

The aims of this curriculum are;

Construction at Dene Academy is about providing students with an opportunity to develop their knowledge and understanding through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Construction is delivered through three specialist units each focusing on a specific area of the construction industry:

Unit 1 – Safety and security in construction

Unit 2 - Developing construction projects

Unit 3 - Planning construction projects

The applied purpose of each unit is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which learners are enthused, engaged and motivated to study how buildings are constructed. The applied purpose provides the opportunity for authentic work-related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment
- The ability to apply learning in vocational contexts.

Below is the Intent of this curriculum.

Term	Unit	Knowledge Covered	Skills Developed	Assessment
Autumn 1	Unit 1 - Safety and security in construction Through this unit, students will gain the knowledge and understanding to be able to plan how to minimise risk to their own and others health and safety in different contexts. This knowledge will extend into knowing about the different forms of legislation in place and the implications that can result in health and safety neglect. Focus: Learning Objective 1 - Know health and safety legal requirements for working in the construction industry. Summarise responsibilities of health and safety legislation	In this learning objective students will focus on developing their knowledge and understanding of the responsibilities of employers and employees within the construction industry. Clear links will be made between the two recognising that health and safety is a collective responsibility. Students will also focus on understanding the role of the various different pieces of health and safety legislation in place with an emphasis on: • Health and Safety at Work Act 1974 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) • Control of Substances Hazardous to Health Regulations 2002 (COSHH) • Provision and Use of Work Equipment Regulations 1998 (PUWER) • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations 1992 (PPER) • Working at Heights Regulations 2005 • Asbestos Students will look at the different working examples within the construction industry and apply their	In this unit, student will cover a broad range of fundamental construction skills including the use of various tools and materials used in different trade settings. From this, students will develop a range of skills including: 1. Time management 2. Organisation 3. Planning and preparation 4. Verbal and non-verbal communication Students will link their knowledge gained from their practical skills and put it into the theory elements of the course. SMSC • Peer interaction • Verbal answering • Respect to others • Listening to others RWCM • Peer discussion • Reading of questions & worksheets	Summative Assessment Tasks: Baseline Assessment at the start of the term. Assessment linked to LO 1 will be an exam paper that will focus on exam questions linked to the work covered throughout this topic. Examples of Periodic Assessments: Learning focused questions Sample assessment material exam based questions to link knowledge to learning.

	Identify safety signs used by construction industry Identify fire extinguishers used in different situations Describe role of the Health and Safety Executive Practical activities	knowledge to how these are connected to the health and safety legislation. In this unit students will also develop their knowledge and understanding on the importance of safety signs within the work place focusing on: • Why signs are colour coded • Why certain shapes of signs are used • The meanings of different signs Examples will include: - o pedestrians prohibited - o head protection must be worn - o foot protection must be worn - o risk of fire - o risk of danger Students will also look at the 5 different types of fire extinguishers used and be able to identify each one using the colour code, explaining which type of fire extinguisher is best suited to different types of fire. • Water • Foam • CO2 • Dry powder • Wet chemical In this area of study students will be looking at the role of the Health and Safety Executive (HSE). Students will be expected to explain the importance of the HSE and what their role is within the construction industry. Practical activity will be dependent on weather. Trades to be covered bricklaying, tiling. Health and Safety in the workplace	• Answering of questions both verbal and written • Timings on tasks Bricklaying- health and safety using tools correctly, spreading mortar, using spirit levels, using gauging rods Tiling- health and safety, using tools correctly, spreading adhesive, laying tiles, using spacers	Peer assessment, Teacher verbal assessment
Autumn 2	Unit 1 - Safety and security in construction Focus: Learning Objective 2 - Understand risks to health and safety in different situations. Identify hazards to health and safety in different situations Describe potential effects of hazards in different situations	In this particular learning objective students will be looking at the risks associated with health and safety in different situations. Students will focus on: 1. The various situations within the construction environment where hazards pose a risk including: • On-site – Substructure and superstructure • Off-site – Workshops, office spaces and travelling between sites 2. Students will recognise the different effects that hazards can have, including: • Physical • Psychological • Financial • Environmental This will also be linked to who is affected: • Self • Others working in the area • Employers • Local community	Students will continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 1. Time management 2. Organisation 3. Planning and preparation 4. Verbal and non-verbal communication 5. Independent enquiry 6. Effective participation SMSC • Peer interaction • Verbal answering • Respect to others • Listening to others	Summative Assessment Tasks: Assessment linked to LO 2 will be an exam paper that will focus on exam questions linked to the work covered throughout this topic. Periodic Assessments: Skills based assessment comprising of the practical skills learnt throughout the unit.

