

**Performance Descriptions for
Foundation, Advanced and Higher
Principal Learning Qualifications in
Construction and the Built
Environment**



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Phase 1 Lines of Learning

Performance descriptions are statements that describe typical performance of candidates at the top and bottom of an acceptable range. They relate to whole principal learning qualifications rather than specific units.

Their purpose is to:

- help awarding organisations in designing mark-band statements that reflect agreed standards, thus helping to ensure parity across awarding organisations;
- help awarding organisations in designing principal learning qualifications that are pitched at the right level; and
- contribute towards contextualising the Qualifications and Credit Framework (QCF) level descriptions for specific lines of learning.

The performance descriptions describe two levels of performance.

Pass

At the bottom of the acceptable range, this is the minimal level of performance for a learner to pass a principal learning qualification.

Top

At the top of the acceptable range, this is what can reasonably be expected of a high attaining learner who has followed an appropriate course.

Performance descriptions are not competency definitions and need to have sufficient latitude to allow for 'best fit' marking grids to be written.

Performance descriptions have been written by awarding organisations and Diploma Development Partnerships against the relevant lines of learning criteria.

Performance descriptions are not intended to summarise the content of line of learning Topics. Awarding organisations are required to ensure that full topic content is accurately reflected in specifications.

Specifications are issued as they stand so that awarding organisations can begin using them as soon as possible to develop their principal learning qualifications.

Please note: the numerical references used for performance descriptions do not bear any relationship to those used for lines of learning criteria or those which may be used in subsequent qualifications.

Level 1 Grade B

Candidates characteristically:

- demonstrate basic knowledge of some areas of the specification.
- demonstrate a basic understanding of some design and construction principles through practical application in simple scenario and routine tasks.
- identify some major stages of design, design factors and specification of materials.
- identify some techniques and major processes involved in the maintenance of built structures.
- identify some of the ways in which design of the built environment impacts on individuals and communities.
- identify some methods, tools and materials to carry out routine practical tasks to an acceptable standard.
- carry out simple tests on materials and interpret the results.
- demonstrate a basic understanding of the importance of health, safety and welfare in construction and built environment contexts.
- work in a safe and appropriate manner with supervision to carry out routine tasks including consistently using appropriate personal protection equipment.
- require support and guidance to carry out straight forward tasks and procedures.

Level 1 Grade A*

Candidates characteristically:

- demonstrate basic knowledge of the most areas of the specification.
- demonstrate a basic understanding of design and construction principles through practical application in routine scenario and tasks.
- demonstrate basic knowledge of; most of the major stages in the design process, design factors and how they interact and impact on the design process.
- demonstrate basic knowledge and understanding of the techniques and the major processes involved in maintaining built structures.
- demonstrate basic understanding of the major factors in relation to the built environment that impact on individuals and communities.
- identify methods, tools and materials from a wide range and use these to complete a routine practical task to a high standard.
- perform tests on materials and interpret the results.
- demonstrate some understanding of the importance of health, safety and welfare in construction and built environment contexts.
- work in a safe and appropriate manner to complete routine tasks including selecting and consistently using appropriate personal protection equipment.
- regularly take a proactive approach in seeking guidance and require minimal supervision to carry out procedures and complete tasks.

Level 2 Grade C

Candidates characteristically:

- select and use knowledge from some areas of the specification.
- demonstrate understanding of some design and construction principles through practical application in routine scenarios and straightforward tasks.
- identify and apply some of the major stages in the design process for a straightforward project.
- identify some of the major design factors for a straightforward project and briefly describe their impact.
- identify some of the major factors relating to the built environment that impact on individuals and communities and briefly describes the effect of that impact.
- identify and briefly describe some of the major processes involved in protecting, maintaining and managing built structures for a straightforward scenario.
- identify appropriate processes, tools and materials and use these to complete a straightforward practical task to an acceptable standard.
- perform relevant tests on materials and interpret the results in terms of their suitability for use in specific tasks, with some limited guidance.
- recognise a limited range of the technical information used to support the design process and used in construction.
- demonstrate a clear understanding of the importance of health, safety and welfare issues in construction and built environment contexts.
- work in a safe and appropriate manner with little or no supervision including identifying and consistently using appropriate personal protection equipment to carry out and complete straightforward tasks.
- show independence in carrying out familiar tasks and procedures but need support and guidance in less-familiar tasks.

Level 2 Grade A*

Candidates characteristically:

- select and use detailed knowledge accurately from most areas of the specification.
- demonstrate clear understanding of some design and construction principles through practical application in routine and non-routine scenario and tasks.
- identify, fully describe and apply the major stages in the design process for a straightforward project with minimal guidance.
- identify the major design factors for a straightforward project and provide detailed descriptions of each factor, their interaction and impact.
- identify the major factors relating to the built environment that impacts individuals and communities and fully describe their impact for a straightforward scenario.
- identify and fully describe the major processes involved in protecting, maintaining and managing built structures for a straightforward scenario.
- select and demonstrate knowledge of a wide range of appropriate processes, tools and materials use these to complete a straightforward practical task to a high standard.
- perform relevant tests on materials and interpret the results in terms of their suitability for use in specific tasks.
- select and use a range of technical information used in construction and to support the design process.
- demonstrate a good understanding, and the application of, relevant safe working practice.
- work in a safe and appropriate manner, selecting, justifying and using appropriate personal protection equipment to complete a straightforward task.
- show independence in carrying out a range of tasks and procedures but needs some support and guidance.

Level 3 Grade E

Candidates characteristically:

- apply detailed knowledge with some accuracy for most areas of the specification.
- apply some theoretical understanding and make reasoned judgements in practical investigations of problems and tasks in a variety of construction and built environment scenarios.
- demonstrate an understanding of some of the major stages in the design and planning process and applies that understanding to a complex project.
- demonstrate an understanding of some of the major design and planning factors for a complex project and provide a brief description of their impact on the design process.
- demonstrate an understanding of the physical and environmental influences on a construction project.
- demonstrate an understanding of some of the major factors that impact on individuals and communities and provide brief descriptions of their impact to a complex scenario.
- demonstrate an understanding of some of the major processes involved in protecting and maintaining the built environment.
- demonstrate an understanding of management processes and apply them to a complex project to an acceptable standard with limited autonomy.
- demonstrate an understanding of health and safety legislation and evaluate its application to a complex scenario.
- are able to take a proactive approach to seeking guidance, requiring little or no supervision to carry on and complete straightforward tasks and problems.

Level 3 Grade A*

Candidates characteristically:

- apply detailed knowledge relevantly and accurately for most areas of the specification.
- apply theoretical understanding and make reasoned judgements in a variety of complex construction and built environment scenarios.
- demonstrate a thorough understanding of, and apply, the major stages in the design process.
- demonstrate a thorough understanding of the major factors involved in planning a complex project, their interaction and impact on the design process.
- demonstrate a thorough understanding of management processes using them to complete a complex task to a high standard.
- demonstrate a thorough understanding of the factors relating to the built environment that impact on individuals and communities.
- demonstrate a thorough understanding of the major processes involved in protecting and maintaining the built structures.
- demonstrate a thorough understanding of health and safety legislation and fully evaluates its application in a complex scenario.
- independently complete complex tasks and problems to a high standard taking, when needed, a proactive approach to seeking support and guidance.

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