

Intent

BTECs are high-quality, career-focused qualifications grounded in the real world of work. BTEC courses focus on skills-based learning and are designed around themed units. This practical approach allows BTEC learners to develop and apply the knowledge and skills that employers, colleges and universities are looking for.

BTEC Construction forms part of a suite of optional subjects that are available at Oswaldtwistle School in KS4 to run alongside the core subjects of Maths, English, Science and CFL. The structure of the qualification is flexible enough to accommodate the varying length of time students are on role at Oswaldtwistle School. As it is a short stay school many of the students are only enrolled for short periods of time, although others may be on roll for 2 years or more.

The BTEC Level 1 qualifications in Construction have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 1 vocationally related qualification
- progress to employment in the construction sector
- progress to related vocational qualifications.

The BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

The majority of students will study two Units of work which combined will lead to a Level 1 Certificate in Construction. Normally the Certificate will be completed over the course of an academic year, although this may be extended as individual circumstances dictate, or alternatively the Cert can be shortened to the award which can be achieved over a shorter period of time. The course is designed to be as flexible as possible in order to meet the varying needs of our students.

There are five main Units that form the core of the Certificate at Oswaldtwistle School. Two of these units are theory based- Unit A2 Developing a Personal Progression Plan and Unit A1 Being Organised. Both units are designed to develop the organisational skills of each student undertaking the course.

These units are followed by three practical based units in Unit CON05 Draw a plan of a room, Unit CON07 Making carpentry joints and Unit CON11 Decorating an interior wall. If completed the student will have achieved a L1 Introductory Certificate in Construction.

Unit CON05: Draw a plan of a room

This unit introduces the students to technical drawing and units of measurement. They will explore symbols used in drawings as well as various drawing techniques used to communicate their ideas.

Unit CON 07: Developing Joinery Skills

Unit aim This unit is designed to introduce students to the hand tools, materials, personal protective equipment (PPE) and skills used in carpentry. Students will have the opportunity to produce a carpentry item. Emphasis is placed on the correct selection and safe use of the appropriate tools, materials and equipment required to carry out basic joinery tasks. Students will be given the opportunity to practise the wood-jointing techniques used to construct basic wood joints, and to use these techniques to construct a simple joinery item in an acceptable time. Although students will work independently when constructing their joinery item, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others. When preparing for work in the construction industry it is important that students are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help students to develop an understanding of the personal qualities that are valued by employers.

Unit CON11: Decorating an Interior wall.

This unit is designed to give the students the skills to use different methods of decoration to complete a wall. From painting to wallpapering, working with skirting boards to dado rails- the students will explore various aspects of decoration to complete this unit.

The programme of study is designed to be vocational, with strong links to the world of work, but also to other subjects within school. The subject is mapped to link with Functional skills at entry and level one English speaking and listening, reading and writing. In Maths it links to interpreting, representing and analysing. In ICT it links to using IT systems, finding, selecting information, presenting and communicating information.

The programme of study builds on skills from the KS3 National Curriculum:

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely.
- Select from and use a wider, more complex range of materials, components taking into account their properties
- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- The KS3 Skills build on the KS1 & 2 National Curriculum skills:
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Each Unit has a bank of between 10 and 12 key words which are taught and retrieved on a regular basis, in line with Rosenshines' principles. Also, part of the wider curriculum is the personal development of our young people and as such cross curricular themes such as SMSC, British values and careers form an important component of the curriculum intent. Cultural enrichment opportunities beyond the taught curriculum are also viewed with importance and where possible visits to local employers are included in the course, such as builder's merchants and a wood machining factory.

Historically, almost all vocational education took place in the classroom or on the job site, with students learning trade skills and trade theory from accredited instructors or established

professionals. However, in recent years, online vocational education has grown in popularity, making learning various trade skills and soft skills from established professionals easier than ever for students, even those who may live far away from a traditional vocational school.