	Explain the risk of harm in different situations Practical activities	• Environment • Users/visitors 3. Students will also develop their knowledge and understanding of the risks involved in different situations linking the likelihood and severity to the risk rating. Practical activity will be dependent on weather. Trades to be covered bricklaying, tiling. Health and Safety in the workplace	RWCM • Peer discussion • Reading of questions & worksheets • Answering of questions both verbal and written • Timings on tasks Bricklaying- health and safety using tools correctly, spreading mortar, using spirit levels, using gauging rods comparing brick bonds Tiling- health and safety, using tools correctly, spreading adhesive, laying tiles, using spacers	Peer assessment, Teacher verbal assessment
Spring 1	Unit 1 - Safety and security in construction Focus: Learning Objective 3 - Understand how to minimise risks to health and safety Explain existing health and safety control measures in different situations Recommend health and safety control measures in different situations Learning Objective 4 - Know how risks to security are minimised in construction Identify risks to security in construction in different situations Describe measures used in construction to minimise risk to security	Students will undertake a study of understanding how to minimise risks to health and safety. In this leaning objective student here will focus on developing their knowledge and understanding of the following outcomes. 1. Students will understand what is meant by the term ‘control measure’ and be able to apply their knowledge to a number of different working examples including: • The use of method statements • The application of safe systems of work • The importance of work permits • The importance of competent people • The correct use of different PPE 2. Students will look at the various situations within the workplace and be able to identify and explain the importance of control measures in these settings. This will include: • Different locations • Changes in work practice • The array of equipment used • The sheer scale of a development • The individual/business responsibilities The final section within this unit will have a focus on students understanding how risks to security are minimised in construction. This learning objective will have two distinct outcomes with an emphasis on: 1. Developing knowledge of the importance of security with a focus on: • Tools and equipment • Personal belongings • Sensitive information 2. The second part of this learning objective will see students study the various ways in which you can minimise risk to security and the measures that can be put in place. The focus will be on two areas: • Employees	Students will continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 1. Time management 2. Organisation 3. Planning and preparation 4. Verbal and non-verbal communication 5. Independent enquiry 6. Effective participation	Summative Assessment Tasks Assessment linked to LO 3 will be an exam paper that will focus on exam questions linked to the work covered throughout this topic. AND Assessment linked to LO 4 will be an exam paper that will focus on exam questions linked to the work covered throughout this topic. Periodic Assessments Exam based questions linked to health and safety in the work place.

