our website](#).

## Standardisation

Open Awards will undertake a process of standardisation periodically. Centres will be notified of the required sample which will be copied and collected by the Quality Reviewer. Feedback on standardisation will be available to centres. Standardisation will agree standards for each unit, identify exemplars and make recommendations for changes where appropriate. For further information, see our [Standardisation](#) activities.

## **Delivering the Qualifications**

### **Recognised Centres**

To deliver Open Awards Qualifications you must be an Open Awards Recognised Centre. For more information about becoming a Recognised Centre then please see our **website**.

### **Notification to Deliver Open Awards Qualifications**

If you are an Open Awards Recognised Centre then you will need to alert us that you want to deliver this Qualification. For more information about this process **contact** your Business Development Advisor.

If you are familiar with the process then **proceed to** your Open Awards Secure Portal and complete and submit the New Qualification Notification Form. For help with this see the Administration and Support section of this guide.

## **Additional Information**

### **Recognition of Prior Learning & Achievement**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess. RPL enables recognition of achievement from a range of achievements and experiences whether at work, home and at leisure and is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Credit based qualifications enable learners to avoid duplication of learning and assessment through equivalences or exemptions:

- For achievements within the QCF it is possible to transfer credits (equivalent)
- Learners with certificated achievements outside the QCF can claim exemption from the requirement to achieve credits for designated units.

It is the responsibility of the centre to inform Open Awards at registration of any exemptions and/or equivalencies for which a claim may be made. These claims will be subject to external verification by the Open Awards Quality Reviewer for the centre.

For more information please [\*\*View our RPLA Policy\*\*](#).

### **Support for Functional Skills**

The units within this qualification may provide opportunities for developing skills related to Functional Skills in Mathematics, ICT and English: Reading, Writing and Speaking, Listening and Communication.

## **Funding, Fees and Charges**

### **Funding**

More information about Funding can be found on the [\*\*LARS website\*\*](#).

Please confirm eligibility for funding via the appropriate funding source.

### **Fees**

Please see the Open Awards [\*\*Fees and Charges\*\*](#) page for further details.

### **Foundation Learning**

Foundation Learning aims to provide a focussed approach to Entry Level and Level 1 within the Qualifications and Credit Framework (QCF) in order to raise participation, achievement and progression amongst learners to a Level 2 qualification.

Foundation Learning is made up of three components: Vocational Knowledge, Skills and Understanding; Functional Skills; Personal and Social Development. It includes provision for those with learning difficulties and/or disabilities.

The Open Awards Skills for Further Learning and Employment Qualifications (QCF) have been developed to contribute to the achievement of Foundation Learning.

## **Administration and Support**

Full support is given to all centres along with training for administrators. You can find the Open Awards **Centre Handbook** on our website. You can also view **Training/Events** information on our website.

The Open Awards web site **[www.openawards.org.uk](http://www.openawards.org.uk)** is the best source for further information with full listings of our qualifications, news, events, assessment information, policies, and details of our support services. Alternatively our experienced customer service team can be contacted on 0151 494 2072 or via email **[enquiries@openawards.org.uk](mailto:enquiries@openawards.org.uk)**.

## Glossary

<b>Assessment</b>	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit.
<b>Assessment Criteria</b>	Assessment criteria describe what a learner should be able to do in order to evidence the learning outcomes.
<b>Authentic</b>	Evidence must be the learner's own work.
<b>Award</b>	A qualification within the QCF which has a value between one and twelve credits.
<b>Certificate</b>	A qualification within the QCF which has a value between thirteen and thirty six credits.
<b>Certification end date</b>	The last date on which a certificate can be issued.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole unit.
<b>D Unit</b>	<p>The original qualification for internal verifiers involved in NVQs:</p> <ul style="list-style-type: none"> <li>• D34 Internally verify the assessment process</li> </ul> <p>If you already have this qualification then you can continue to internally verify as long as you have continued your professional development.</p>
<b>Diversity</b>	Acknowledging that each individual is unique and recognising individual differences, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
<b>EQA</b>	External Quality Assurance
<b>Equality</b>	Fair treatment for all regardless of differences eg culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.
<b>Evidence</b>	Evidence of a candidate's knowledge, understanding or skill that can be used to make a judgment of achievement against criteria.
<b>Fair</b>	Ensuring that everyone has an equal chance of getting an objective and accurate assessment.
<b>Guided Learning</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the

<b>Hours (GLH)</b>	learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Holistic</b>	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
<b>IQA</b>	Internal Quality Assurance
<b>Learning Outcomes</b>	Learning outcomes describe what a learner should know and understand by the end of a unit.
<b>Level</b>	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF). Levels indicate difficulty and vary from level 1 to level 8.
<b>NVQ</b>	National Vocational Qualification
<b>Operation dates</b>	The first/last dates that learners can be registered for the qualification.
<b>Qualification and Credit Framework (QCF)</b>	The QCF awards credit for qualifications and units (small steps of learning). Each unit has a credit value. This value specifies the number of credits gained by learners who complete that unit. The flexibility of the system allows learners to gain qualifications at their own pace along routes that suit them best.
<b>Reliable</b>	Reliable evidence indicates that the learner can consistently perform at this level. A reliable method of assessment will produce consistent results for different assessors at each assessment.
<b>Simulations</b>	Where simulations are allowed they must replicate working activities in a realistic workplace environment. A realistic working environment is one which replicates what is likely to happen when an individual is carrying out their normal duties and activities.
<b>Sufficient</b>	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
<b>Units of assessment</b>	A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the QCF the term 'unit' refers to a unit of assessment.
<b>V Unit</b>	<p>The previous unit required to quality assurance the assessment process:</p> <ul style="list-style-type: none"> <li>• V1 Conduct internal quality assurance of the assessment process</li> </ul> <p>If you already have this qualification then you can continue to quality assure as long as you have continued your professional development.</p>
<b>Valid</b>	Evidence must be relevant to the learning outcome and assessment



	criteria i.e. capable of measuring the knowledge or skills in question. For example a written test cannot measure a candidate assessor's ability to provide feedback to learners.
<b>Qualifications Accreditation Number (QAN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.