Spring 2

	Practical activities	Employers Practical activity will be dependent on weather. Trades to be covered bricklaying, tiling. Health and Safety in the workplace	Bricklaying- health and safety using tools correctly, spreading mortar, using spirit levels, using gauging rods using different brick bonds. Tiling- health and safety, using tools correctly, spreading adhesive, laying tiles, using spacer, cutting tiles, using different tiling patterns	Peer assessment, Teacher verbal assessment
	Unit 3 - Planning construction projects Through this unit students will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. Students will develop an understanding of the processes that are followed by people working in construction that ensure projects are successful. Focus: Learning Objective 1 - Know job roles involved in realising construction and built environment projects Describe responsibilities of those involved in construction projects Describe activities of those involved in construction projects Describe outputs of those involved in realising construction projects Practical activities	In this unit students will develop their knowledge and understanding of the various job roles involved in the construction. This will focus on: - Client's team (client, architect, engineer, quantity surveyor, project manager, designer) - Contractor's team (builder/site engineer, site supervisor, safety officer, tradespersons, specialist sub-contractors) - Statutory personnel (building inspector, town planner, public health inspector) - General (administrator, finance officer, public liaison officer, purchasing/procurement officer, catering, security) Following on from the previous learning focus students will begin to look at the various construction projects, including: - Refurbishments - Extensions - Industry - Housing In this element students will be made aware that Health and Safety is the responsibility of all employees and that employers also have significant responsibilities. Certain roles will have heightened levels of responsibilities such as Site Managers. Students will also understand that safety and security impacts upon all involved in construction projects. Practical activity will be dependent on weather. Trades to be covered bricklaying, tiling, electrical and plumbing Health and Safety in the workplace	Students will continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: - Time management - Organisation - Planning and preparation - Verbal and non-verbal communication - Independent enquiry - Effective participation SMSC - Peer interaction - Verbal answering - Respect to others - Listening to others RWCM - Peer discussion - Reading of questions & worksheets - Answering of questions both verbal and written - Timings on tasks Bricklaying- health and safety using tools correctly, spreading mortar, using spirit levels, using gauging rods, building walls, cutting bricks. Tiling- health and safety, using tools correctly, spreading adhesive, laying tiles, using spacer, cutting tiles, using different tiling patterns Electrical- Health and safety, what the different colour wire meanings, measuring wire, using hand tools- wire strippers, screwdrivers, wiring plugs, wiring sockets	Summative Assessment Tasks Assessment linked to LO 1 will be an exam paper that will focus on exam questions linked to the work covered throughout this topic. Periodic Assessments Exam based questions linked to job roles in the construction industry. Peer assessment, Teacher verbal assessment

Summer 1	Unit 3 - Planning construction projects Focus: Learning Objective 2 - Understand how built environment development projects are realised Describe processes used in built environment development projects Calculate resources to meet requirements for built environment development projects Assess potential effect of factors on project success Interpret sources of information	In this leaning objective student here will focus on developing their knowledge and understanding of the following outcomes. Construction processes – With a focus on: 1. Planning (design, project planning, procurement) 2. Construction (secure site, site clearance, substructure, superstructure) 3. Handover to client (commissioning, handover) 4. Maintenance In this particular learning objective students will look at the importance of maths and apply their knowledge to the working industry through calculating: • Area • Volume • Percentages • Scaling • Best value • Tolerances • VAT • Tender price Here students will focus on the various resources that can affect project success. • Plant • Labour • Materials • Internal e.g. lack of qualified and certified key personnel, sourcing of finance, security • External e.g. penalty clauses, weather conditions Sources of information • drawings • catalogues • spreadsheets • suppliers material lists • specifications	Student will look at basic construction data and begin to describe what it can tell us about a project (risk management, Gantt charts, area, volume). As we move through the topic students will practice explaining data and justifying decisions made from that data. Students will also continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 1. Time management 2. Organisation 3. Planning and preparation 4. Verbal and non-verbal communication 5. Independent enquiry 6. Effective participation SMSC • Peer interaction • Verbal answering • Respect to others • Listening to others RWCM • Peer discussion • Reading of questions & worksheets • Answering of questions both verbal and written • Timings on tasks	Summative Assessment Tasks Final assessment will be an exam paper that will examine skills such as map reading, annotating and interpreting images and sources to evaluate a piece of information. This assessment will also include a 9 mark question about a global issue facing the planet today. Examples of Periodic Assessments: Extended writing report on an ecosystem they have studied. AND Decision making extended writing to extend of the challenges created by the world’s global issues.
Summer 2	Unit 3 - Planning construction projects Focus: Learning Objective 3 - Be able to plan built environment development projects Sequence processes to be followed Apportion time to processes Set project tolerances Revision	During the final learning objective of Unit 3 students will focus on understanding what is meant by the ‘overall project aim’. This will involve developing their knowledge of: 1. The processes involved: • Planning (Gantt Chart) • Construction • Handover 2. The project tolerances: • Time • Cost Finally students will focus on recovering topics within Unit 1 and 3 in preparation for the Summer exams.	Student will look at basic construction data and begin to describe what it can tell us about a project (risk management, Gantt charts, area, volume). As we move through the topic students will practice explaining data and justifying decisions made from that data. Students will also continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 7. Time management 8. Organisation 9. Planning and preparation 10. Verbal and non-verbal communication 11. Independent enquiry	Synoptic links: from unit 2, learners will have gained an understanding of planning a sequence of work, preparing for construction tasks and applying techniques all of which will be significant factors in the planning for larger projects. (Final assessment task) Students will sit their Unit 1 and 3 final written exam. Unit 1 – This unit is externally assessed. The external assessment will be available in the summer of each year. The specification for the external assessment is as follows: <i>Duration:</i> 1 hour <i>Number of marks:</i> 60 Unit 3 - This unit is externally assessed. The external assessment will be available in the summer of each year. The specification for the external assessment is as follows:

			12. Effective participation SMSC • Peer interaction • Verbal answering • Respect to others • Listening to others RWCM • Peer discussion • Reading of questions & worksheets • Answering of questions both verbal and written • Timings on tasks	<i>Duration: 2 hours</i> <i>Number of marks: 60</i>
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		Construction		Year 11
The aims of this curriculum are;				
In this year of Construction at Dene Academy students develop their knowledge and understanding through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. Students will focus on Unit 2 - Developing construction projects applying the knowledge acquired in the previous academic year.				
The focus is on developing student’s practical skills in preparation for their final assessment. Within this unit we ask?				
How do I hang a door? Can I skim plasterboard? How do you gloss a panel door? What resources do I need to build a wall? How do I plan what needs to be done? Will I be safe? How do I keep equipment secure? How do you know if what has been done is good enough?				
Any renovation project will need people with different skills. A new bathroom will need plumbing, tiling, plastering and decorating. An extension needs bricklayers, carpenters and interior designers. Whatever skill is applied, selecting and using the correct tools, materials and equipment in a safe manner is critical to the process. All projects involve drawings and/or specifications which use international standard symbols and terminology which must be interpreted before they can construct a given task. From this technical information, calculations have to be made for resources before the build process takes place. Throughout this unit you will learn to interpret technical information in order to identify materials, tools and equipment needed to complete construction tasks. You will develop a range of construction skills which can be used during construction processes, ensuring you take account of any health and safety issues.				
Below is the Intent of this curriculum.				
Term	Unit	Knowledge Covered	Skills Developed	Assessment
Autumn 1	Unit 2 - Developing construction projects Through this unit learners will be able to interpret technical information to plan the refurbishment of a building, taking account of health and safety issues. They will use appropriate skills and techniques to carry out the refurbishment. Learning Objective 1 - Be able to interpret technical information Interpret technical sources of Information	Students will develop their knowledge and understanding of the skills required to complete a variety of construction tasks competently working on the following: Interpret • Symbols • Conventions • Terminology Sources of information • Specifications • Building regulations • Drawings • Design briefs	Student will look at basic construction data and begin to describe what it can tell us about a project (risk management, Gantt charts, area, volume). As we move through the topic students will practice explaining data and justifying decisions made from that data. Students will also continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 1. Time management 2. Organisation	Periodic Assessments: Learning focused questions Sample assessment material exam based questions to link knowledge to learning. Practical based assessments throughout each trade skill to consolidate learning ready for completing the final assessment with little to no teacher support depending on the level working at.

	Plan sequence of work to meet requirements of sources of information	Sources of information • Specifications • Drawings • Design briefs • Building regulations • Oral communication Plan • Timescales • Sequence • Health and safety	3. Planning and preparation 4. Verbal and non-verbal communication 5. Independent enquiry 6. Effective participation 7. ICT SMSC • Peer interaction • Verbal answering • Respect to others • Listening to others RWCM • Peer discussion • Reading of questions & worksheets • Answering of questions both verbal and written • Timings on tasks Students will also have opportunities to develop critical and analytical skills in their study of safety and security issues associated with construction projects and planning processes and resources involved in construction projects. They will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form.	
Autumn 2	Unit 2 - Developing construction projects Learning Objective 2 - Know preparation requirements for construction tasks Identify resources required to complete construction tasks Calculate materials required to complete construction tasks Set success criteria for completion of construction tasks Prepare for construction tasks	Students will develop their knowledge and understanding of the skills required to complete a variety of construction tasks competently using specific work related terminology. Resources • Tools • Equipment • PPE • Materials based on - o Characteristics - o Qualities - o Sustainability - o Limitations Calculate • Materials required - o Volume - o Area - o Perimeter - o Time - o Ratio • Costs Success criteria • Level of tolerance • Timescales • Quality	Student will look at basic construction data and begin to describe what it can tell us about a project (risk management, Gantt charts, area, volume). As we move through the topic students will practice explaining data and justifying decisions made from that data. Students will also continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 1. Time management 2. Organisation 3. Planning and preparation 4. Verbal and non-verbal communication 5. Independent enquiry 6. Effective participation 7. ICT SMSC • Peer interaction • Verbal answering • Respect to others	Periodic Assessments: Learning focused questions Sample assessment material exam based questions to link knowledge to learning. Practical based assessments throughout each trade skill to consolidate learning ready for completing the final assessment with little to no teacher support depending on the level working at.

		Students will focus on developing skills from a variety of trades with a focus on choosing three when completing their final assessment. Students will focus developing skills in: • Checking materials for defects • Organising materials • Measuring materials • Marking out materials • Cutting materials • Setting out materials • Dry bond materials • Mix mortar materials	• Listening to others RWCM • Peer discussion • Reading of questions & worksheets • Answering of questions both verbal and written • Timings on tasks Students will also have opportunities to develop critical and analytical skills in their study of safety and security issues associated with construction projects and planning processes and resources involved in construction projects. They will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form.	
Spring 1	Unit 2 - Developing construction projects Learning Objective 3 - Be able to use construction processes in completion of construction tasks Apply techniques in completion of construction tasks Apply health and safety practices in completion of construction tasks Evaluate quality of construction tasks	Students will be taught skills related to a minimum of three of the following techniques. The content provides examples of skills for each technique that could be taught. Skills should relate to refurbishment of a property: • Textiles e.g. pelmets, curtains, wall coverings • Wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall • Brick e.g. use wall connectors, cut bricks, create wall no higher than a metre, stretcher bond • Plaster e.g. apply plasterboard, skim • Decorate e.g. emulsion a surface, gloss a panel door, paper an internal corner or around a switch • Tiling e.g. floor and wall, patch repair • Electrical e.g. lighting, add a new socket • Plumbing e.g. waste and taps to a sink • Heritage skills e.g. dry stone wall, roofing (change material or patch) These techniques will also be taught in relation to the techniques selected from above: • Removal and safe disposal of materials • Awareness and application of health and safety practices Health and Safety • Cleanliness and safety of work area • Safe working practices • Use of correct PPE Evaluate • Self-evaluation • Against specified tolerances • Against success criteria	Student will look at basic construction data and begin to describe what it can tell us about a project (risk management, Gantt charts, area, volume). As we move through the topic students will practice explaining data and justifying decisions made from that data. Students will also continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 1. Time management 2. Organisation 3. Planning and preparation 4. Verbal and non-verbal communication 5. Independent enquiry 6. Effective participation 7. ICT SMSC • Peer interaction • Verbal answering • Respect to others • Listening to others RWCM • Peer discussion • Reading of questions & worksheets • Answering of questions both verbal and written • Timings on tasks Students will also have opportunities to develop critical and analytical skills in their study of safety and security issues associated with construction projects and planning processes and resources	Periodic Assessments: Learning focused questions Sample assessment material exam based questions to link knowledge to learning. Practical based assessments throughout each trade skill to consolidate learning ready for completing the final assessment with little to no teacher support depending on the level working at.

			involved in construction projects. They will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form.	
Spring 2	Unit 2 - Developing construction projects	Students will continue to be taught skills related to a minimum of three of the following techniques. The content provides examples of skills for each technique that could be taught. Skills should relate to refurbishment of a property: • Textiles e.g. pelmets, curtains, wall coverings • Wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall • Brick e.g. use wall connectors, cut bricks, create wall no higher than a metre, stretcher bond • Plaster e.g. apply plasterboard, skim • Decorate e.g. emulsion a surface, gloss a panel door, paper an internal corner or around a switch • Tiling e.g. floor and wall, patch repair • Electrical e.g. lighting, add a new socket • Plumbing e.g. waste and taps to a sink • Heritage skills e.g. dry stone wall, roofing (change material or patch) The focus for students during the continuation of developing their knowledge and application of the various practical trade skills is to understand the quality of workman/craftsmanship and why this is important.	Student will look at basic construction data and begin to describe what it can tell us about a project (risk management, Gantt charts, area, volume). As we move through the topic students will practice explaining data and justifying decisions made from that data. Students will also continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 1. Time management 2. Organisation 3. Planning and preparation 4. Verbal and non-verbal communication 5. Independent enquiry 6. Effective participation 7. ICT SMSC • Peer interaction • Verbal answering • Respect to others • Listening to others RWCM • Peer discussion • Reading of questions & worksheets • Answering of questions both verbal and written • Timings on tasks Students will also have opportunities to develop critical and analytical skills in their study of safety and security issues associated with construction projects and planning processes and resources involved in construction projects. They will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form.	Periodic Assessments: Learning focused questions Sample assessment material exam based questions to link knowledge to learning. Practical based assessments throughout each trade skill to consolidate learning ready for completing the final assessment with little to no teacher support depending on the level working at.

Summer	Unit 2 - Developing construction projects	During this term students will prepare their final piece of written coursework as well as plan out a detailed sequence of work to complete their practical controlled assessment. Below is an example of what the students will be expected to do within this section of the unit. Learners will interpret technical information that look at planning the refurbishment of a building, taking account of health and safety issues and using appropriate skills and techniques to carry out the refurbishment. Example A local infant’s school has recently had a new storage facility built for toys, bikes etc. A local architect firm designed the new building and has made available copies of the technical information that was provided to the contractors. Learners interpret the information provided to identify materials required and success criteria to be used. Learners then visit the school to carry out an inspection, once the construction is complete, making judgements against the success criteria that they set. This develops their evaluation skills and ability to interpret technical information. It will also provide learners with the opportunity to interact with potential construction employers. This activity provides the possibility for learners to work with other trades to complete this task.	Student will look at basic construction data and begin to describe what it can tell us about a project (risk management, Gantt charts, area, volume). As we move through the topic students will practice explaining data and justifying decisions made from that data. Students will also continue to develop the fundamental skills they have learnt in the practical elements with a specific focus on refining their skills. Students will also continue to develop a range of skills including: 1. Time management 2. Organisation 3. Planning and preparation 4. Verbal and non-verbal communication 5. Independent enquiry 6. Effective participation 7. ICT SMSC • Peer interaction • Verbal answering • Respect to others • Listening to others RWCM • Peer discussion • Reading of questions & worksheets • Answering of questions both verbal and written • Timings on tasks Students will also have opportunities to develop critical and analytical skills in their study of safety and security issues associated with construction projects and planning processes and resources involved in construction projects. They will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form.	Unit 2 - Final assessment – 15 hours in total to plan, complete and review their 3 chosen practical skills.
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